



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ENGLISH FIRST ADDITIONAL LANGUAGE NQF Level 3

September 2007

ENGLISH FIRST ADDITIONAL LANGUAGE – LEVEL 3

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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 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 Portfolio of Evidence (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. 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 method 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.

Annexure A includes an example of a holistic rubric and an analytical rubric.

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 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 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.

Examples of assessment tasks that may be included in the Portfolio of Evidence (POE) for Level 3 are:

LISTENING AND SPEAKING
<ol style="list-style-type: none">1. Evidence for listening and speaking activities:<ul style="list-style-type: none">▪ formal speeches▪ prepared presentation on a literature text▪ meeting held and facilitated▪ listening comprehensions▪ role-play or dialogue where communication competency is demonstrated (discussions, negotiations and conversation)▪ group communication participation and/or giving feedback2. Theory assessment included in the internal June examination paper.
READING AND VIEWING
<ol style="list-style-type: none">1. evidence for reading and viewing activities:<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 test2. Theory assessment included in the internal June examination paper.
WRITING AND PRESENTING
<ol style="list-style-type: none">1. Evidence for writing and presenting activities:<ul style="list-style-type: none">▪ comprehensive assignments for writing where the assignment comprises at least 80% of the tasks that need to be written.<ul style="list-style-type: none">Persuasive texts that include proposals, advertisements (classifieds and display), notices and posters, circulars, letter to the press, articles for a newsletter or press.Letters that include letters of complaint, letters of enquiry and reply; letters of invitation and acceptance/decline of an invitation, letters of reservation, letters of goodwill, letters for employment.Reports (feedback report and accident report) and for other purposes that include converting a wide range of information from one form to another, such as graphs to paragraphs, curriculum vitae, short descriptions and discursive paragraphs, and forms and questionnaires.Concise correspondence that includes memoranda, faxes, e-mails, telephone messages, formal third person invitation and reply; postcard, instructions and directions; verbal requests in writing and meeting correspondence (making core notes, expansion of core notes; notices, agendas and action minutes.)▪ editing exercises2. Writing assessment included in the internal June examination as a separate paper.

LANGUAGE IN PRACTICE

1. Evidence for language in practice activities:
 - assignment that should include research and a report with an oral presentation.
 - grammar tests
 - case study-based assessment on the theory on Communication.
2. Theory assessment included in the internal June examination paper.

**ASSESSMENT OF ENGLISH FIRST ADDITIONAL LANGUAGE
LEVEL 3**

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

Topic 1: Listening and Speaking

SUBJECT OUTCOME	
1.1 Use strategies to deliver messages and reply appropriately to sustain dialogue in a workplace context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Techniques are used to formulate messages and responses that reflect purpose, cultural and contextual sensitivity.	Use techniques to formulate messages and responses that reflect purpose, cultural and contextual sensitivity. <i>Range: Purposes refer to presenting arguments, interpersonal work-related and group communication, public speaking, strategies and techniques for assertiveness and presentation techniques.</i> <i>Range: Techniques include responding to queries, repetition of information, rewording, asking questions to check understanding, referring to cues and cue cards, timing techniques, responsiveness to audience cues that contact is lost, and observing physical, social, psychological, and cultural barriers</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Role plays, dialogues, formal speeches and debates, group discussions, tests and examinations based on case studies, assignments and presentations.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Identify any barriers to communication that may impact on meaning. <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> • Identify the needs and expectations of the audience. • Identify the purpose of the message and response. • Ask questions, reword what was understood or repeat to clarify meaning. • Answer questions and queries comprehensively and meaningfully. • Establish and maintain eye contact. • Discuss and express views. • Maintain conversation and dialogue appropriately in different 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. • 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. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
The main ideas are clearly identified and expressed by information appropriate to the context and topic of discussion.	Use information related the context and the topic of discussion to clearly identify and express the main ideas.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: First drafts and final drafts, planning documents, speeches, presentations, debates, tests, examinations and assignments based on case studies.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Distinguish between main and supporting ideas and major and minor details. • Prepare and develop effective introductions, explanations or arguments and conclusions. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
Non-verbal cues are examined and used to support and convey meaning.	Examine and explain how non-verbal cues support and convey meaning. <i>Range: Non-verbal cues include body language, facial expressions, gestures, signs, tone, and rhetorical devices such as variation in dialect, pronunciation, intonation, volume, pitch, stress, tempo, pause, projection, and repetition.</i>

ASSESSMENT TASKS OR ACTIVITIES

Assessment instruments:

Comic strips, cartoons, print advertisements, radio advertisements, television advertisements, role plays, group discussions, tests based on case studies, transcripts of interviews, conversations and discussions.

Students are required to:

- Identify and explain non-verbal cues.
- Determine and explain the impact on meaning of non-verbal cues.
- Apply knowledge of non-verbal cues to support and convey meaning in own spoken discourse.

ASSESSMENT STANDARD	LEARNING OUTCOME
Participation in group discussion is demonstrated and developed through verbal encouragement and response, making assertive statements and reaching consensus.	Demonstrate and develop participation in group discussion through verbal encouragement and responses, making assertive statements and reaching consensus. <i>Range: Group interaction includes teamwork discussions, interviews, formal meetings, debates and negotiations.</i>

ASSESSMENT TASKS OR ACTIVITIES

Assessment instruments:

Group discussions, group work assignments, case studies with contextual questions, transcripts of debates, interviews, persuasive presentations, role plays and dialogues

Students are required to:

- Identify fact and opinion, and subjective and objective language.
- Demonstrate appropriate choice of register.
- Use negotiation skills to reach consensus.
- Give feedback that demonstrates cultural and contextual sensitivity.
- Express ideas logically and coherently using information relevant to the interaction.
- Demonstrate understanding of feelings, emotions and views of speaker.
- Negotiate a win-win situation.
- 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.

SUBJECT OUTCOME

1.2 Use strategies to listen in order to capture information and determine meaning in a workplace context.

ASSESSMENT STANDARD	LEARNING OUTCOME
Questions to obtain information, interpret needs, clarify and examine meaning are used appropriately for the context and purpose.	Examine and use appropriate questions to obtain information, interpret needs, clarify and examine meaning <i>Range: Questions include reported questions, yes/no questions, wh-questions, how question tags, reply questions, indirect (embedded) questions.</i>

ASSESSMENT TASKS OR ACTIVITIES

Assessment instruments:

Interviews, role plays, case studies, group discussions, tests and examinations with case studies.

Students are required to:

- Formulate relevant questions for different purposes.
- Examine and respond appropriately to questions.

ASSESSMENT STANDARD	LEARNING OUTCOME
Main ideas and supporting information are clearly identified and examined by listening for information related to the context and the topic of discussion.	Identify and examine main ideas and supporting information by listening for information related to the context and the topic of discussion.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Notes, checklists, summary, role plays, short presentations, case studies with contextual questions, paraphrasing, retelling and explanation.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Identify main ideas from supporting information. • Identify and evaluate the speaker's use of rhetorical devices such as anecdotes, examples, quotes, rhetorical questions, pauses and repetition. • Demonstrate comprehension by recording main ideas using techniques such as note taking, checklists, summaries, paraphrasing, retelling and explanation. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
Fact and opinion, subjective and objective language are identified and distinguished to determine impact on meaning.	Identify and distinguish the impact of fact and opinion, subjective and objective language on meaning.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Formal speeches and presentations, debates, role plays, tests and examinations with case studies.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Distinguish between fact and opinion. • Examine the impact of the speaker's use of fact and opinion on the intended message. • Distinguish between objective and subjective language. • Examine the impact on meaning of the use of objective and subjective language. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Speaking techniques are identified and examined in spoken discourse to describe impact on meaning.</p> <p><i>Range: Speaking techniques include intonation (tone), volume, pitch, stress, tempo, articulation and dialect, projection and rhythm, approach, register and style.</i></p>	<p>Identify and examine speaking techniques in oral discourse to establish and describe impact on meaning.</p> <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>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Radio and television advertisements, debates (radio and television), class debates, case study, test/exam based on case studies, speeches and presentations.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Identify the speaking techniques noted in the Range and respond appropriately. • Assess the impact of speaking techniques, noted in the Range, on spoken discourse. • Identify persuasive techniques and examine their impact on meaning. • Examine arguments and assumptions and describe their impact on meaning. • Make inferences and judgements and support with evidence. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
Cultural and contextual cues and barriers are recognised and examined for their impact on communication. <i>Range: Cues and barriers include emotive and manipulative language, bias, prejudice, stereotyping, verbal mannerisms, and 'politically correct' language.</i>	Recognise and examine cultural and contextual cues and barriers for their impact on communication. <i>Range: Cues and barriers include emotive and manipulative language, bias, prejudice, stereotyping, verbal mannerisms, and 'politically correct' language.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Cartoons, comic strips, advertisements, case studies, tests and examinations with case studies, speeches and presentations.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Recognise cultural barriers to communication and examine their impact on meaning <i>Range: Barriers refer to perceptual (background, education, intelligence, occupation, interests/hobbies, needs, personality, attitude, age, gender, religion, ethnicity and race), physical and psychological and semantic barriers.</i> • Distinguish emotive and manipulative language. <i>Range: Emotive and manipulative language includes using 'politically correct' language, propaganda, advertising and sales strategies.</i> • Recognise and examine any evidence of bias, prejudice and stereotyping and their impact on meaning. • Recognise verbal mannerisms such as signs and gestures, non verbal cues and eye-contact and examine impact. 	

SUBJECT OUTCOME	
1.3 Use language structures and conventions to formulate grammatically correct messages in a formal workplace context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Grammar structures are examined and used to formulate messages and responses that are grammatically correct.	Apply knowledge of grammar structures to formulate messages and responses that are grammatically correct. <i>Range: Grammar structures include</i> <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: Speeches, presentations, rough drafts, final drafts, tests and examinations with case studies.</p> <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
Vocabulary is developed and extended by examining unfamiliar words and expressions and constructing meaning from contextual cues.	Develop and extend vocabulary by examining unfamiliar words and expressions and constructing meaning from contextual cues. <i>Range: Vocabulary includes figurative language and idioms, slang and colloquialisms, acronyms, technical terms and jargon</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Transcripts of interviews and presentations, dialogues, case studies with contextual questions, tests and exams based on case studies</p> <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. • Distinguish between denotative and connotative meaning. • Read newspapers and magazines and other resources to extend vocabulary. • Use a dictionary and other reference works to access meaning. • Listen to a variety of communication media to expand vocabulary and listening skill. 	

SUBJECT OUTCOME	
1.4 Organise and present information and data in a focused and coherent manner in a workplace context.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Formal communications are planned with respect to time allocation and content.	Plan formal communications taking into consideration time allocation and content.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Oral presentations, role play, debates, prepared presentations based on research, planning documents, rough draft and final draft, notes, summaries and graphic representations.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Keep their presentation within the allocated time limit. • Select relevant information and examples for the content. • Structure the content in terms of an introduction, body and conclusion. • Research topic by using a range of sources. • Record information accurately. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
Appropriate register and style are identified, examined and applied to suit the purpose and audience.	Identify, examine and apply an appropriate register and style to suit the purpose and audience.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Oral presentations, role play, dialogue, interviews, dramatisations, case studies with contextual questions.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Select and apply the appropriate style for the purpose and audience • Select and apply an appropriate register for the purpose and audience. 	
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>Assessment instruments: Group work, assignments and projects, mind maps, flow diagrams, rough drafts, first drafts, speeches.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Research data and information using a range of resources. • Structure information in a logical and coherent format for delivery. • Prepare information with an introduction, body and conclusion. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
Illustrative aids that are appropriate for the context and purpose are used to promote understanding.	Select illustrative aids that are appropriate for the context and purpose to promote understanding. <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>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Presentations, speeches, group work assignments.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Recognise the effect of illustrative aids on an oral presentation. • Apply knowledge of illustrative aids when selecting aids for a presentation. • Use suitable aids for an oral presentation. • Consider audience and purpose when using illustrative aids. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
Feedback is interpreted and speech strategy is adapted to suit the purpose and context.	Interpret feedback and adapt speech strategy to suit the purpose and context.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Group discussions, speeches, dialogues, tests and examinations based on case studies, etc.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Interpret audience cues that contact may be lost or that message is misunderstood. • Examine feedback received from others and adjust where necessary. • Reflect on purpose and context when delivering presentation. 	

Topic 2: Reading and Viewing

SUBJECT OUTCOMES	
2.1 Use reading and viewing strategies to examine meaning in written, visual, multi-media texts and non-verbal forms of communication.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>A variety of strategies are applied to texts to establish meaning.</p> <p><i>Range: Techniques include skimming, scanning, pre-reading, re-reading, predicting and sifting, design features, word attack skills, knowledge of syntax and contextual clues.</i></p>	<p>Demonstrate various reading and viewing strategies to establish meaning and appreciation.</p> <p><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></p> <p><i>Note: Multi-media texts include audio, audio-visual and visual texts such as cartoon and web page information.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Assignments and projects based on written, multi-media and audio visual texts, tasks requiring research, tests and examinations with comprehension questions. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre</p> <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, point 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. • Use a range of questions to obtain information and clarify meaning. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Non-verbal forms are examined and described for their impact on meaning.</p> <p><i>Range: Non-verbal forms of communication include body language, facial expressions, gestures, signs and symbols, colour, pictures and illustrations, graphic representations, touch, and sign language.</i></p>	<p>Explore non-verbal forms of communication for their impact on meaning.</p> <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: Assignments and projects, tests and examinations with comprehension questions that are textually based. Comic strips, cartoons, pictures and photographs, multi-media and audio-visual texts. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Recognise non-verbal forms of communication. • Identify and explain implicit and explicit messages conveyed by non-verbal cues. • Examine non-verbal forms of communication for socio-cultural and political values, attitudes and beliefs. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Stylistic and literary devices are identified and the manner in which their use shapes meaning is described.</p> <p><i>Range: Stylistic and literary devices include register and style, literal and figurative language, rhyme, rhythm, imagery, sound devices, verse forms, background and setting, plot, characterisation, tone, themes, different genres, and other audio-visual and cinematographic techniques.</i></p>	<p>Identify and describe how stylistic and literary devices contribute to how meaning is shaped.</p> <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	
<p>Assessment instruments: Text based comprehension questions, assignments, tests and examinations. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Identify stylistic and literary devices, as identified in the Range, and explore their impact on meaning. • Identify themes and ideas to establish meaning. • Identify and explore audio-visual and cinematographic techniques for their impact on meaning. <p><i>Range: Cinematographic techniques include camera angles, camera shots, lighting, music sound and sound effects, and editing.</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Textual features are explored to describe the use and effect on understanding.</p> <p><i>Range: Textual features include presentation, layout/typography, formatting, selection and omission, captions, illustrations and other visuals, and audio-visual and cinematographic techniques.</i></p>	<p>Explore and explain textual features to describe their use and effect on meaning.</p> <p><i>Range: Textual features include titles, headings, introductions, paragraphs, conclusions, outcome statements, chapters, summaries, contents, diagrams, appendices or addenda, foreword, index, contents table, 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> <p><i>Texts include creative texts, literary texts (20%), visual, audio and multi-media texts</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Group work, assignments and projects, text based tests and examinations. Textually based comprehension questions. Creative responses including dramatisations, graphic representations, reviews, fictional reports, procedures, expositions and explanations, short stories, poetry, cartoons, audio/visual presentations. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <p><u>Creative and Transactional Texts:</u></p> <ul style="list-style-type: none"> • Explain the purpose, structure and language use in a range of texts. <i>Texts include reports, procedures, expositions, explanations and case studies</i> • Identify and evaluate the effect of textual features as identified in the Range. <p><u>Novel/ Short story/ Folklore or folktales/ Short essays</u></p> <ul style="list-style-type: none"> • 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. <p><u>Poetry</u></p> <ul style="list-style-type: none"> • 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. 	

<p><u>Drama</u></p> <ul style="list-style-type: none"> 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. <p><u>Visual and Multi-media Texts</u></p> <ul style="list-style-type: none"> Identify cinematographic techniques and explain their effect on meaning. <i>Cinematographic techniques include the use of colour, dialogue, music sound and sound effects, camera angles, camera shots, camera movement, lighting, framing, composition, foregrounding and backgrounding, and editing.</i> Identify and analyse how message and theme are woven into all aspects of the texts. <p><i>Suggestion: Cinematographic texts could include television advertisements, documentaries, prescribed film studies, television debates and panel discussions</i></p>	
ASSESSMENT STANDARD	LEARNING OUTCOME
Socio-cultural values, beliefs and bias in texts and contexts are examined and their impact on meaning is explained.	Explore the impact of socio-cultural values, beliefs and bias evident in texts and contexts for their impact on meaning.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Assignments, group work activities, tests and examinations with contextual questions and case studies. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Identify the socio-cultural background of texts. Identify and explain the values, beliefs and bias expressed in the text. 	

SUBJECT OUTCOME	
2.2 Examine and respond creatively to written, visual and multi-media texts and non-verbal forms of communication for a variety of formal purposes.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Information from texts and other forms of communication is recorded and acted upon according to the purpose of the task and the degree of formality.	Record and act upon information from written, visual and multi-media texts according to the purpose of the task and the degree of formality.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Text based comprehension questions, tests and examinations, group work assignments and projects . Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Determine the purpose and intention of texts. Identify relevant information and details from texts. Distinguish necessary from unnecessary information. Carry out the requirements of the task. Respond appropriately to comprehension questions. Apply knowledge of degrees of formality in order to respond appropriately. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
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. <i>Range: Structures include different genres, essays, summaries, notes, timelines, tree diagrams, paraphrasing, graphs and graphic representations, mind maps, role-plays, dramatisations and dialogues, retelling and illustrations, reports, and answers to questions.</i>

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Text based comprehension questions, point form summaries, essays, notes, timelines, tree diagrams, paraphrasing, graphs and graphic representations, mind maps, role-plays, dramatisations and dialogues, retelling and illustrations, reports. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Read/view texts attentively according to the purpose of the task. • Assess and record information according to the purpose of the task. • Use structures identified in the Range to record information. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
Implicit and explicit messages and different points of view are examined and explained with reference to texts.	Examine and explain implicit and explicit messages and different points of view with reference to texts.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Text based comprehension questions, case studies and short paragraphs. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Recognise the difference between implicit and explicit messages. • Recognise and explain different points of view expressed in the text. • Use supporting evidence from the text to justify point of view. • Identify and examine figurative and literal meanings. • Identify and examine objective and subjective language. • Explore how inclusions and omissions in a text may influence meaning. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
The main and supporting ideas are identified, examined and distinguished to promote understanding.	Identify, examine and distinguish main and supporting ideas so as to promote understanding.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Text based comprehension questions, tests and examinations, assignments and group work projects. Creative responses such as dramatisations and graphic representations. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Record main and supporting ideas as required. • Distinguish between major and minor details. • Separate fact from opinion. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
Enjoyment or non-enjoyment is motivated and justified by referring to the text or context.	Motivate enjoyment or non-enjoyment and justify point of view with reference to the text and context.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Comprehension type questions, paragraphs, reviews and reports. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Express their own reaction to the text in terms of enjoyment or non-enjoyment. • Justify their reaction with reference to the text. 	

SUBJECT OUTCOME	
2.3 Explore and explain how language structures and features impact on meaning and comprehension..	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Writing techniques are explored and their impact on the perspective o the reader is described.</p> <p><i>Range: Writing techniques include length of sentence, punctuation, diction, use of literal and figurative language, register and style, and use of irony/ humour/ satire/ sarcasm/ jargon.</i></p>	<p>Explore and describe the impact of writing techniques on the perspective of the reader.</p> <p><i>Range: Writing techniques include length of sentence, punctuation, diction, use of literal and figurative language, register and style.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Assignments, tests and examinations with contextual comprehension questions. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Recognise the effect of writing techniques, as identified in the Range, on meaning • Explain the effect of writing techniques, as identified in the Range, on meaning. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Sentence patterns and logical relationships are examined and their impact on meaning interpreted.</p> <p><i>Range: Sentence patterns and logical relationships include cause and effect, fact and opinion, argument and supporting facts, sequence, questions and answers, summaries and conclusions.</i></p>	<p>Examine sentence patterns and logical relationships and interpret their impact on meaning.</p> <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>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Text based comprehension questions, tests and examinations. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Recognise the effect of sentence patterns and logical relationships, as identified in the Range, on meaning. • Identify and explain textual markers to demonstrate comprehension. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Techniques used to create humour are identified and judged for effectiveness.</p>	<p>Identify and investigate the effectiveness of techniques used to create humour.</p> <p><i>Range: Techniques include puns, use of irony and satire, climax, anti-climax, innuendo, hyperbole and litotes.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Group work, assignments, tests and examinations with contextual questions, paragraphs, graphic presentations. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Recognise the techniques used to create humour as identified in the Range. • Determine the impact of the identified techniques on meaning. • Motivate judgements on the effectiveness of the techniques in creating humour. 	

Topic 3: Writing and Presenting

SUBJECT OUTCOME	
3.1 Use and explore strategies to write for a range of audiences, purposes and workplace contexts.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Writing tasks are examined and planned for purpose and audience.</p> <p><i>Range: Writing tasks include short reports, forms and questionnaires, proposals and other persuasive texts and workplace correspondence.</i></p>	<p>Examine and plan writing tasks for purpose and audience.</p> <p><i>Range: Writing tasks include short reports, forms and questionnaires, proposals and other persuasive texts and workplace correspondence.</i></p> <p><i>Persuasive texts include advertisements (classifieds and display), notices and posters, proposals, circulars, letter to the press, articles for a newsletter or press.</i></p> <p><i>Workplace correspondence:</i></p> <p><i>Letters include letters of complaint, letters of enquiry and reply; letters of invitation and acceptance/ decline of an invitation, letters of reservation, letters of goodwill, letters for employment.</i></p> <p><i>Reports include feedback report and accident report.</i></p> <p><i>Concise correspondence includes memoranda, faxes, e-mails, telephone messages, formal third person invitation and reply; verbal requests in writing.</i></p> <p><i>Meeting correspondence includes making core notes, expansion of core notes; notices, agendas and action minutes.</i></p> <p><i>Other purposes include converting a wide range of information from one form to another, such as graphs to paragraphs, curriculum vitae, short descriptions and discursive paragraphs, and forms and questionnaires.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Tests, examinations, assignments, projects, presentations and group work assignments with writing tasks. Planning documentation such as mind maps diagrams, spider webs, outlines, charts, flow diagrams, and notes. Tasks completed in the Language and Reading laboratory, tasks completed in the Resource and Media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Interpret the requirements of the writing tasks as identified in the Range. • Identify the target audience and specific purpose of the task. • Select an appropriate style and register for the task • Brainstorm, research and plan for the writing task. <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
<p>Main ideas are clearly formulated and supported by information relating to purpose and context.</p>	<p>Formulate main ideas that are supported by information relating to purpose and context.</p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment instruments: Tests, examinations, assignments with writing tasks. Structures to indicate planning, first drafts and final drafts. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Plan ideas and note them down in a structure. • Determine the specific ideas to be used. • Compose topic sentences with a main idea. • Extend main ideas into paragraphs, adding supportive ideas, major and minor details. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
A layout and format appropriate for the purpose and context of the writing task is selected and used.	Select a layout and format that is appropriate for the purpose and context of the writing task.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Tests, examinations, presentations and assignments with writing tasks. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Consider the requirements of the task and select an appropriate layout and format. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Writing conventions are explored and are applied to a range of writing tasks.</p> <p><i>Range: Writing conventions include sentence construction, topic sentences, paragraphs, link devices, clause, and employing a range of literary and rhetorical devices.</i></p>	<p>Explore writing conventions and apply them to a range of writing tasks</p> <p><i>Range: Writing conventions include sentence construction, topic sentences, paragraphs, link devices, clause, and range of literary and rhetorical devices.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Tests, assignments and assignments with writing tasks. Rough drafts and first drafts Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <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. Experiment with format and style for creative purposes. Identify and use a wide range and stylistic and rhetorical devices. <i>Rhetorical and stylistic 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), and the use of humour, irony, satire and sarcasm.</i> Use link devices such as conjunctions, pronouns, adverbs, prepositions and clauses to link sentences and ensure cohesion. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Cultural and contextual sensitivity is demonstrated in the style of writing and word choice.</p> <p><i>Range: Cultural and contextual sensitivity includes an awareness of tone, style, register, inclusion and exclusion of information, bias, emotional, persuasive and "politically correct" language.</i></p>	<p>Demonstrate cultural and contextual sensitivity in the style of writing and word choice.</p> <p><i>Range: Cultural and contextual sensitivity includes an awareness of tone, style, register, inclusion and exclusion of information, bias, emotional, persuasive and "politically correct" language.</i></p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Assignments, tests and examinations with writing tasks - scientific, factual, descriptive, narrative and discursive, rough drafts and final drafts of writing tasks. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> Assess the degree of formality, tone (emotion) and approach required for the writing task. <i>Writing tasks include scientific, factual, descriptive, narrative, argumentative, persuasive or discursive texts.</i> Determine and use the register for the purpose of writing. Remove biases and other offensive language in the writing and edit the text. Examine the impact of including or excluding information. Refine word choice and language usage to use technical terminology such as for meetings, slang, colloquialisms, jargon, "politically correct" language correctly. 	

SUBJECT OUTCOME	
3.2 Examine and use grammatical structures to produce writing that is grammatically correct.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Grammar structures are correctly applied to the writing task.</p> <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>	<p>Apply knowledge of grammar structures to the writing task.</p> <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> • <i>Punctuation</i> • <i>Spelling.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Tests, examinations and assignments with writing tasks. Rough drafts and first drafts. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Understand the rules of grammar • Formulate logical coherent sentences and correct wrongly used sentences and phrases. • Write in a grammatically correct manner. 	

SUBJECT OUTCOME	
3.3 Edit and proofread own writing and that of others to adapt drafts and produce texts that are grammatically correct, logical and coherent.	
ASSESSMENT STANDARD	LEARNING OUTCOME
<p>Written text is checked and edited against criteria on a checklist, and adapted accordingly.</p>	<p>Check and edit written text against criteria on a checklist and adapt written draft accordingly.</p> <p><i>Checklist includes:</i></p> <ul style="list-style-type: none"> • <i>Layout and format is checked for suitability to the context and purpose</i> • <i>Formatting is checked for suitability for the context and the requirements of the presentation</i> • <i>Language usage is checked for cultural and contextual sensitivity and appropriateness.</i> • <i>Content is checked for factual correctness, appropriateness, sufficiency and logical coherence.</i> • <i>Writing devices are checked for their suitability for the task and adherence to the degree of formality</i> • <i>Sources used in writing are acknowledged and accurately recorded in a format appropriate to the task</i> • <i>Grammar and spelling are checked for accuracy and correct usage</i> • <i>Feedback is noted and given for adjusting drafts where necessary.</i>

ASSESSMENT TASKS OR ACTIVITIES
<p>Assessment Instruments: Tests, examinations and assignments with writing tasks. Rough drafts and first drafts Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Draft and implement 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 present texts in a manner appropriate to the context and for a specific communication function.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Final text is examined and checked to ensure that the message is clear, focused and coherent.	Check final text to ensure that the message is clear, focused and coherent.

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Tests, examinations and assignments with writing tasks. Rough drafts and first drafts. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Produce written text that makes sense, are effectively written, edited and adapted according to the requirements of the task and using checklist criteria. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
The purpose of the writing task is examined and relevance of text to the audience and context ensured.	Examine the purpose of the writing task to ensure that text relates to the audience and context.

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Assignments, presentations, tests and examinations with writing tasks Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Check that final draft is appropriate for the audience and context. • Check that selected format, tone, style and register, and content meet the requirements of the task. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
Presentation techniques are explored and used to present final text. <i>Range: Presentation techniques include layout and formats, choice of medium, formatting, inclusion of visual materials and graphic representations and non-verbal cues.</i>	Explore and use presentation techniques to present final text. <i>Range: Presentation techniques include layout and formats, choice of medium, formatting, inclusion of visual materials and graphic representations and non-verbal cues.</i>

ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Assignments, presentations, tests and examinations with writing tasks Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Examine the requirements of the writing task for the presentation. • Check that all instructions have been adhered to. • Select a presentation format for the final draft. • Present and judge/ evaluate final drafts and presentations. • Give and incorporate feedback on presentations. 	

Topic 4: Language in Practice

SUBJECT OUTCOME	
4.1 Access and use suitable resources to promote learning and communication.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Various resources for communication and learning purposes are explored and accessed.	Explore and access various resources for communication and learning purposes. <i>Range: Resources include verbal, non-verbal, oral and printed resources</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Assignments, presentations, tests and examinations with contextual questions, summaries, written explanations and reports, compilation of bibliographies Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Explore the effectiveness of these resources and determine suitable resources to use for own learning. • Access these resources and use them effectively for learning. • Use oral and listening, writing and reading competencies to demonstrate and present learning acquired. • Cross-reference and record resources and information adhering to legal requirements. 	
ASSESSMENT STANDARD	LEARNING OUTCOME
Information and data facilitating learning are recorded and presented using a variety of media effectively.	Record and present information and data facilitating learning using a variety of media effectively.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Presentations, Portfolios of Evidence, assignments, tests and examinations with mind maps, diagrams, spider webs, schematic outlines, charts, flow diagrams, notes, reports, reviews, paragraphs and essays. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Give structure to and organise information and research in a format as required by the task and purpose. <i>Range: Planning includes but is not limited to mind maps, diagrams, spider webs, schematic outlines, charts, flow diagrams and notes.</i> • 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> • Demonstrate understanding of various media to use effectively in various workplace and learning contexts. <i>Range: Media include printed, audio, audio-visual and electronic media.</i> 	

SUBJECT OUTCOME	
4.2 Discover and apply communication principles and processes to advance learning and communication.	
ASSESSMENT STANDARD	LEARNING OUTCOME
The communication process is explored to demonstrate understanding of effective communication principles.	Explore the communication process to demonstrate understanding of effective communication principles.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Assignments, tests and examinations with contextual questions and short paragraphs. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Explain the reasons why effective communication is important. • Define and explain the communication process. • Describe and explain the elements of communication. • Describe and explain the categories of communication with workplace examples. • Describe and explain the principles for effective communication. • Describe and explain channels of communication in a workplace. 	

ASSESSMENT STANDARD	LEARNING OUTCOME
Interpersonal relations and social interaction in workplace learning contexts are explored to promote effective communication.	Explore interpersonal relations and social interaction in workplace learning contexts to promote effective communication. <i>Range: Workplace learning contexts include meetings, site and field visits, excursions, discussions, group activities and games, seminars and workshops.</i>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Assignments, tests and examinations with contextual questions and case studies. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Listen actively to feedback as well as provide feedback. • Identify and evaluate roles and responsibilities in groups and demonstrate participation and adherence to group goals and values. • Demonstrate emotional intelligence and respect for other cultures and viewpoints. • Adopt and practise a strategy for conflict management and its effective use to resolve the conflict. A strategy could be for example, the LEADERS principle: L – Listen E – Empathise A – Assert D – Depersonalise the conflict E – Emotive control R – Respect S – Solve • Practise negotiation tactics and consultation techniques in group discussions. • Reflect on co-operation in decision making and group activities. 	

SUBJECT OUTCOME	
4.3 Examine language usage to communicate appropriately orally and in writing.	
ASSESSMENT STANDARD	LEARNING OUTCOME
Technical language and other terminology are examined for meaning and to extend vocabulary.	Examine technical language and other terminology for meaning and to extend vocabulary.
ASSESSMENT TASKS OR ACTIVITIES	
<p>Assessment Instruments: Tests, examinations and assignments with questions and tasks that focus on vocabulary and terminology Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.</p> <p>Students are required to:</p> <ul style="list-style-type: none"> • Demonstrate 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
Grammar structures are used to present information and learning in a grammatically correct and logical manner.	Demonstrate knowledge of grammar structures to present information and learning in a grammatically correct and logical manner. <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

Assessment Instruments:

Tests, assignments and examinations with questions that focus on grammatical structures. Tasks completed in the Language and Reading laboratory, tasks completed in the resource and media centre.

Students are required to:

- 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 verbs 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 3)

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.

LEVEL 3	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION
	30%	40%	30%

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 3:

PAPER 1	DESCRIPTION	MARKS	TIME
Reading and Viewing	A: Comprehension Taken from a variety of texts as addressed in Subject Guidelines	30	3 hours
	B: Summary	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.	20	
	D: Contextually based questions about communication in a vocational context	20	
Listening and Speaking	E: Contextually-based questions about Listening and Speaking	30	
Reading and Viewing	Contextually-based questions on poetry, drama, visual and multi-media texts and short stories/novel/folklore or folktales/short essays	40	
	TOTAL	150	

Recommendation: This should be an open book examination.

PAPER 2	DESCRIPTION	MARKS	TIME
Writing	A: Persuasive texts (refer to Range in Subject Guidelines)	30	2½ hours
	B: Writing for the workplace: Letter (refer to Range in Subject Guidelines) Concise correspondence (refer to Range in Subject Guidelines)	40	
	C: A choice between a Report or Meeting correspondence	30	
	: Functional Writing (refer to Range in Subject Guidelines)	30	
	E: Editing	20	
	TOTAL	150	