

HOME LANGUAGE – GENERIC (Updated May 2009)

A. MEANS OF ASSESSMENT

External Examination:	Paper I	3 hours	[100]
	Paper II	3 hours	[100]
Internal Assessment:	Portfolio		[100]
	Oral		[100]

400 marks

B. REQUIREMENTS

PAPER I: MAKING MEANING OF TEXTS
LEARNING OUTCOME 2: READING & VIEWING
LEARNING OUTCOME 4: LANGUAGE

3 hours
[100]

This paper focuses on the ability to access and process information and analyse the structure, format and function of texts. Language and grammar questions will therefore be directed to the function of and reasons for using certain grammatical forms or language conventions across a range of texts. A wide variety of text formats will be used.

This paper will include:

1. A comprehension passage of between 400 and 600 words in length depending on the density of the passage. Texts may include contemporary work such as current newspaper articles, advertisements or cartoons. Candidates may be required to answer questions based on more than one text. [25]
2. A summary which requires shortening a passage to show understanding. The rubric should indicate the formality required and should also determine register and format. The summary passage will be different from the comprehension passage. [10]

This same text may be used to explore other aspects of language, using some of the marks from 4 or 5 below.

3. Contextual questions on poetry (including both seen and unseen poetry):
 - an unseen poem
 - in the section on unseen poetry, the learner's understanding of the genre will be questioned. Candidates may be asked to consider more than one text in a poetry question. [10 to 15 marks]
 - Seen poems
 - prescribed poems will be asked. Some questions may include the influence of other texts on the text studied (such as visual texts or other poems for comparison – intertextual questions). [15 – 20 marks]

4. A selection of questions from the following: [25]
- propaganda and advertising
 - cross-curricular and visual material
 - dictionary skills
5. Editing skills, e.g. correction of sentences, use of appropriate punctuation, register, synthesis. [10]

Note: As these features are part of any language as a living language, questions may be set on contemporary writing such as current newspaper articles, advertisements or cartoons.

**PAPER II: LEARNING OUTCOME 3: WRITING AND PRESENTING
LEARNING OUTCOME 4: LANGUAGE**

3 hours

[100]

This paper focuses on the ability to create meaningful texts across a wide variety of formats and for a range of purposes contexts and audiences. Language questions will be included, and will focus on what style is appropriate to a given context and why.

Questions will be set on the following:

SECTION A: Literature

Question 1: Drama (for English = Shakespeare) [30]

There will be a choice between questions each based on a text. This question focuses on the ability to state and defend a position in a mini essay (4- 5 paragraphs).

Questions 2 & 3: Choice of one of two Questions on Prose (Novels/Short Stories) [30]

There will be a choice of two essays on each choice. One essay topic on each work may incorporate a quotation from the novel/short story; the other may be rooted in a critic's comment or comment about the sub-genre itself.

This question focuses on the ability to write a literary essay.

SECTION B: Transactional Writing [40]

Questions 4 & 5: Short Pieces

A written response to two given texts or scenarios is required. The contexts may be drawn from life or from literature studied. The focus of the question is the ability to choose the correct format, style and register for the given context, purpose and audience (letters, notes, minutes, agendas, reports, etc. One of the pieces may be the product of one stage of process writing, rather than the final product. For example, a mind-map, concept map or the plan may be required, not merely the final draft or complete text. (2 x 20)

See **Writing Assessment and Oral Assessment** below for the procedures of assessing the text/film, selected under **SECTION D** of the prescribed works.

CONTINUOUS ASSESSMENT (PORTFOLIO)**[100]**

Each candidate will be required to present his/her assignments in a folder for assessment by the teacher and subsequent transmission to the IEB for moderation purposes by 31 October each year. The Common Assessment Task, as well as one piece each of Assignments 1 and 4, must be written under controlled conditions.

Continuous assessment is invaluable for assessing skills and knowledge that cannot be assessed by written examination papers. It should be a powerful motivator for many learners, giving them a chance to study an area in greater depth and take more responsibility for their own learning. Continuous assessment should also reflect the final, external examinations to indicate that the coursework has been covered.

Plagiarism is a term used loosely to refer to acts that involve a degree of copying without appropriately crediting the original creator. Teachers must be confidently and consistently able to confirm that work they assess is the learner's own. Clear guidelines must be given in any task as to the amount of help and guidance that is permitted. Penalties for malpractice must be known by the learners. Tasks must be set in such a way that learners have to include their own perspective on an issue or process and use the information in a way that includes application, analysis and synthesis of knowledge, and can not merely download information and reproduce it as found. Learners should be encouraged to read secondary sources and research texts about texts, but must acknowledge all references to these sources in their own work.

Apart from the tests and preparatory examinations that must appear in Section D and Section E of the Portfolio, SIX pieces of writing are to be included in the folder (FIVE should the CAT only demand one piece of writing):

SECTION A: Extended Writing (Creative)**[30]****ASSIGNMENT 1**

Three pieces of extended writing of 500 – 600 words are required. Longer pieces may be included but only if they are of significant merit. At least two genres of writing must be included.

SECTION B: Common Assessment Task**[20]****Assignment 2****A Common Assessment Task (CAT)**

This task may involve a research project or survey component followed by a piece/two pieces (one more analytical and one more personal) written under controlled conditions.

The **Common Assessment Task** will be written between mid-May and end of June. The examining panel will set the task and supply the criteria against which to assess the task. The task must be written under controlled conditions. The teacher/s will assess the task and, where there are two or more teachers at Grade 12 level, the HOD must moderate the standard of assessment.

SECTION C: Literature: 4th Genre/Sub-Genre [20]**Assignment 3**

One rigorous task (possibly comprising a set of activities) is required– at least as rigorous as a literary essay - based on at least one work selected by the school from Section D of the list of works prescribed for study in that year. The task should seek to explore the genre in a way that results in a form of assessment that is different from that in the external examination (i.e. not a literary essay or contextual question, but still involving higher order thinking skills).

SECTION D: Tests (at least four tests) [10]

These tests must reflect the type of question set in the external examination and should cover text response and text production. The questions should include working with texts from a wide variety of genres. One of these must be a test on the 4th genre.

SECTION E: Preparatory Examination [20]

The full script of the examinations must be included:

- Making Meaning of texts (Reading and Viewing)
- Writing and Presenting

Each school must inform the IEB of the text(s) selected from Section D of the Prescribed Works by 28 February each year (on the form included: see ADMINISTRATIVE AND SUPPORT DOCUMENTATION).

Please note that candidates who do not submit pieces from each of the Assignments 1 – 3, or whose pieces do not reflect an adequate variety of modes of writing, may be given no marks for this paper or penalised in other ways at the discretion of the IEB.

1. Schools must certify that all work in each folder is the candidate's own work. This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others. Pieces of work that have been revised or polished by the candidate as a result of criticism by the teacher may be included provided that it is clearly stated that this is the case. Process writing assignments should be given a mark only when the final draft is submitted.
2. All work in the folder must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each folder should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.
3. The rubrics for the tasks/questions should indicate the level of competence of the learner for each Learning Outcome. Tasks and questions should be carefully constructed so that marks achieved link directly to the competence descriptions and the rating code. Each candidate must be given a total mark by the teacher, expressed as a percentage. This percentage should adequately reflect the ability, aptitude and application of the candidate and not merely be an aggregate of all the pieces.

4. In addition to completing the mark-sheet provided (see AD & SUP DOC), each school must prepare a mark-sheet giving the examination number and mark (%) of each candidate in mark order (see AD & SUP DOC).
5. The IEB will arrange for the moderation of the writing assessment. (Portfolio)

ORAL AND AURAL ASSESSMENT

[100]

LEARNING OUTCOME 1: LISTENING AND SPEAKING LEARNING OUTCOME 4: LANGUAGE

This Learning Outcome will be assessed internally and moderated externally. It is important that activities are included in the tasks that focus on each Assessment Standard. The final mark will comprise:

Prepared speaking and relevant discussion/conversation [20]
Prepared and unprepared reading and relevant discussion/conversation (10 + 10) [20]

Communication activity throughout the year:

- Listening strategies, comprehension and critical awareness [20]
- Speaking strategies: a year mark, based on discussion of the fourth genre network as well as the situations suggested in the Assessment Standards, including the following: dialogue, role play, debate, panel discussion, negotiation, consensus reaching, group work, own reading, general conversation. [40]

Learning Outcome 4 will be assessed when learners are presenting a prepared speech and when else it would be appropriate. The assessment rubric should indicate clearly which Assessment Standards are targeted.

C. INTERPRETATION OF REQUIREMENTS

These guidelines should be read in conjunction with the examination requirements and the National Curriculum Statement.

1. Presentation

- The folder submitted should be A4 in size, sturdy, but flat, light and not bulky. The pages must be secured. Plastic sleeves or flip files may not be used.
- The candidate's examination number must be clearly written on the front of the folder. Candidates' names may appear on the pieces of work contained in the folder.
- Work should be neat and legible, and written in blue or black ink only. It may be typed or handwritten, but as a range of work must be submitted, one piece each in Assignments 1 and 3 must be handwritten under controlled conditions and clearly indicated on the mark sheet. The Common Assessment Task must also be written under controlled conditions.
- A variety of work must be presented in the portfolio.
- The order of pieces in the folder must correspond with the order on the cover/mark sheet.
- Pieces of work in each of the required categories should be filed together with

clear dividers between each section and the next.

- The portfolio is intended to support the teacher's assessment of the candidate's ability in coursework and in creative writing. The teacher must, therefore, ensure that, apart from the CAT, the other two categories of work required (extended writing, and work on the chosen work from Section D) are correctly represented, and that a range of work is submitted. The final selection need not be only the candidate's best pieces. Overall, the coursework in the portfolio should be characteristic of the candidate's general level of competence.
- The teacher must ensure that the same principles are used in selecting work for the portfolio of each candidate.
- Schools are responsible for their internal moderation across the different classes.
- Each portfolio must include SIX pieces of written work apart from the tests and preliminary examinations (FIVE if the CAT demands only one piece).
- Pieces included in Section D must be academically challenging. Only texts from the list marked Section D may be included in this section. The work should show evidence of understanding of the genre studied. If a film text has been studied there must be evidence of filmic language and film technique having been understood.
- The instruction for the task and the criteria for the assessment must be clearly indicated on the front of each piece of work. Each piece should have a heading.
- There must be evidence of assessment/evaluation on each piece of work.
- Copying from study guides or plagiarisms cannot be tolerated.
- The required lengths of the various pieces of work must be strictly adhered to unless otherwise specified.
- The pieces of work included may be marked/ assessed out of more marks, but must be recorded according to weighting indicated on the mark sheet.
- Please see **D** below for advice on setting rigorous tasks.

Please note that no credit will be given for decorated files or work.

2. Content

The examination requirements are fairly specific about the kind of writing that should be represented in the file. In addition to this, the following should be considered:

The section on extended writing/composition should show evidence of some creative writing. The length of each piece must adhere to the examination requirements. Reports, literary essays, and advertisements do not belong in this section. A research essay with a bibliography, however, may be included.

- The Common Assessment Task may include at least two written tasks. The length and format will be stipulated. Examples of the pieces that could be included in this task are advertisements/articles with an analysis, obituaries, dialogues, editorials, personal responses, reports, long reviews, a variety of capsular reviews, appreciation of unseen poetry, and candidates' own poetry.
- Teachers should ensure that the accepted layout requirements of letter writing are understood by the pupils, but should not encourage over-rigid treatment of other forms of transactional writing. Pupils should be flexible with regard to the layout and structure of the short pieces in order to deal with the particular requirements of a task. (In particular, teachers should be careful that the elaborate company report layout is not used for short reports, for which predetermined headings are seldom appropriate.) The emphasis should be on suiting style and lay-out to purpose of writing. Learners should be aware of the range of registers and formats
- It is important that the learner's own voice shows in the writing. Where sources have been used they should be acknowledged and a reference list included where appropriate. Plagiarism must be penalised. If a teacher is in doubt as to the authenticity of a piece of writing, this piece should not be included in the portfolio.

3. Assessment

General Comments

Assessment of a writing task should aim to determine the success of the piece of writing as **communication**. This includes using all the resources of language, structure and imagery to make communication effective. "Creativity" is a problematical element: it is difficult to measure; it is not always present; it can be used as an excuse for obscurity, self-indulgence or inappropriate register. In assessing and grading a piece of writing, it is more practical to consider the level of linguistic competence, and the effectiveness and clarity with which the intention of the writer is communicated. Furthermore, effective communication depends on a clear understanding by the writer of the intended reader or audience. Thus the register employed should suit the target audience.

Arriving at a mark

The range of marks within the categories is used to establish the rank order in a set of written assignments.

Note: The teacher should avoid bunching of marks. If the advice to mark good work up and bad work down is followed, bunching is not as likely. In terms of the mark allocated, the work must match the description in the rubric for that level of competence. When setting a task, care should be taken to indicate clearly how the Assessment Standards are weighted in the total marks.

Using a rubric/rating scale/marketing guidelines for assessment

A typical rubric used to standardise assessment in external examinations is appended as Annexure A, and may serve as a guide to internal assessment. It is intended for use in assessing compositions or longer pieces of writing.

In drawing up a rubric, it is important to align the assessment criteria as closely as possible to the Assessment Standards of the particular Learning Outcome being assessed. If the rubric works with marks in multiples of 7, it is easier to assign marks to each level of competence. If a round number is needed at the end, additional marks for self/peer/group assessment, or for overall communication or presentation can be added to bring the total to a round number. Otherwise the marks could be graded: allocating one mark to level 1 and 2, two marks to level 3, three marks to level 4 and 5, four marks to level 6, and five marks to level 7. This method would differentiate the truly competent.

As a check, the final symbol achieved as a result of applying the rubric should match the global 'feel' of the composition:

- If the handling of the task is pleasing, and the language is sound, the work is worth at least a C.
- When the writer has developed a truly individual voice, then the work should be assigned an A or a B.
- An A symbol requires that the writing should make a definite impact on the reader. Language and content should merge in a powerful unified statement.
- The A symbol covers a range of 20% as against 10% for most of the other symbols. Truly distinguished work should be placed in the 90% range.
- If the work is reasonably correct but pedestrian, commonplace, and shows no individual touches, it belongs in the D category.
- In the E category there will be clear signs of linguistic difficulty, mismanagement of the topic or task, a lack of something to say, and padding.
- Work that is placed in the F category (fail) displays poor communication skills, usually because of an inability to control and deploy language.

Some cautionary notes

The teacher should adopt an open-minded approach in ascertaining the intention of the piece, and should guard against the undue influence of personal, religious or ideological viewpoints or prejudices. If in doubt about the grading of a piece of writing, it is helpful to decide on a grade that corresponds to the level of competence in the language deployed. Then the grading can be adjusted up or down depending on the degree of ambitiousness, muddle, obscurity of intention, irrelevance to the requirements of the task, or other factors. Thus the final mark will reflect both the innate competence of the writer and the weakness which made grading problematical to start with.

It is also important to remember that some forms of writing are by their nature more apt to captivate or please. This does not mean that more routine or unpretentious tasks do not require comparable writing skills. In assessing such routine assignments, the teacher should be ready to make full use of the range of grades available.

To summarise, the following points should be considered:

- Is the mark awarded an accurate assessment of the effectiveness of the communication?
- Is the mark awarded a fair reflection of the linguistic competence of the writer?
- Is the mark unfairly low in order to penalise some irritating weakness of language or divergence in outlook?
- Does the writer address the intended reader or audience?
- Is the register adopted appropriate to the situation and the intended reader?
- Could one reasonably expect a better handling of the task considering the circumstances under which the writer had to work?

Recording of marks

The marks for the pieces included in the portfolio must be recorded on the mark-sheet provided, according to the instructions which accompany it (e.g.: ENGF9/02). The marks given should be supported by the evidence in the portfolio. If, in an exceptional case, the mark derived for a particular candidate does not reflect a true assessment, then the teacher may motivate a different mark. This must be countersigned by the principal. In addition, each school must prepare the mark-sheet (e.g.: ENGF9/03) giving the examination number and final mark (%) of each candidate in rank order of their marks.

Moderation

The writing portfolios must be submitted to the IEB for moderation by 31 October each year. The purpose of the moderation is to ensure that the prescriptions of the syllabus and Examination Requirements have been followed and that standards are similar across different schools.

ORAL AND AURAL ASSESSMENT

1. General Comments

Oral work is assessed in four broad categories, weighted in terms of marks as shown below.

- | | |
|------------------------------------|-----|
| • Listening | 20% |
| • Reading, prepared and unprepared | 20% |
| • Prepared speaking and presenting | 20% |
| • Unprepared speaking/talking | 40% |

All the Assessment Standards of Learning Outcome 1 should be targeted in tasks and activities through the year. This includes such things as impromptu speaking on an unprepared topic, engaging in conversation, responding to questions, speaking and answering questions about set work chosen for internal study, asking questions about what has been heard, and participating in an interview.

In addition to their ability to speak and read, also being assessed is the candidate's ability to listen to what is being read or said and to comment critically on it.

Candidates' ability in oral work should NOT be based on a single test or examination, but on a process of continuous assessment. Teachers/schools are, therefore, not required to conduct formal oral examinations. Ideally, there should be more than one separate assessment of the main components of the oral, i.e. candidates should be given more than one opportunity each to read aloud, converse and give a talk in the course of the year. In addition, it is not essential that every learner be assessed on every occasion - the teacher can choose to focus attention on certain candidates' oral performance in different lessons.

To implement continuous assessment and save time, oral work should be an integral part of the teaching programme. Many opportunities for oral work arise in literature and reading lessons, in the preparation for and discussion of written communications, in comprehension exercises and the like. Oral assessment should not be based entirely on the books read for conversation or on the topic prepared for the talk. In addition, marks may be derived incidentally or informally from the oral assessment of other aspects of English and even from organised extra-mural activities. Flexibility and imagination on the part of the teacher are essential to make oral assessment meaningful and to contribute to candidates' growth in oral communication.

The prescribed work chosen from Section D, i.e. the novel or film should be used as the basis for some of the oral assessment. The moderator will certainly encourage conversation about this in the moderating session. Clearly, knowledge and understanding of the chosen work cannot be separated from the candidate's ability to talk about it, but the emphasis in the oral component is on the ability of the candidate to talk about what he/she has read or seen, his/her ability to express a personal response, rather than correctness of fact and interpretation per se.

In addition to the prescribed work in Section D, learners should be able to talk about other texts read or films seen. More able learners should certainly have read other novels or short stories, and all should be able to talk about newspaper and magazine articles they have read. It is helpful for the moderator to be informed of what additional reading has been done at the time of the moderating interview - he/she can be given a short list in writing, or might ask the candidate for such information during the oral session. A profile sheet is attached. Each candidate should be ready to present a completed profile to the Oral Moderator if needed.

2. Moderation of Oral Work

The IEB will arrange for moderators to visit schools from September to mid-October for the purpose of standardising the school assessments for oral work.

Schools will be informed of the dates on which they will be visited. On his/her arrival, the moderator should be presented with:

- a list of all candidates and the final mark (out of 100) for oral, arranged in order of merit, so that the moderator may select candidates from the entire range of ability.
- the mark-sheet for the class showing details of how the oral mark was composed.
- individual candidates must hand their personal profile for oral moderation to the moderator.

The function of the moderator is to ensure that the prescriptions of the syllabus and Examination Requirements have been followed and that standards are similar across different schools. On the basis of the interviews conducted, the moderator will make recommendations to the IEB whether the marks for the school as a whole should be accepted as they are or adjusted in some systematic way.

The moderator may also advise schools of areas of strength and weakness in the candidates, and may offer suggestions for improvement. Where the moderator and the teacher's assessment of certain candidates is very different, this discrepancy should be discussed in order to determine whether certain circumstances have resulted in the candidate's giving a performance that is markedly different from usual.

3. Guidelines for assessment

In assessing many aspects of the oral work, particularly that related to presentation of prepared or unprepared reading and speeches, the following key aspects need consideration:

- was the content understood?
- was the right atmosphere created?
- was the attention of the group engaged?
- was effective audience contact achieved
- did the speaker reveal a genuine grasp of the subjects, and was he/she able to answer questions with confidence?

In addition, there are certain considerations related to each category of oral work that should be born in mind in assessing the learners' competence. These are indicated below.

A. Reading

Prepared reading

- The passage chosen should be two-thirds to three-quarters of a page long and the level of language and thought should be mature and sophisticated.
- Reading aloud is for entertainment and/or persuasion. Communication with the audience is of the utmost importance.
- Learners should use a suitable tone, which shows understanding of the passage. Face and eyes should 'show' what they are saying.
- The reader should make full use of pause, variety in pace, as well as in pitch and volume.
- Eye contact is essential. The reader should look up to his or her audience on significant phrases and at the end of some sentences where there is natural pause.
- Readers should hold their texts up to facilitate eye contact and not read to the table.
- The learners should give an introduction of some kind before reading - indicating the source, some background detail, and the reason for choice of passage.

Unprepared reading

- Unseen passages should be sufficiently demanding to present the candidates with problems of interpretation or simplification (e.g. dialogue, changing moods, an argument requiring careful phrasing).
- Unprepared reading is best evaluated in a group situation.
- Listening comprehension is the focal point of this assessment - to assess whether the learner understands as he or she reads.
- The unseen text should be read in such a way that it shows awareness of phrasing and sense units.
- Subtleties of tone and expression are not being evaluated here because the text is unfamiliar.

B. Prepared Speaking

- The guiding rule here is that learners should talk **to** their audience, not **at** them.
- Learners should choose a topic that is important to them. Sincere enthusiasm and personal conviction about the subject automatically aids the quality of the presentation.
- The speech should not be a mere collection of facts gleaned from one source or other: it must present a point of view and be persuasive.
- Ideas must be presented in a clearly structured way, with an effective introduction and a firm conclusion.
- Content should be enriched with sufficient information and ideas.
- Language should be sophisticated without being overly formal, and should display a good vocabulary.
- The prepared speech should not be presented in a 'public speaking manner'. While the speech should be well rehearsed to ensure confidence, it should **never** be learned off by heart or read from full notes. A spontaneous manner and the confidence from knowing the topic well are what the audience appreciates most.
- Learners should use only cue cards with words/phrases on them. A full text is distracting and causes learners to read. Reading from a written text should be heavily penalised.
- Learners should stand in a relaxed manner, and use natural gestures, body language and facial expression to get their meaning across.
- Voice needs to be varied in terms of pitch, speed, and volume.
- Pauses should be used between sections. Never rush - the audience needs time to absorb what is being said.
- Eye contact with all parts of the audience is essential.
- The way in which the presenter handles questions may materially affect the assessment of the talk.
- Power-point presentations can be included here.
- Learners will also prepare speeches for debates, panel discussions, chairing meetings, interviews, etc.

C. Unprepared Speaking and Listening

In all forms of unprepared speaking, the candidate should show an ability to use the appropriate register, voice an opinion and develop an idea, and ask and answer questions, using a variety of listening and speaking strategies.

Impromptu speech

This assessment focuses mainly on the pupil's ability to 'think on his/her feet' and to express himself/ herself fluently without preparation.

Class discussion

These provide various opportunities to assess an individual pupil's ability to express a point of view, justify an argument, formulate questions and structure a response to a question.

Conversation

This assessment should focus more on the pupil's participation in a group and the techniques of good conversation. These include:

- the ability to listen attentively, sensitively and critically;
- the ability to keep a conversation going – to take up points, pass them on to others and not to dominate;
- the ability to focus clearly on a main point and to make such a point concisely;
- the ability to arrange ideas clearly and to articulate them and communicate effectively using a good vocabulary;
- the ability to answer questions asked and not to talk vaguely around a topic. (If the learner has no answer to the question, he or she should say so directly and respond with another question or indicate what may be a more useful area of discussion.)

Listening Comprehension

The learner should be assessed in a manner that does not involve too much writing or speaking as then the listening is not the focus. The text should be read once with the learner listening attentively; read a second time with the listener listening actively (taking notes) and then the questions should be answered. One word answers are most suitable here, as well as True/False, Match the columns, and/or completing the sentence.

D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

This section is not yet complete.

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**NATIONAL SENIOR CERTIFICATE EXAMINATION
HOME LANGUAGE**

The following text(s) have been selected from Section D of the Prescribed Works:

NAME OF SCHOOL: _____

SIGNATURE OF TEACHER: _____

DATE: _____

This form must be completed and returned to the IEB by 28 February.



**NATIONAL SENIOR CERTIFICATE EXAMINATION
HOME LANGUAGE
INTERNAL ASSESSMENT (PORTFOLIO)**

NAME OF CANDIDATE: _____

EXAMINATION NUMBER: _____

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		Possible Mark	Actual Mark	Symbol	Pieces written under test/controlled conditions
SECTION 1 EXTENDED WRITING/ COMPOSITION (500 – 600 Words)	1				
	2				
	3				
TOTAL FOR THIS SECTION		30			
SECTION 2 (a) COMMON ASSESSMENT TASK (CAT) – FIRST TASK	1	-			*
(b) (CAT) – SECOND TASK	2				*
TOTAL FOR THIS SECTION		20			
SECTION 3 LITERATURE (Section D other genres)	1	-			
TOTAL FOR THIS SECTION		20			
SECTION 4 Test	1	-			
Test	2				
Test	3				
Test (Must be from other genre section)	4				
TOTAL FOR THIS SECTION		10			
SECTION 5 Preparatory examination					*
TOTAL FOR THIS SECTION		20			
TOTAL		100			

Each candidate is required to present his/her writing assignments in a folder for assessment by the school and moderation by the IEB. This mark sheet must be placed in the front of the folder before it is submitted to the IEB by 31 October. The folder must be flat and able to hold papers securely.

Signature of Teacher: _____ Date: _____



**NATIONAL SENIOR CERTIFICATE EXAMINATION
HOME LANGUAGE
PORTFOLIO ASSESSMENT**

CENTRE NO

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CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

EXAMINATION NUMBER										MARK - 100
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
21										
22										
23										
24										
25										

**NATIONAL SENIOR CERTIFICATE EXAMINATION****HOME LANGUAGE****ORAL MODERATION: PERSONAL PROFILE**

(To be completed by each candidate and handed to the moderator)

Name

Preferred name or nickname

Hobbies

Topic for prepared speech
Other topic for discussion

Prepared Reading
From

Books I have enjoyed (list at least 7)

Recent Movies I have seen



**NATIONAL SENIOR CERTIFICATE EXAMINATION
HOME LANGUAGE
ORAL AND AURAL ASSESSMENT**

CENTRE NO

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CANDIDATES LISTED IN RANK ORDER OF MARKS (HIGHEST TO LOWEST)

	EXAMINATION NUMBER										MARK - 100
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											
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20											
21											
22											
23											
24											
25											

HOME LANGUAGE

A suggested 10 point scale for the grading of oral conversation

Point	Description	Symbol	Characteristics/Criteria
10 – 9	Outstanding	A	<ul style="list-style-type: none"> i. Spoken language at highest level to be expected of candidate. ii. Excellent in all the positive characteristics listed below. iii. Has interesting points to make and can both challenge and defend a point of view effectively. Shows good judgement and critical ability.
8 – 7	Meritorious	A	<ul style="list-style-type: none"> i. Generally understands questions the first time round. Rephrasing needed only now and then. Responds satisfactorily to expected and unexpected questions. ii. Makes good use of questions, challenges a point of view where appropriate and is able to sustain an argument. Has a wide knowledge of the topic, and introduces ideas appropriately. iii. Uses effectively a wide variety of structures, vocabulary and idioms. Speaks confidently.
7 – 6	Substantial	B	<ul style="list-style-type: none"> i. Understands questions but experiences problems with some unexpected questions and needs rephrasing. ii. Will initiate some questions and challenges, but is more inclined to respond than direct the conversation. Refers to relevant information, though in a narrow range. iii. Uses an adequate variety of structures, vocabulary and idioms. Speaks fairly fluently, sometimes hesitant.
6 – 5	Adequate	C	<ul style="list-style-type: none"> i. Experiences no problems with expected questions, and responds reasonably well to unexpected questions, especially after rephrasing. ii. Does not ask many questions nor challenge points of view. Has limited knowledge, but does use relevant information. iii. Uses a limited variety of structures and vocabulary, with few idioms. Makes few mistakes within this range.
5 – 4	Moderate	D	<ul style="list-style-type: none"> i. Experiences some problems with questions, but manages after rephrasing of questions to respond adequately ii. Does not ask questions nor challenge points of view. Is passive on the whole, but, when pressed, can give information or knowledge, - not always relevant however. iii. Uses a limited variety of structures and vocabulary, but very few idioms. Makes mistakes.
4 – 2	Elementary	E	<ul style="list-style-type: none"> i. Experiences problems even with expected questions, but tries to answer. ii. Shows incomplete knowledge and understanding of topic under discussion, and sometimes gives faulty and irrelevant answers. iii. Has elementary, limited vocabulary and uses faulty sentence structures.
2 – 0	Not achieved	F	<ul style="list-style-type: none"> i. Does not understand the majority of questions posed by the examiner, and experiences serious problems in responding. ii. Has incomplete or faulty knowledge iii. Has very limited vocabulary. Sentence structure very faulty.

FILM STUDY

1. When pupils speak and write about films, they must show that they are filmically literate, i.e. that they understand the machinations and manipulations of a director in creating meaning in a filmic text. Their answers must be unequivocally about a film rather than a novel, and should demonstrate competency in using filmic language.

Thus, candidates must demonstrate, inter alia, that they are able to decode:

- how, and to what effect, the director of a specific film has used his/her camera;
- how and why a specific soundtrack has been introduced;
- how casting has operated;
- how filmic ploys (e.g. an angle or editing) have been utilised to suggest a theme; or create a mood or construct various power relations).

What must be stressed is that it is not enough for a learner to be able to describe a character and his/her role in a film; the candidate should be able to explain how the director has **filmically** constructed a character or suggested a certain theme.

2. Candidates are not expected to get bogged down in irrelevant, esoteric filmic terminology. They must, however, be able to demonstrate that they are visually literate. They should, therefore, be able to:

- identify the various shots and angles and understand their function in a frame;
- decode how editing operates within a text;
- comment on the basic camera movements (panning, tracking, tilting, zooming in and out) and the way they function within a sequence;
- comment on the way light and colour are used;
- comment on the use of filmic ploys such as casting, clothing, make-up and facial expressions;
- comment on the use of the sound track, and its relationship with the visual track. They should be able to differentiate between the different types of soundtrack (leitmotif, synchronous or non-synchronous soundtracks, background music), and the differences in their function;
- comment on the construction of different frames, i.e. they need to be able to comment on the mise-en-scène within a certain frame, what is foregrounded, backgrounded, opposed, ignored and so on. It might be worthwhile to analyse proxemic patterns here.
- use the terms index and icon (instead of literal/denotative and figurative/connotative).

LITERARY ESSAY

There are of course no hard-and-fast rules as far as the writing of a discursive analysis of a text is concerned. This is a suggested indication of ways in which candidates could write more effective literary essays in the Literature examination.

- Length of essays should be between 2½ and 3½ pages (in average handwriting) or about 600 words.
- Structure, logic, and organisation of ideas will be assessed as part of the holistic, final assessment out of 30 marks. The **way** in which a candidate argues is as important as **what** the candidate is arguing. Introductions should introduce a candidate's argument, provide the essay with direction, and demonstrate an understanding of the chosen topic. The conclusion should 'tie up' the argument conclusively. Each paragraph should develop the argument and must not simply be a series of unconnected statements. Examiners want to see evidence of a stance having been taken.
- Short, pertinent quotations from prescribed texts should be used to enrich and substantiate a candidate's argument. Candidates should be taught how to integrate quotations spontaneously into their sentences.
- In order to avoid becoming sidetracked from the focus of the essay topic, candidates should be encouraged to refer regularly to the essence of the given topic, hereby almost reminding the examiner that she/he has not lost sight of the literary exploration which the question requires.
- Candidates should avoid merely mentioning an incident or action. These need to be included because they add a dimension to the candidate's argument.
- The register of the response should be formal; candidates should be encouraged to avoid colloquialisms, abbreviations, and contractions.
- Teach learners to punctuate the titles of literary texts in commonly accepted ways (underlining titles of plays and novels, for example).
- There should be no sub-headings in a literary essay at this level.
- The present tense should be used throughout the essay.
- Teach learners to use transitional statements between paragraphs, for example: in addition, also, consequently, on the other hand, to sum up, in fact, what is more, and so on.
- In line with much current academic discourse, it is perfectly acceptable for candidates to use the first person. The 'I' might give rise to fresher, more spontaneous responses. However, the use of the third person is also a legitimate route into answering the given question.

Literature essays at the FET level

The literature essay essentially assesses the interpretative ability of the learner as well as his/her ability to form an opinion and understand themes, characters, symbolism, etc. Topics should be open-ended, if possible, to allow for personal interpretations within the limits of the author's accepted intentions. A definitive reply to an essay topic should not be decided upon: each essay should be given due consideration, no matter how 'way out' it may appear. It is essential that the essay be introduced at grade 10 level and great care should be taken to explain exactly what is required as far as format and the establishing of an argument is concerned. Learners will need encouragement and support as they will initially find the task a daunting one.

Level	Descriptor	%	Mark
7	Outstanding: 30 – 27 = excellent. Only for the truly outstanding. Essays should be marked by unusual maturity of thought and command of language. These essays will show perceptive insight, confident judgement and will reveal real originality of mind. An exceptional knowledge of the text, including detailed quoting, will be evident. 26.5 – 24 = very good. These essays are sensitive and interesting, showing sound judgement of important issues and logically developed arguments. Candidates have a thorough knowledge of the text.	100 – 80	30 – 24
6	Meritorious: Good. These essays are commendable without being brilliant. They are fluent and present reasoned arguments, showing a careful selection of material.	79 – 70	23.5 – 21
5	Substantial: Average. These are sound, reasonably correct essays. Relevant information has been selected and used to give a direct answer to the question. The essay is perceptive, but may have flaws in argument or insufficient reference to text.	69 – 60	20.5 – 18
4	Adequate: Below average. No particular flair shown. The essay shows that the text has been read and understood and the candidate has made an honest attempt to answer parts of the questions. There may be some faults in expression, but the language is competently handled in general.	59 – 50	17.5 – 15
3	Moderate: Weak. This is a passable essay. The text has been read, but the answer is often padded with narrative and views are not supported or developed fully. Language usage may be fair to muddled.	49 – 40	14.5 – 12
2	Elementary: Very weak. These essays are often totally narrative and show a poor command of language. Essay structure is not in evidence. Length often a problem, however some attempt has been made to grapple with question.	39 – 30	11.5 – 9
1	Not achieved : 8.5 – 7 = incompetent. Essay often muddled, inarticulate. A one-page essay. Unable to grapple with issues 6.5 – 0 = unworthy. Atrocious expression. Rambled. Often vague and irrelevant statements which have very little to do with the text.	29 – 0	8.5 – 0

PURPOSE OF THE LANGUAGE CURRICULUM

The Further Education and Training curriculum enables all learners to meet many of the requirements of the Critical and Developmental Outcomes, including the following objectives:

- Broaden and deepen language competencies developed in the General Education and Training band, including the abstract language skills required for academic learning across the curriculum, and the aesthetic appreciation and enjoyment of texts, so that learners are able to listen, speak, read/view and write/present with confidence. These skills and attitudes form the basis for life-long learning.
- Use language appropriately in real-life contexts, taking into account audience, purpose and context.
- Express and justify their own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Use language and their imagination to represent and explore human experience. Through interacting with a wide range of texts, learners are able to reflect on their own lives and experiences and to consider alternative worldviews.
- Use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning.
- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Express reasoned opinions on ethical issues and values. In order to develop their own value system, learners engage with texts concerning human rights and responsibilities such as the rights of children, women, the disabled, the aged and issues linked to race, culture, ideology, class, belief systems, gender, HIV/AIDS, freedom of expression, censorship and the environment.
- Interact critically with a wide range of texts. Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.
- Recognise the unequal status of different languages and language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

LEARNING OUTCOMES

The scope and purpose outlined above are consolidated into four Learning Outcomes. Although these outcomes are listed separately, they should be integrated when taught and assessed.

Learning Outcome 1: Listening and Speaking

The learner is able to listen and speak for a variety of purposes, audiences and contexts.

Learners understand that speaking and listening are social activities that take place in particular contexts and for various purposes and audiences, and that oral genres and registers vary accordingly. They recognise and use appropriate oral genres and registers in a range of formal and informal contexts. Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

Learning Outcome 2: Reading and Viewing

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

Well-developed reading and viewing skills are central to successful learning across the curriculum, as well as for full participation in society and the world of work. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts, for information. Learners recognise how genre and register reflect the purpose, audience and context of texts. Learners use a range of different reading and viewing strategies depending on their purpose for reading and the nature of the text. They make meaning from texts, identify values and assumptions and respond critically. Through reading and viewing, learners also explore and reflect on the interrelationship of their own existence with that of others. Reading literary texts provides learners with models for their own writing.

Learning Outcome 3: Writing and Presenting

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

Writing is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. The aim is to produce competent, versatile writers who will be able to use their skills to develop appropriate written, visual and multi-media texts for a variety of purposes.

Learning Outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of language structures. They develop critical awareness of how values and power relations are embedded in language and how language may influence others.

Learning Outcomes and Assessment Standards for Home Languages

Grade 10	Grade 11	Grade 12
<p>Learning Outcome 1 Listening and Speaking <i>The learner is able to listen and speak for a variety of purposes, audiences and contexts.</i> We know this when the learner is able to:</p> <ul style="list-style-type: none"> ■ demonstrate knowledge of different forms of oral communication for social purposes: <ul style="list-style-type: none"> • learn about and share ideas and concepts, comment on experiences, defend a position, make an unprepared response, read aloud, tell a story; • initiate and sustain conversation by developing appropriate turn-taking conventions, filling in gaps and encouraging where appropriate; • give and follow directions and instructions accurately; • participate in group discussions by expressing own ideas and opinions and listening to and respecting those of others, while engaging with issues such as inclusivity and power relations, and environmental, ethical, socio-cultural and human rights issues; • use negotiation skills to reach consensus; • participate in panel discussions, debate, forums and formal meetings following correct procedures; • introduce a speaker effectively and offer a vote of thanks; • apply interviewing skills and report on findings. 	<p>Learning Outcome 1 Listening and Speaking <i>The learner is able to listen and speak for a variety of purposes, audiences and contexts.</i> We know this when the learner is able to:</p> <ul style="list-style-type: none"> ■ demonstrate knowledge of different forms of oral communication for social purposes: <ul style="list-style-type: none"> • learn about and share ideas and concepts, comment on experiences, defend a position, make an unprepared response, read aloud, tell a story; • initiate and sustain conversation by demonstrating appropriate turn-taking conventions, filling in gaps and encouraging where appropriate; • give and follow complex directions and instructions accurately; • interact effectively in group discussions by expressing own ideas and opinions, listening to and respecting those of others, and intervening to redirect focus while engaging with a range of issues such as inclusivity and power relations, and environmental, ethical, socio-cultural and human rights issues; • use negotiation skills to reach consensus; • participate in panel discussions, debates, forums and formal meetings while following correct procedures; • introduce a speaker and offer a vote of thanks; • apply interviewing skills and critically report on findings where appropriate. 	<p>Learning Outcome 1 Listening and Speaking <i>The learner is able to listen and speak for a variety of purposes, audiences and contexts.</i> We know this when the learner is able to:</p> <ul style="list-style-type: none"> ■ demonstrate knowledge of different forms of oral communication for social purposes: <ul style="list-style-type: none"> • learn about and share ideas and concepts, comment on experiences, defend a position, make an unprepared response, read aloud, tell a story; • initiate and sustain conversation by demonstrating appropriate turn-taking conventions, filling in gaps and encouraging where appropriate; • give and follow complex directions and instructions accurately; • interact effectively in group discussions by expressing own ideas and opinions and listening to and respecting those of others, and intervening to redirect focus while engaging with a range of issues such as inclusivity and power relations, and environmental, ethical, socio-cultural and human rights issues; • use negotiation skills to reach consensus; • participate in panel discussions, debates, forums and formal meetings, following correct procedures; • introduce a speaker effectively and offer a vote of thanks; • apply interviewing skills and critically report on findings where appropriate.
<ul style="list-style-type: none"> ■ demonstrate planning and research skills for oral presentations: <ul style="list-style-type: none"> • research a topic by referring to a range of sources, with guidance; • organise material coherently by choosing main ideas and relevant details or examples for support; • identify and choose appropriate vocabulary, structures, conventions and formats; • prepare effective introductions and conclusions; • incorporate appropriate audio, visual and audio-visual aids such as charts, posters, photographs, images, music, sound and electronic media. 	<ul style="list-style-type: none"> ■ demonstrate planning and research skills for oral presentations: <ul style="list-style-type: none"> • research a topic by referring to a range of sources; • organise material coherently by choosing main ideas and relevant and accurate details or examples for support; • identify and choose appropriate vocabulary, structures, conventions and formats; • prepare effective introductions and conclusions; • incorporate appropriate audio, visual and audio-visual aids such as charts, posters, photographs, slides, images, music, sound and electronic media. 	<ul style="list-style-type: none"> ■ demonstrate planning and research skills for oral presentations: <ul style="list-style-type: none"> • research a topic by referring to a wide range of sources; • organise material coherently by choosing main ideas and relevant and accurate details or examples for support; • identify and choose appropriate vocabulary, structures, conventions and formats; • prepare effective introductions and conclusions; • incorporate appropriate visual, audio and audio-visual aids such as charts, posters, photographs, slides, images, music sound and electronic media.
<ul style="list-style-type: none"> ■ demonstrate the skills of listening to and delivering oral presentations: <ul style="list-style-type: none"> • identify and use rhetorical devices such as rhetorical questions, pauses and repetition; • use tone, voice projection, pace, eye 	<ul style="list-style-type: none"> ■ demonstrate the skills of listening to and delivering oral presentations: <ul style="list-style-type: none"> • use and evaluate rhetorical devices such as anecdotes, rhetorical questions, pauses and repetition; • use tone, voice projection, pace, eye 	<ul style="list-style-type: none"> ■ demonstrate the skills of listening to and delivering oral presentations: <ul style="list-style-type: none"> • use and evaluate rhetorical devices such as anecdotes, rhetorical questions, pauses and repetition; • use tone, voice projection, pace, eye

<p>contact, posture and gestures correctly and respond appropriately;</p> <ul style="list-style-type: none"> • pronounce words without distorting meaning; • demonstrate comprehension of oral texts by recording main and/or supporting ideas, by making notes, checklists, summaries and/or by retelling and explaining; <p>• listen and respond to questions for clarification.</p>	<p>contact, posture and gestures correctly and respond appropriately;</p> <ul style="list-style-type: none"> • pronounce words without distorting meaning; • demonstrate comprehension of oral texts by recording main and/or supporting ideas by making notes, checklists, summaries and paraphrases and/or by retelling and explaining; <p>• listen and respond to questions for clarification.</p>	<p>contact, posture and gestures correctly and respond appropriately;</p> <ul style="list-style-type: none"> • pronounce words without distorting meaning; • demonstrates comprehension of oral texts by recording main and/or supporting ideas by making notes, checklists, summaries and paraphrases and/or by retelling and explaining; • listen and respond to questions for clarification.
<p>■ demonstrate critical awareness of language use in oral situations:</p> <ul style="list-style-type: none"> • use and evaluate appropriate language varieties, styles and registers to suit purpose, audience, and context; • identify and use persuasive techniques; • recognise arguments and assumptions and distinguish between facts and opinions; • make inferences and judgements and support with evidence; • recognise how meaning may be distorted by the deliberate inclusion or exclusion of information; • recognise and explain the effects of language forms such as technical language and jargon; • recognise the relationship between language and culture and language and power; • recognise and challenge obvious emotive and manipulative language, bias, prejudice and stereotyping such as in propaganda and advertising. 	<p>■ demonstrate critical awareness of language use in oral situations:</p> <ul style="list-style-type: none"> • use and evaluate appropriate language varieties, styles and registers to suit purpose, audience and context; • identify and use a range of persuasive techniques; • evaluate arguments and assumptions and distinguish between facts and opinions; • make inferences and judgements, and motivate with evidence; • explain how meaning may be distorted by the deliberate inclusion or exclusion of information; • recognise and evaluate the effects of language forms such as technical language and jargon; • evaluate the relationship between language and culture and language and power; • recognise and challenge obvious and fairly subtle emotive and manipulative language, bias, prejudice and stereotyping such as in propaganda and advertising. 	<p>■ demonstrate critical awareness of language use in oral situations:</p> <ul style="list-style-type: none"> • use and evaluate appropriate language varieties, styles and registers to suit purpose, audience and context; • identify and use a wide range of persuasive techniques; • evaluate arguments and assumptions, and distinguish between facts and opinions; • make inferences and judgements and motivate with evidence; • explain how meaning may be distorted by the deliberate inclusion or exclusion of information; • recognise and evaluate the effects of language forms such as technical language and jargon; • evaluate the relationship between language and culture and language and power; • recognise and challenge subtle emotive and manipulative language, bias, prejudice and stereotyping such as in propaganda and advertising.
<p>Learning Outcome 2 Reading and Viewing <i>The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.</i></p>	<p>Learning Outcome 2 Reading and Viewing <i>The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.</i></p>	<p>Learning Outcome 2 Reading and Viewing <i>The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.</i></p>
<p>■ demonstrate various reading and viewing strategies for comprehension and appreciation:</p> <ul style="list-style-type: none"> • ask questions to make predictions; • skim texts to identify main ideas by reading titles, introductions, first paragraphs and introductory sentences of paragraphs; • scan texts for supporting details; • read/view attentively according to purpose and task; • summarise main and supporting ideas in paragraph and/or point form; • infer the meaning of unfamiliar words or images in selected contexts by using knowledge of grammar, word-attack skills, contextual clues, sound, colour, design, placement and by using the senses; <p>• reread, review and revise to promote understanding.</p>	<p>■ demonstrate various reading and viewing strategies for comprehension and appreciation:</p> <ul style="list-style-type: none"> • ask questions to make predictions; • skim texts to identify main ideas by reading titles, introductions, first paragraphs and introductory sentences of paragraphs; • scan texts for supporting details; • read/view attentively according to purpose and task; • summarise main and supporting ideas in paragraph and/or point form; • infer the meaning of unfamiliar words or images in a range of contexts by using knowledge of grammar, word-attack skills, contextual clues, sound, colour, design and placement, and by using the senses; <p>• reread, review and revise to promote understanding.</p>	<p>■ demonstrate various reading and viewing strategies for comprehension and appreciation:</p> <ul style="list-style-type: none"> • ask questions to make predictions; • skim texts to identify main ideas by reading titles, introductions, first paragraphs and introductory sentences of paragraphs; • scan texts for supporting details; • read/view attentively according to purpose and task; • summarise main and supporting ideas in paragraph and/or point form; • infer the meaning of unfamiliar words or images in a wide range of contexts by using knowledge of grammar, word-attack skills, contextual clues, sound, colour, design and placement, and by using the senses; <p>• reread, review and revise to promote understanding.</p>

<p>■explain the meaning of a wide range of written, visual, audio, and audio-visual texts:</p> <ul style="list-style-type: none"> • find some relevant information and detail in texts; • explain how selections and omissions in texts shape their meanings; • distinguish between fact and opinion, and give own response; • recognise the difference between direct and implied meaning; • explain the writer's and/or the character's viewpoint and give some supporting evidence from the text; <p>• explain the socio-political and cultural background of texts;</p> <p>• analyse the effect of a range of figurative and rhetorical language and literary devices such as metaphor, simile, symbol, pun, understatement, contrast, wit, hyperbole, sarcasm, caricature, irony, satire, paradox, antithesis and anticlimax on the meaning of texts;</p> <ul style="list-style-type: none"> • explain the writer's inferences and conclusions and compare with own; • interpret and evaluate familiar graphic texts; • give and motivate personal responses to texts. 	<p>■evaluate the meaning of a wide range of written, visual, audio, and audio-visual texts:</p> <ul style="list-style-type: none"> • find relevant information and detail in texts; • analyse how selections and omissions in texts shape their meanings; • distinguish between fact and opinion, and explain own response; • explain the difference between direct and implied meaning; • explain the writer's and/or character's viewpoint and give supporting evidence from the text; <p>• analyse and explain the socio-political and cultural background of texts;</p> <p>• analyse the effect of a wide range of figurative and rhetorical and literary devices such as metaphor, simile, symbol, pun, understatement, wit, hyperbole, contrast, sarcasm, caricature, irony, satire, paradox, antithesis and anticlimax on the meaning of texts;</p> <ul style="list-style-type: none"> • evaluate the writer's inferences and conclusions and compare with own; • interpret and evaluate a range of graphic texts; • give and motivate personal responses to texts with some conviction. 	<p>■evaluate the meaning of a wide range of written, visual, audio, and audio-visual texts:</p> <ul style="list-style-type: none"> • find relevant information and detail in texts; • analyse how selections and omissions in texts shape their meanings; • distinguish between fact and opinion, and motivate own response; • explain the difference between direct and implied meaning; • analyse the writer's and/or character's viewpoint and give convincing supporting evidence from the text; • analyse and explain the socio-political and cultural background of texts; • analyse the effect of a wide range of figurative and rhetorical and literary devices such as metaphor, simile, symbol, pun, understatement, wit, hyperbole, contrast, sarcasm, caricature, irony, satire, paradox, antithesis and anticlimax on the meaning of texts; • evaluate the writer's inferences and conclusions and compare with own; • interpret and evaluate a wide range of graphic texts; • give and motivate personal responses to texts convincingly.
<p>■explain how language and images may reflect and shape values and attitudes:</p> <ul style="list-style-type: none"> • identify and explain the socio-cultural and political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues; • explain the nature of bias, prejudice and discrimination in texts. 	<p>■evaluate how language and images may reflect and shape values and attitudes:</p> <ul style="list-style-type: none"> • evaluate socio-cultural and political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues; • analyse the nature of bias, prejudice and discrimination in texts. 	<p>■evaluate how language and images may reflect and shape values and attitudes:</p> <ul style="list-style-type: none"> • evaluate the socio-cultural and political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues; • analyse the nature of bias, prejudice and discrimination in texts and how it affects meaning.
<p>■explore key features of texts and explain how they contribute to meaning (<i>these features should never be dealt with in isolation</i>):</p> <p>* transactional and creative texts:</p> <ul style="list-style-type: none"> • identify and explain the purpose, structure and language use in texts across the curriculum such as reports, procedures, retelling, explanations, expositions and descriptions; • identify and explain the impact of techniques such as the use of font types and sizes. <p>* literary texts: <i>novel, short story, folklore/folktales, short essays:</i></p> <ul style="list-style-type: none"> • explain development of plot, subplot, conflict, character and role of narrator where relevant; • identify and explain messages and themes and relate them to selected passages in the rest of the text; • explain how background and setting relate to character and/or theme; <p>• identify mood, time-line and</p>	<p>■explore and evaluate key features of texts and how they contribute to meaning (<i>these features should never be dealt with in isolation</i>):</p> <p>* transactional and creative texts:</p> <ul style="list-style-type: none"> • identify and explain the purpose, structure and language use in texts across the curriculum such as reports, procedures, retelling, explanations, expositions and descriptions; • identify and evaluate the impact of techniques such as the use of font types and sizes. <p>* literary texts: <i>novel, short story, folklore/folktales, short essays:</i></p> <ul style="list-style-type: none"> • analyse development of plot, subplot, conflict, character and role of narrator where relevant; • interpret and evaluate messages and themes and relate them to selected passages in the rest of the text; • evaluate how background and setting (milieu) relate to character and/or theme; <p>• interpret mood, time-line, ironic twists</p>	<p>■explore and evaluate key features of texts and how they contribute to meaning (<i>these features should never be dealt with in isolation</i>):</p> <p>* transactional and creative texts:</p> <ul style="list-style-type: none"> • identify and explain the purpose, structure and language use in texts across the curriculum such as reports, procedures, retelling, explanations, expositions and descriptions; • identify and evaluate the impact of techniques such as the use of font types and sizes. <p>* literary texts: <i>novel, short story, folklore/folktales, short essays:</i></p> <ul style="list-style-type: none"> • analyse development of plot, subplot, conflict, character and role of narrator where relevant; • interpret and evaluate messages and themes and relate them to selected passages in the rest of the text; • evaluate how background and setting relate to character and/or theme; • interpret mood, time-line, ironic twists and conclusions.

<p>conclusions.</p> <p><i>poetry:</i></p> <ul style="list-style-type: none"> • explain how word choices, imagery and sound devices affect mood, meaning and theme; • explain how verse and stanza forms, rhyme, rhythm and punctuation shape meaning. <p><i>drama:</i></p> <ul style="list-style-type: none"> • explain the link between dialogue and action and the characters and theme; • explain plot, subplot, character portrayal, conflict and dramatic purpose; • identify dramatic structure and interpret stage directions. <p>* visual, audio and multi-media texts:</p> <ul style="list-style-type: none"> • identify and explain message and theme and how they contribute to the text; • explain the use of visual, audio and audio-visual techniques such as the use of colour, dialogue, music, sound, lighting, editing, framing, camera techniques, camera movement, composition, foregrounding and backgrounding. 	<p>and conclusions.</p> <p><i>poetry:</i></p> <ul style="list-style-type: none"> • explain how word choices, imagery and sound devices affect mood, meaning and theme; • explain how verse and stanza forms, rhyme, rhythm and punctuation shape meaning. <p><i>drama:</i></p> <ul style="list-style-type: none"> • analyse dialogue and action, and their relation to character and theme; <ul style="list-style-type: none"> • evaluate plot, subplot, character portrayal, conflict, dramatic purpose and dramatic irony; • interpret dramatic structure and stage directions. <p>* visual, audio and multi-media texts:</p> <ul style="list-style-type: none"> • identify and analyse message and theme and how they contribute to the impact of the text; • evaluate the impact of visual, audio and audio-visual techniques such as the use of colour, dialogue, music, sound, lighting, editing, framing, styles of shot, camera techniques, camera movement, composition, foregrounding and backgrounding. 	<p><i>poetry:</i></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><i>drama:</i></p> <ul style="list-style-type: none"> • analyse dialogue and action, and the relation to character and theme; <ul style="list-style-type: none"> • evaluate plot, subplot, character portrayal, conflict, dramatic purpose and dramatic irony; • interpret dramatic structure and stage directions. <p>* visual, audio and multi-media texts:</p> <ul style="list-style-type: none"> • identify and analyse message and theme and how they are woven into all aspects of the text; • evaluate the impact of visual, audio and audio-visual techniques such as the use of colour, dialogue, music, sound, lighting, editing, framing, styles of shot, camera techniques, camera movement, composition, foregrounding and backgrounding.
<p>Learning Outcome 3 Writing and Presenting</p> <p><i>The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.</i></p> <p>■demonstrate planning skills for writing for a specific purpose, audience, and context:</p> <ul style="list-style-type: none"> • explain the requirements of tasks; <ul style="list-style-type: none"> • identify the target audience and the specific purpose such as narrating, entertaining, persuading, arguing, explaining, informing, analysing, describing and manipulating; • identify and explain types of texts to be produced such as imaginative, informational, creative, transactional, multi-media; • decide on and apply the appropriate style, point of view and format of texts; • research topics from a wide variety of sources and record findings; <ul style="list-style-type: none"> • locate, access, select, organise and integrate relevant data from a variety of sources; • convert selected information from one form to another, such as from a graph to a paragraph form; • develop coherent ideas and organise these by using techniques such as mind-maps, diagrams, lists of key words, flow-charts; • use a selection of visual and design elements. 	<p>Learning Outcome 3 Writing and Presenting</p> <p><i>The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.</i></p> <p>■demonstrate planning skills for writing for a specific purpose, audience, and context:</p> <ul style="list-style-type: none"> • explain the requirements of advanced tasks; <ul style="list-style-type: none"> • identify the target audience and the specific purpose such as narrating, entertaining, persuading, arguing, explaining, informing, analysing, describing, manipulating; • identify and explain types of texts to be produced such as imaginative, informational, creative, transactional, multi-media; • decide on and apply the appropriate style, point of view and format of texts; • research complex topics from a wide variety of sources and record findings; • locate, access, select, organise and integrate relevant data independently from a variety of sources; • convert a range of information from one form to another, such as from a graph to a paragraph; • develop coherent ideas and organise these by using techniques such as mind-maps, diagrams, lists of key words, flow-charts; • use a range of visual and design elements. 	<p>Learning Outcome 3 Writing and Presenting</p> <p><i>The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.</i></p> <p>■demonstrate planning skills for writing for a specific purpose, audience, and context:</p> <ul style="list-style-type: none"> • explain the requirements of advanced tasks; <ul style="list-style-type: none"> • identify the target audience and the specific purpose such as narrating, entertaining, persuading, arguing, explaining, informing, analysing, describing, manipulating; • identify and explain types of texts to be produced such as imaginative, informational, creative, transactional, multi-media; • decide on and apply the appropriate style, point of view and format of texts effectively; • research complex topics from a wide variety of sources and record findings accurately; • locate, access, select, organise and integrate relevant data independently from a wide variety of sources; • convert a wide range of information from one form to another, such as from graphs to paragraphs; • develop coherent ideas and organise these by using techniques such as mind-maps, diagrams, lists of key words, flow-charts; • use a wide range of visual and design elements.
<p>■demonstrate the use of writing strategies and techniques for first drafts:</p>	<p>■demonstrate the use of advanced writing strategies and techniques for</p>	<p>■demonstrate the use of advanced writing strategies and techniques for</p>

<ul style="list-style-type: none"> • use main and supporting ideas from the planning process; • experiment with format and style for creative purposes; • identify and use a selection of stylistic and rhetorical devices appropriately such as figurative language, word choice, vivid description, personal voice and style, tone, symbols, colour, placement and sound; • use a variety of sentence types, lengths and structures; • apply paragraph conventions to ensure coherence by using topic sentences, introduction and conclusion, logical progression of paragraphs, cause and effect, comparison and contrast; • use logical connectors such as conjunctions, pronouns, adverbs and prepositions to ensure cohesion. 	<p>first drafts:</p> <ul style="list-style-type: none"> • use main and supporting ideas from the planning process effectively; • experiment with format and style for creative purposes; • identify and use a range of stylistic and rhetorical devices appropriately such as figurative language, word choice, vivid description, personal voice and style, tone, symbols, colour, placement and sound; • use a wide variety of sentence types, lengths and structures effectively; • apply paragraph conventions correctly to ensure coherence by using topic sentences, introduction and conclusion, logical progression of paragraphs, cause and effect, comparison and contrast; • use logical connectors such as conjunctions, pronouns, adverbs and prepositions to ensure cohesion. 	<p>first drafts:</p> <ul style="list-style-type: none"> • use main and supporting ideas effectively from the planning process; • experiment with format and style for creative purposes; • identify and use a wide range of stylistic and rhetorical devices appropriately such as figurative language, word choice, vivid description, personal voice and style, tone, symbols, colour, placement and sound; • use a wide variety of sentence types, lengths and structures for effect; • apply paragraph conventions correctly to ensure coherence by using topic sentences, introduction and conclusion, logical progression of paragraphs, cause and effect, comparison and contrast; • use logical connectors such as conjunctions, pronouns, adverbs and prepositions to ensure cohesion.
<ul style="list-style-type: none"> ■ reflect on, analyse, and evaluate own work, considering the opinion of others, and present final draft: • use set criteria for overall evaluation of own and others' writing for attempted improvement; • reflect on overall structure for improvement of coherence and cohesion; • reflect on whether content, style, register and effects are appropriate to purpose, audience and context; • sustain own voice and/or argument with developing sensitivity; • refine word choice and sentence and paragraph structure, and eliminate ambiguity, verbosity, redundancy, slang, offensive language, unnecessary jargon and malapropisms; • demonstrate sensitivity to human rights and 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; • prepare a final draft by proofreading and editing; • present final draft paying attention to appropriate style such as a neatly presented text or a striking, colourful poster. 	<ul style="list-style-type: none"> ■ reflect on, analyse, and evaluate own work, considering the opinion of others, and present final draft: • use set criteria for overall evaluation of own and others' writing which lead to improvement; • analyse overall structure for improvement of coherence and cohesion; • evaluate whether content, style, register and effects are appropriate to purpose, audience and context; • sustain own voice and/or argument with confidence; • refine word choice and sentence and paragraph structure, and eliminate ambiguity, verbosity, redundancy, slang, offensive language, unnecessary jargon and malapropisms; • demonstrate sensitivity 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; • prepare a final draft by proofreading and editing; • present final draft, paying attention to appropriate style such as a neatly presented text or a striking, colourful poster 	<ul style="list-style-type: none"> ■ reflect on, analyse, and evaluate own work, considering the opinion of others, and present final draft: • use set criteria for overall evaluation of own and others' writing which lead to improvement; • analyse overall structure for improvement of coherence and cohesion; • evaluate whether content, style, register and effects are appropriate to purpose, audience and context; • sustain own voice and/or argument competently; • refine word choice and sentence and paragraph structure, and eliminate ambiguity, verbosity, redundancy, slang, offensive language, unnecessary jargon and malapropisms; • demonstrate sensitivity 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; • prepare a final draft by proofreading and editing; • present final draft, paying attention to appropriate style such as a neatly presented text or a striking, colourful poster.
<p>Learning Outcome 4 Language <i>The learner is able to use language structures and conventions appropriately and effectively.</i></p> <ul style="list-style-type: none"> ■ identify and explain the meanings of words and use them correctly in a range of texts: • apply knowledge of a range of spelling patterns, rules and conventions, and compile a personal spelling list; • use common abbreviations and 	<p>Learning Outcome 4 Language <i>The learner is able to use language structures and conventions appropriately and effectively.</i></p> <ul style="list-style-type: none"> ■ identify and explain the meanings of words and use them correctly in a wide range of texts: • apply knowledge of an increasing range of spelling patterns, rules and conventions for new and/or complex words and compile a personal spelling list; 	<p>Learning Outcome 4 Language <i>The learner is able to use language structures and conventions appropriately and effectively.</i></p> <ul style="list-style-type: none"> ■ identify and explain the meanings of words and use them correctly in a wide range of texts: • apply knowledge of a wide range of spelling patterns, rules and conventions for new and/or complex words and compile a personal spelling list; • use a wide range of abbreviations and

<p>acronyms;</p> <ul style="list-style-type: none"> • use dictionaries and a thesaurus effectively for different purposes such as researching meanings, word origins and pronunciation; • apply knowledge of roots, prefixes and suffixes to determine the meaning of a range of words; • use gender, plurals and diminutives correctly; • use the comparative and superlative degrees of adjectives and adverbs correctly; • identify how languages borrow words from one another, how words change meaning with time, and how new words are coined; • distinguish between commonly confused homophones and homonyms and use them with growing accuracy in texts; • use selected synonyms, antonyms, paronyms and one word for a phrase correctly. 	<ul style="list-style-type: none"> • use a widening range of abbreviations and acronyms correctly; • use dictionaries and a thesaurus effectively for different purposes such as researching meanings, word origins, pronunciation; • apply knowledge of roots, prefixes and suffixes to determine the function and meaning of a range of words; • use gender, plurals and diminutives correctly; • use the comparative and superlative degrees of adjectives and adverbs correctly; • identify and explain how languages borrow words from one another, how words change meaning with time, and how new words are coined; • distinguish between commonly confused polysemes, homophones and homonyms, and use them correctly in texts; • use a range of synonyms, antonyms, paronyms and one word for a phrase correctly 	<p>acronyms correctly;</p> <ul style="list-style-type: none"> • use dictionaries and a thesaurus effectively for different purposes such as researching meanings, word origins, pronunciation; • apply knowledge of roots, prefixes and suffixes to determine the function and meaning of a wide range of words; • use gender, plurals and diminutives correctly; • use the comparative and superlative degrees of adjectives and adverbs correctly; • identify and analyse how languages borrow words from one another, how words change meaning with time, and how new words are coined; • 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.
<p>■use structurally sound sentences in a meaningful and functional manner:</p> <ul style="list-style-type: none"> • identify parts of speech such as nouns, verbs, pronouns, adjectives and adverbs, and use them correctly and meaningfully; • use verb tenses and verb forms to express time and mood accurately; • use subject, object, and predicate correctly and explain their functions; • use simple sentences appropriately and construct compound and complex sentences by using clauses, phrases, and conjunctions; • create cohesion by using conjunctions or pronouns with some accuracy; • use active and passive voice for appropriate purposes in texts; • use direct and indirect speech correctly; • use negative forms correctly; • use correct word order and discuss how word order can influence meaning; • use acceptable concord; • use punctuation correctly and for specific purposes such as to clarify meaning, show grammatical relationships and add emphasis; • use figurative language such as idioms and proverbs appropriately. 	<p>■use structurally sound sentences in a meaningful and functional manner:</p> <ul style="list-style-type: none"> • identify and use parts of speech such as nouns, verbs, pronouns, adjectives and adverbs accurately and meaningfully; • use verb tenses and verb forms to express time and mood accurately; • use subject, object and predicate correctly and explain their functions; • use simple sentences appropriately and construct clear and effective compound and complex sentences by using clauses, phrases and conjunctions; • create cohesion by using conjunctions or pronouns accurately; • use active and passive voice for appropriate purposes and explain the function of each in texts; • use direct and indirect speech correctly and for required effect; • use negative forms correctly; • use correct word order and discuss how word order can influence meaning; • use concord accurately; • use punctuation correctly and for specific purposes such as to clarify meaning, show grammatical relationships, add emphasis, or for rhetorical and stylistic effect; • use figurative language such as idioms, idiomatic expressions and proverbs appropriately 	<p>■use structurally sound sentences in a meaningful and functional manner:</p> <ul style="list-style-type: none"> • identify and use parts of speech such as nouns, verbs, pronouns, adjectives and adverbs accurately and meaningfully; • use verb tenses and verb forms to express time and mood accurately; • use subject, object, and predicate correctly and analyse their functions; • use simple sentences appropriately and construct clear and effective compound and complex sentences by using clauses, phrases and conjunctions correctly; • create cohesion by using conjunctions or pronouns accurately; • use active and passive voice for appropriate purposes and analyse the function of each in texts; • use direct and indirect speech correctly and for required effect; • use negative forms correctly; • use correct word order and discuss how word order can influence meaning; • use concord accurately; • use punctuation correctly and for a wide range of purposes such as to clarify meaning, show grammatical relationships, add emphasis, or for rhetorical and stylistic effect; • use a wide range of figurative language including idiomatic expressions and proverbs appropriately.
<p>■develop critical language awareness:</p> <ul style="list-style-type: none"> • identify denotation, connotation and implied meanings; • identify how implicit and explicit messages, values and attitudes reflect the position of the learner; • identify and challenge bias and stereotyping, emotive, persuasive and manipulative language, and produce alternative ways of expression. 	<p>■develop critical language awareness:</p> <ul style="list-style-type: none"> • explain denotation, connotation and implied meanings; • analyse how implicit and explicit messages, values and attitudes reflect the position of the speaker; • identify and challenge bias and stereotyping, emotive, persuasive and manipulative language, and produce alternative ways of expression. 	<p>■ develop critical language awareness:</p> <ul style="list-style-type: none"> • analyse and explain denotation, connotation and implied meanings; • analyse and explain how implicit and explicit messages, values and attitudes reflect the position of the speaker; • identify and challenge subtle bias and stereotyping, emotive, persuasive and manipulative language, and produce and motivate alternative ways of expression.

CONTENT AND CONTEXTS FOR THE ATTAINMENT OF ASSESSMENT STANDARDS

The use of texts for the teaching of language

When the word 'text' is used in the Subject Statements for Languages, it has the widest possible meaning, including all oral, written, visual, audio, audio-visual and multi-media forms. In all language teaching, texts should be used as a starting point, and certain types of texts will be produced as a product of the process. Through the production of texts that increase in complexity from Grade 10 through to Grade 12, the relevant Assessment Standards show progression. Texts, both simple and complex, are the basis of progression in all languages.

Texts are, therefore, the main source of 'content' and 'context' for the communicative, integrated learning and teaching of languages.

The full range of texts used and produced should expose the learner to:

- rich and appropriate social, cultural and historical settings that develop understanding of the heritage of the language;
- challenging and stimulating themes that develop critical understanding of values and appreciation of the important socio-cultural and ethical issues which are relevant to the lives of South African learners;
- a wide range of points of view;
- models of written and spoken language with a wide variety of structures to help the learner develop correct and appropriate use of language;
- analysis of stereotypes, bias and generalisations to develop critical thinking;
- persuasive and manipulative language;
- power relations within and between languages;
- developing awareness of audience, purpose and context with appropriate mood, tone and register;
- features and elements of a wide range of texts, including literary texts;
- visual and audio-visual elements;
- varieties of style and stylistic devices, such as a wide range of figurative and creative language.

The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts. A **text-based approach to language learning** explores how texts work. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves listening to, reading, viewing and analysing texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. The text-based approach also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

The **communicative approach** means that when learning a language, a learner should have a great deal of exposure to it and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing much writing.

Understanding how texts are constructed

Texts are produced in particular contexts with particular purposes and audiences in mind. Different categories of texts have different functions and follow particular conventions in terms of structure, style, grammar, vocabulary and content. These are referred to as **genres**. Learners need to be able to understand and to produce a range of different genres.

Texts also reflect the cultural and political contexts in which they are created. The language used in texts carries messages regarding the cultural values and political standpoints of the persons who have written or designed them. Thus texts are not neutral. Learners need to be able to interpret and respond to the values and attitudes in texts.

Thus, in a text-based approach, language is always explored in texts, and texts are explored in relation to their contexts. The approach involves attention to formal aspects of language (grammar and vocabulary) but as choices in texts and in terms of their effects, not in an isolated way. In order to talk about texts, learners need a 'meta-language' – they need to know the words that describe different aspects of grammar, vocabulary and style, and that talk about different genres.

Texts can be categorised as **texts used** and **texts produced**. These are detailed in the lists that follow. These lists cannot cover all the possible text types – the teacher is welcome to add texts that can be used in integrated language teaching. The intention of the lists is to give the teacher a wide choice of what could be used or produced. Detail of what is required in terms of complexity of texts and relative formality of register is given in the Learning Programme Guidelines.

TEXTS USED FOR THE INTEGRATED TEACHING OF LANGUAGE, GRADES 10-12
Drama Novel Poetry Folklore Short stories Film study Essays Biographies Autobiographies
Further genres to be covered in Grades 10 to 12 include transactional, reference, creative, visual, audio, audio-visual and multi-media texts. A wide selection of texts must be used in integrated teaching over the three-year period.

TEXTS PRODUCED DURING THE INTEGRATED TEACHING OF LANGUAGE, GRADES 10-12

(A selection should be produced in Grades 10 to 12.)

<p>Transactional writing: Advertisements Brochures Curriculum Vitae Dialogues Editorials E-mail messages Faxes Formal and informal letters to the press Formal letters of application, request, complaint, sympathy, invitation Friendly letters Invitation cards Magazine articles Memoranda Minutes and agendas Newspaper articles Obituaries Postcards Reports (formal and informal) Reviews SMS</p>	<p>Creative responses: Narrative, descriptive, reflective, discursive, expository and argumentative compositions Responses to literature</p> <p>Reference and informational texts: Directions Instructions Mind-maps Notes Paraphrases Research projects Summaries</p> <p>Oral, visual and multi-media texts: Advertisements Dialogues Flyers Formal and informal speeches Interviews Posters Presentations with graphic / sound effects Research projects</p>
<p>Non-compulsory texts for enrichment: dramatisations, story telling, radio and television news, radio and television dramas, panel discussions, own short stories/poems/plays, cartoons, comic strips, jokes, signs, and so on.</p>	

COMPETENCE DESCRIPTIONS

Grade 12 Home Language

Code	Scale	Competence Descriptors
6	100% – 80% Outstanding	<p>By the end of Grade 12 the learner with outstanding achievement can:</p> <ul style="list-style-type: none"> • speak and present confidently, logically, coherently and cohesively in a consistent and sustained way; show sophisticated awareness of and use language conveying sensitivity and respect; listen critically to interpret, analyse, synthesise and evaluate information for a wide range of purposes; use language showing exceptional fluency and expressiveness in a wide variety of communication situations. • confidently and skilfully interpret, analyse, synthesise and evaluate texts when reading and viewing; demonstrate rich insight and convincingly assert and justify own opinions; show sensitivity to a wide range of views and cultural issues. • consistently write and present original, coherent, cohesive and accurate texts, skilfully adapt to different audiences, purposes, contexts and formats; structure ideas and arguments in a sustained, persuasive and creative way, adopting a clear personal style; revise and edit writing independently to ensure a well crafted text. • Understand and use the structures and conventions of language confidently, accurately and with ease; interpret, analyse, evaluate and explain subtle differences in the meanings and functions of word forms; analyse, evaluate and use sophisticated sentence structures for functional purposes and complex stylistic effects; show thorough control of grammar and vocabulary.
5	79% – 60% Meritorious	<p>By the end of Grade 12 the learner with meritorious achievement can:</p> <ul style="list-style-type: none"> • speak and present confidently, coherently and cohesively in a sustained way; show well-developed awareness of and use language conveying sensitivity and respect; listen critically to interpret, analyse and evaluate information for different purposes; mostly use language fluently and expressively in different communication situations. • confidently and effectively interpret, analyse, synthesise and evaluate texts when

		<p>reading and viewing; demonstrate considerable insight, and clearly assert and justify own opinions; read aloud showing very good fluency and expression; show sensitivity to a range of views and cultural issues.</p> <ul style="list-style-type: none"> • write and present original, coherent, cohesive and accurate texts; effectively adapt to different audiences, purposes, contexts and formats; structure ideas and arguments in a sustained, persuasive and creative way, showing evidence of a personal style; revise and edit writing independently to ensure substantial improvement. • Understand and use the structures and conventions of language accurately and confidently; interpret, analyse, evaluate and explain subtle differences in the meanings and functions of words and word forms; identify, analyse, evaluate and use a variety of sentence structures for functional purposes and for stylistic effect; show very good control of grammar and vocabulary.
4	59% – 50% Satisfactory	<p>By the end of Grade 12 the learner with satisfactory achievement can:</p> <ul style="list-style-type: none"> • speak and present confidently, coherently and cohesively; show awareness of and use language conveying sensitivity and respect; listen critically to interpret and analyse information for different purposes but demonstrates some hesitation when evaluating and synthesising; use language reasonably fluently and expressively in different communication situations. • With reasonable confidence interpret and analyse texts when reading and viewing; but demonstrates some uncertainty when evaluating and synthesising, demonstrate insight when asserting and justifying own opinions; read aloud with reasonable fluency and expression; show reasonable sensitivity to a range of views and cultural issues. • write and present texts with reasonable originality, coherence, cohesion and accuracy; adapt to different audiences, purposes, contexts and formats; structure ideas and arguments in a reasonably clear, detailed and focused way and with some evidence of creativity and of a personal style; revise and edit writing with some guidance to ensure improvement. • understand and use the structures and conventions of language with reasonable accuracy; interpret, analyse, evaluate and explain subtle differences between the meanings and functions of words and word forms reasonably accurately; identify, analyse, evaluate and use different sentence structures for functional purposes and stylistic effect, but makes minor errors; show reasonable control of grammar and vocabulary.
3	49% – 40% Adequate	<p>By the end of Grade 12 the learner with adequate achievement can:</p> <ul style="list-style-type: none"> • speak and present with sufficient coherence and cohesion; show sufficient awareness of and use language conveying sensitivity and respect; listen critically to sufficiently interpret and analyse information for different purposes but has difficulty evaluating and synthesising information; use language showing adequate fluency and expressiveness in familiar communication situations. • interpret and analyse texts sufficiently when reading and viewing but experiences difficulty when evaluating and synthesising information; show sufficient insight and give and motivate own opinions; read aloud with adequate fluency and expression; show sufficient sensitivity to different views and to cultural issues. • give adequate attention to originality, coherence, cohesion and accuracy when writing and presenting; sufficiently adapt to different audiences, purposes, contexts and formats; sufficiently develop ideas and arguments but show little creativity, detail and focus; show sufficient evidence of a personal style; revise and edit writing but needs guidance to ensure sufficient improvement. • sufficiently understand the structures and conventions of language and sometimes use them accurately; sufficiently interpret, analyse, evaluate and explain the subtle difference between the meanings and functions of words and word forms; show sufficient control of grammar and vocabulary.
2	39% – 30% Partial	<p>By the end of Grade 12 the learner with partial achievement can:</p> <ul style="list-style-type: none"> • speak and present but seldom coherently and cohesively; show some awareness of and use language conveying sensitivity and respect; seldom listen critically to interpret, analyse, evaluate and synthesise information for different purposes; seldom use language fluently and expressively in familiar communication situations. • seldom interpret texts when reading and viewing and finds it difficult to analyse, evaluate and synthesise information; show some insight and express some own opinions but gives limited motivation; read aloud with pauses and limited fluency and expression; show limited sensitivity to different views and cultural issues. • write and present but shows limited originality, coherence, cohesion and accuracy;

		<p>hardly take different audiences, purposes, contexts and formats into account; develop ideas and arguments with some relevant detail but with an inconsistent focus and with hardly any evidence of creativity or personal style; revise and edit writing with constant guidance but seldom shows improvement.</p> <ul style="list-style-type: none"> • Understand some structures and conventions of language but seldom uses them correctly; interpret and analyse the differences in meanings of common words but experiences serious problems when evaluating and explaining the function of words and word forms; identify, analyse, evaluate and use sentence structures for functional purposes but with limited success and makes errors; show limited control of grammar and vocabulary.
1	29% – 0% Inadequate	<p>By the end of Grade 12 the learner with inadequate achievement can:</p> <ul style="list-style-type: none"> • Speak and present but very seldom coherently; show almost no awareness of or use language conveying sensitivity and respect; hardly listen critically to interpret, analyse, evaluate or synthesise information for different purposes; hardly ever use language fluently or expressively in familiar communication situations. • read and view texts but experiences difficulty when interpreting, analysing, evaluating and synthesising; seldom show insight or express own opinions or motivate; read aloud poorly with hardly any fluency or expression; show hardly any sensitivity to different views or cultural issues. • write and present but shows very limited evidence of originality, coherence, cohesion or accuracy; show no attention to different audiences, purposes, contexts or formats; present ideas and arguments but these are random, superficial or repetitive and with no personal style; only with constant guidance revise and edit own writing but often without understanding or correcting errors. • Understand only basic structures and conventions of language but seldom uses them correctly; hardly interpret, analyse evaluate and explain the meanings and functions of words and word forms; hardly ever use sentence structures correctly for functional purposes; show virtually no control over grammar and vocabulary.

GRID AND TAXONOMY FOR USE WHEN DESIGNING TASKS

Analysis grid

Question	Which outcome/s in the NCS does the question assess?	Which assessment standards in the NCS does the question assess?	What is the subject specific content that the question assesses?	What is the degree of difficulty / taxonomy reference * of the question	What guides the teacher's decision about learner achievement – the assessment tool/rubric references?	What is the Critical Outcome being assessed in the question?

Bloom's Taxonomy (adapted)

Level	Description	Explanation	Skills demonstrated	Action verbs
7	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, interpret, justify.
6	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalize, rewrite, categorize, combine, compile, reconstruct
5	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised	Seeing patterns, organization of parts, recognition of hidden meanings, identification of components.	analyze, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
4	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
3	Comprehension	First level of understanding, recall and understand information, describe meaning	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	summarize, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalize, give example, rewrite
2	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	list, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognize, examine, tabulate, quote, name
1	Fragmented knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	-