

## ARABIC SAL SUBJECT ASSESSMENT GUIDELINES (Updated April 2014)

### A. MEANS OF ASSESSMENT

External Examination:	Paper I	2 hours	[100]
	Paper II	2 hours	[100]
Internal Assessment:	SBA file		[100]
	Oral		[100]

<b>400 marks</b>
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### B. REQUIREMENTS

#### PAPER 1

2 hours

[100]

#### READING AND VIEWING LANGUAGE

##### SECTION A: Reading For Meaning: Unseen texts [60]

This section will comprise of two or three authentic texts. Texts can be in prose, visual or graphic in form. Questions will require a variety of responses that may include identifying the main ideas, specific information, opinions, feelings and attitudes expressed in the texts.

Questions will test comprehension only and not the learners' ability to express themselves. Questions may require learners to answer in the form of completing tables, true and false, ticking boxes, fill the gap, classifying information, or choosing the correct word/option.

Learners may also be required to formulate short answers in Arabic. The focus in this paper is on their understanding the given texts and not on formulating own texts.

Learners will require an understanding of the passage, grammar and vocabulary, e.g. synonyms/antonyms.

##### SECTION B: Prescribed Texts [40]

Texts in this section will be the prescribed literature which may be cultural, religious or socio-political in nature.

Questions will be contextual in nature and may draw on general knowledge related to the prescribed texts. These must be answered in Arabic. Questions will not require any sophisticated literary analysis.

**PAPER II****2 hours****[100]****WRITING AND PRESENTING LANGUAGE**

The focus of this paper is on formulating own text, therefore questions should avoid an over-emphasis on understanding of the given text/s, which is covered in Paper I.

**SECTION A: Writing a Descriptive/Narrative Text, Expressing Ideas, and Feelings****[30]**

A choice of short texts (not exceeding 100 words) will be given as a point of departure. Learners will be required to describe, inform on the topics /issues in one of the given texts.

Learners may draw on vocabulary and ideas in the text, but must formulate their ideas in their own words. Learners must not simply recopy portions of the text. The learner's response will be one continuous prose text.

Length: 120 – 150 words.

**SECTION B: Writing a Transactional Text/ Formulating Information****[30]**

Four short texts and/or descriptions of situations from daily life will be given. Learners will be required to react in writing to three of the situations, e.g. write short messages all based on situations from daily life. The responses will be of a communicative nature.

Each answer must be 3 – 5 lines in length ( $\pm$  100 words in total).

**SECTION C: Language in Context****[40]**

One or two texts (word count not exceeding 100 words) will be given as a point of departure. By answering questions, learners will demonstrate their knowledge of language and its use in context. A wide range of different types of questions can be set ranging from filling the gap to reformulation and synthesis.

Learners may be required to present the same information in a different format or from a different point of view (e.g. from a dialogue to an article or vice versa; from a newspaper article to a telephone conversation). The question may ask learners to expand short notes into a coherent text.

**Internal Assessment**

- (i) marks obtained from written work assessed internally (see SBA file)
- (ii) marks obtained from oral work (see Oral and Aural Assessment)

**SCHOOL BASED ASSESSMENT (SBA)****[100]**

Each learner must keep a SBA file of written work expressed in Arabic and assessed by the teacher. It must include a variety of tasks representative of the learner's work. All work included in the SBA file must be done and assessed in Grade 12 only.

The SBA file submitted must consist of exactly **TEN** representative pieces of work, all to be written in **Arabic**.

The work **must** correspond to the following categories:

**SECTION A: Tasks****[60]****FIVE tasks must be included in this section.**

- **THREE** pieces written under controlled conditions (80-100 words each). One of these **MUST** use an authentic text as a point of departure. The stimulus must be presented with the learner's task. The authentic text may, for example, have been discussed in class or used as a comprehension, and then a task set on it. (30)
- **TWO** pieces of **extended writing** (120 – 150 words), which should be **edited once** by the learner. Both the original, with errors underlined and coded but not corrected by teacher, and the final version, assessed by the teacher, must be submitted. The weighting of this section is 20 marks. (2 x 10)

**SECTION B: Tests****[30]**

- A selection of **3** tests that reflect the assessment required in the final examination (as in Paper I and II). Each test will be marked out of at least 30 marks, and the total weighting of this section is 30 marks. (30)

**SECTION C: Preliminary Examinations****[20]**

- Both Paper I and Paper II must be included. Each paper is out of 100 marks but the total weighting of this section is 20 marks. (2 x 10)

Preliminary Examinations must be based on original material and not taken from previous IEB examination papers. A common national paper will be written by all learners. (**For more details**, see the Content section of Interpretation of the Requirements: SBA file).

Each learner will be required to present his/her SBA file in a special file for assessment by the teacher and subsequent transmission to the IEB for moderation purposes by 15 October each year.

Please note that learners who do not submit pieces corresponding to the specified categories may be given no marks for this assessment or penalised in other ways at the discretion of the IEB.

**ORAL AND AURAL ASSESSMENT****[100]**

The evaluation of learners' oral and aural proficiency should be continuous and proficiency in a variety of situations should be assessed. Learners should be able to read, and communicate about what they read, and respond to other stimuli, pictures, recordings or 'live' speech.

- |       |  |      |
|-------|--|------|
| (i)   | Reading and discussion of a previously prepared document.      | (20) |
| (ii)  | Role Play/Situations   | (10) |
| (iii) | Listening Comprehension  | (30) |
| (iv)  | General Conversation, including discussion on selected topics. | (40) |

**Listening Comprehension**

Listening Comprehension tasks should be done during the year to assess skills of listening and speaking. These should be completed under controlled conditions, based on pre-selected texts. Marks for this section are to be attained from tasks assessing three kinds of listening comprehension:

Type 1: Listening for main points

Type 2: Listening for specific information

Type 3: Listening for detailed information

**C. INTERPRETATION OF THE REQUIREMENTS****SBA file**

These guidelines should be read in conjunction with the examination requirements.

**1. General**

- Schools must certify that all work in each SBA file is the learner'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.
- All work in the SBA file must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each SBA file should, as a whole, give a representative picture of the ability, aptitude and application of the learner.
- Each learner will be given a total mark by the teacher, expressed as a percentage. Where, in the opinion of the school, an aggregate mark does not adequately reflect the ability, aptitude and application of the learner, the school must motivate an alternative mark.
- In addition to completing a cover sheet and declaration of authenticity for each learner (see Administrative and Support Documentation: 1), each school must prepare a mark sheet giving the examination number and aggregate mark (%) of each learner in rank order (see Administrative and Support Documentation: 2). The latter document is to be included in the teacher's SBA file.

- The IEB will arrange for moderation of a sufficient number of files to take place to determine whether the marks submitted for individual learners or for the group as a whole should be accepted, scaled in some way, or re-marked in their entirety.

## 2. Presentation

- The SBA file submitted should be A4 in size, sturdy, but flat, light and not bulky.
- The learner's examination number must be clearly written on the front of the file. Learners' names may appear on the pieces of work included in the file.
- Learner's work must be Arabic.
- The instruction for each task must be clearly indicated in front of each piece as well as in the teacher's file (see below).
- The SBA file cover sheet with declaration (see Administrative and Support Documentation: 1) must be filled in by the teacher for each learner.
- Work in the learner's SBA file should be neat, legible and written in blue or black ink only. It may be typed or handwritten. All work must be dated.
- There must be adequate margins so that documents are visible without being removed from the files.
- The SBA file is intended to support the teacher's assessment of the learner's ability in Arabic. The teacher must therefore ensure that all categories of work required are correctly represented. Overall, the work in the SBA file should be characteristic of the learner's general level of competence at the time that the SBA file is presented.
- The teacher must ensure that the same principles are used in selecting work for the SBA file of each learner. While it is not necessary for samples of the same task to be included in each SBA file, it is important that the same number of pieces of work, with the same weighting, be included for each learner.
- Pieces of work in each of the required categories should be filed together, with clear dividers between each section, and in the order indicated by the official IEB cover sheet (see Administrative and Support Documentation: 1).
- Each piece must reflect the required standard of work and number of words.
- Please note that no credit will be given for decorated files or work.
- A teacher's file must be provided for the guidance of the moderator. It must contain a mark sheet giving the examination number and aggregate mark (%) of each learner in rank order (see Administrative and Support Documentation: 2). It must contain a copy of all the authentic documents (e.g. texts), planning schedules for a group of integrated activities; requirements of each of the assessment tasks; question papers; rubrics/mark allocations and marking memoranda (desired content).

## 3. Content of SBA file - Section A

The FIVE pieces of work submitted in Section A of the SBA file must fulfil the following requirements:

- One edited (process writing) piece must be NARRATIVE (e.g. story, letter), DESCRIPTIVE or DISCURSIVE (e.g. a dialogue, letter, article, discussion) where the learner must put forward an opinion, argue a point of view or discuss an issue.
- The 2 edited (process writing) pieces (e.g. the narrative) should be presented as a draft as well as a final version. Errors in the first draft should be underlined and coded by the teacher/peers, but NOT corrected. The learner then must present the

original and the edited final version. Only the final draft is assessed in full by the teacher. The teacher must indicate a symbol on the first draft. Both the first and final version **MUST** be included.

- All other pieces that will appear in the SBA file may NOT be edited/re-copied
- The tasks should involve the learners in activities around vocabulary building and using language in a variety of ways. As far as possible, the final piece of the task must assess learners in a way that is different from the type of responses that are expected in the external examination. A task that starts with a research activity, continues through some oral activities to a writing activity would be suitable. **(final piece done under controlled conditions).**
- All SBA file pieces must be continuous prose pieces (i.e. not short questions and answers or contextual comprehension type questions).
- Different categories of writing could be submitted (e.g. friendly letters; formal letters; dialogues; faxes; stories; responses to authentic documents: texts, photos, cartoons, advertisements).

#### 4. Selection of Topics/ Themes

Learners **MUST** study different topics/themes. Prescribed literary texts related to topics/themes will have to be studied. These texts will be questioned in Paper I and II.

The teaching and learning of a language, in this case as a Second Additional Language, is text and topics/themes based. In the case of the prescribed topics/themes, however, the purpose of this study is:

- to introduce learners to the richness of the literature of the target language;
- to demonstrate links between the literature and the culture/country/context of the language;
- to give the learners the necessary vocabulary and language structures needed to discuss the issues contained in the themes;
- to broaden their base for oral conversation and discussion, with positive spin-offs for the written work.

When using a topic/theme for this study, teachers will add their own choice of texts from a wide variety of sources and types to encompass many different genres of texts and to deepen the understanding of the language use and improve the learners' vocabulary (both active and passive).

Teachers may develop the topics/themes using any materials, but **must include some literary texts**, e.g. poems, extracts from novels/plays. Topics/Themes such as 'war', 'love', 'youth', 'tourism' or 'family' would be appropriate. The topics/themes will form part of the general conversation in the Oral, along with the oral texts prescribed. The topic/theme selected should be regarded as a minimum, and teachers can choose to teach more literature, and should extend learners as much as possible.

#### 5. Assessment

##### General points

Teachers should file and keep all work set and marked throughout the year. The original work should be submitted as is. (Learners **should not make a fair copy** of test pieces or of the final version of edited pieces.)

Teachers would be well advised to set assignments like more general essays in the

first half of the Grade 12 year.

### **Recording the marks**

Each mark for a piece of work in the SBA file should be converted out of 10 and be reflected on the task, making it possible to deal with a total of 100 for the whole SBA file. These marks must be realistic. (For example, 16 out of 20 means that the piece is worth an 'A', and is not merely a rounded up 'B').

The marks for the pieces included in the SBA file must be recorded on the cover sheet provided, according to the instructions which accompany it (Administrative and Support Documentation: 1). If, in an exceptional case, the mark derived for a particular learner does not reflect a true assessment, the teacher may motivate a different mark.

### **Moderation of SBA file**

The purpose of moderation is to ensure that the prescriptions of the syllabus and examination requirements have been followed and that standards are similar across different schools.

The SBA file must be ready to be submitted to the IEB for moderation by 15 October each year. Schools will be informed which SBA files must go through to the moderation committee for moderation.

Prior to this final moderation, schools are expected to moderate in assigned clusters. Both the teachers' SBA files and the learners' SBA files should be moderated in the clusters so that the standard is monitored and discussed before the final submission of the SBA file to the IEB.

### **ORAL AND AURAL ASSESSMENT**

The oral and aural assessment by individual teachers is an ongoing process throughout the year, and will be subject to moderation in the latter part of the year. The language skills contained in the CAPS for SAL are expected to be assessed and the individual marks recorded by teachers.

<b>100 marks</b>
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## 1. Discussion of a previously prepared document [20]

- The IEB will send schools a selection of 6 – 8 texts for each cycle. Learners must prepare at least THREE of these, from which the moderator will select ONE for discussion.
- The learner must introduce the document, and, through discussion and answering questions, demonstrate an understanding of the text and be able to express an opinion on the subject matter, and on related issues.
- This is **NOT** a prepared speech.
- Texts may be prepared together in class.
- A maximum of 4 marks out of 20 may be allocated to reading the text.

## 2. Role Play [10]

Although learners may prepare their role play in advance, notes may not be used when it is presented.

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a learner to be a native speaker in order to be given 9 or 10.

It is suggested that the following criteria be used for evaluating role play:

Rating Code	Description	Marks %
7	Outstanding pronunciation, intonation and fluency; an occasional slight mistake or hesitation; but excellent communication.	80 – 100
6	Very good pronunciation and fluency; makes a good attempt at correct intonation and expression; some mistakes, but very good communication.	70 – 79
5	Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; several mistakes and/or hesitation, but good communication.	60 – 69
4	A fair degree of fluency and accuracy in pronunciation; quite a number of errors; some attempt at intonation, expression and communication.	50 – 59
3	Lacks fluency; very many errors; pronunciation influenced by the home language; communication breaks down in places, but the learners struggles and keeps going.	40 – 49
2	Very poor; many gross errors; frequently incomprehensible; very little communication.	30 – 39
1	Incomprehensible.	0 – 29



### 3. **Listening Comprehension**

[30]

Listening tasks must be set with care so that the focus of the assessment is on listening and not on reading, writing or speaking.

More than one mark must be collected for listening as part of the continuous assessment of listening.

The use of tick boxes, true/false answers, matching names to facts and such like is encouraged so that the learners do not penalise themselves in written answers since what is being tested is the learner's listening skills.

See Requirements above for details.

### 4. **Conversation**

[40]

The general discussion with the teacher will include such topics as personal life, future plans, daily routine, and interests. (This will also include discussions around selected topics/texts).

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a learner to be a native speaker to obtain full marks. Decide first on the category into which the learner falls (A, B, etc.) before awarding the exact mark. Do not inflate marks. Some learners may fail. Be realistic. The mark must reflect the learner's oral ability at the end of the Grade 12 year.

It is suggested that the following criteria be used for evaluating conversation:

<b>Rating Code</b>	<b>Description</b>	<b>Marks %</b>
7	Clearly expressed, accurate, to the point, fluent; very effective vocabulary; hardly any language errors. Interested and interesting. A real conversation is maintained.	80 – 100
6	Competent use of vocabulary; few language errors, most of the time fluent	70 – 79
5	Can communicate effectively, despite errors. Conversation maintained, but ordinary.	60 – 69
4	Can communicate reasonably effectively, despite errors. Conversation maintained most of the time.	50 – 59
3	Can at times communicate fairly comprehensibly, despite errors. Needs some help from the assessor.	40 – 49
2	Slow and laboured attempt at conversation. Often does not understand questions. Few full sentences, but some basic communication.	30 – 39
1	Does not understand questions. Almost no full sentences. Meaning impeded by constant errors and hesitation. So many mistakes that communication is broken. Frequent use of home language or LoLT.	0 – 29

## **MODERATION OF ORAL WORK**

The IEB will arrange for moderators to visit schools between July to mid-October for the purpose of standardising the school assessment 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:

- The correct forms as supplied by the IEB.
- A list of all learners and the final mark (out of 100) for oral, arranged in order of merit, (Administrative and Support Documentation: 3).
- The working mark-sheet for the class showing the breakdown of how the oral mark was composed.
- The function of the moderator is to ensure that the requirements as stated in the SAGS are fulfilled and standards across different schools are similar.
- The moderator will make recommendations to the IEB as to the adjustments of marks.
- The adjustment of marks is the prerogative of the IEB based on the report of the moderator.

### **D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION**

1. SBA FILE COVER SHEET WITH DECLARATION
2. IEB SBA FILE RANK ORDER MARK SHEET
3. IEB ORAL MODERATION RANK ORDER MARK SHEET
4. LANGUAGE STRUCTURES AND CONVENTIONS (FROM CAPS SAL DOCUMENT)
5. ASSESSMENT DESIGN AND REPORTING LEVELS
6. CLUSTER MODERATION SHEETS
7. TEACHER'S SBA FILE

1. SBA FILE COVER SHEET WITH DECLARATION



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
SBA (SBA FILE) COVER SHEET**

NAME OF LEARNER: \_\_\_\_\_

EXAMINATION NUMBER:

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		Possible Mark	Actual Mark
<b>SECTION A</b> 1. Tasks under controlled conditions (80 – 100 words)	1		
	2		
	3		
<b>TOTAL FOR THIS SECTION</b>		30	
2. Extended writing (120 – 150 words)	1		
	2		
<b>TOTAL FOR THIS SECTION</b>		20	
<b>SECTION B</b>			
Test	1		
Test	2		
Test	3		
<b>TOTAL FOR THIS SECTION</b>		30	
<b>SECTION C</b>			
Preliminary examinations	1	10	
	2	10	
<b>TOTAL FOR THIS SECTION</b>		20	
<b>TOTAL</b>		100	

I certify that all the work in this SBA file is the learner’s own work.

Signature of Teacher: \_\_\_\_\_ Date: \_\_\_\_\_

I certify that all the work in this SBA file is my own work.

Signature of Learner: \_\_\_\_\_ Date: \_\_\_\_\_

2. IEB SBA FILE RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
SBA (SBA FILE) RANK ORDER MARK SHEET**

CENTRE NO

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LEARNERS 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												
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15												
16												
17												
18												
19												
20												
21												
22												
23												
24												
25												

3. IEB ORAL MODERATION RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
ORAL ASSESSMENT**

CENTRE NO

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

	EXAMINATION NUMBER											MARK - 100
1												
2												
3												
4												
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#### 4. ASSESSMENT DESIGN AND REPORTING LEVELS

##### BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES (ADAPTED BY THE IEB)

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, organisation of parts, recognition of hidden meanings, identification of components.	Analyse, 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	Summarise, 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	-

## 5. LANGUAGE STRUCTURES AND CONVENTIONS (FROM CAPS SAL DOCUMENT)

LANGUAGE STRUCTURES AND CONVENTIONS	
<b>Vocabulary development and language use</b>	
<p>Synonyms, antonyms, homonyms, homophones, one word for a phrase</p> <p>Figures of speech (simile, metaphor, personification, contrast, irony, sarcasm, anti-climax, pun)</p> <p>(Enrichment: <i>metonymy, onomatopoeia, hyperbole, symbol, euphemism, litotes, oxymoron, paradox, understatement, synecdoche</i>)</p> <p>Idiomatic expressions/idioms/proverbs</p> <p>Borrowed, inherited, new words (neologisms), and etymology (origin of words)</p> <p>Parts of words: Prefixes, roots, and suffixes</p>	

Sentence structures and conventions	Types
Nouns	<p>Countable (e.g. كُرْسِيٌّ / كُرْسِيٌّ) and uncountable (e.g. أَثَاثٌ) nouns</p> <p>Number (singular and plural) e.g. كُرْسِيٌّ / كُرْسِيٌّ</p> <p>Nouns with no change in number in the singular form e.g. مَقْصَصٌ ، سِرْوَالٌ</p> <p>Common (e.g. امْرَأَةٌ) and proper nouns (e.g. عَلِيٌّ)</p> <p>Abstract nouns e.g. حَبٌّ ، خَوْفٌ ، إِحْتِرَامٌ ، أَمَانَةٌ</p> <p>Possessive forms of nouns e.g. مَكْتَبُ عَلِيٍّ ، لُعْبَاتُ الْأَوْلَادِ</p> <p>Collective nouns and classifiers e.g. سِرْبٌ مِنَ النُّحْلِ أَوْ خَشْرَمٌ ، قَضِيْبُ الصَّابُونِ</p>
Determiners	<p>Indefinite article: كِتَابٌ ، تَفَاحٌ</p> <p>Definite article: الْكِتَابُ ، الْأَثَاثُ ، التُّفَاحُ</p> <p>Demonstratives: ذَلِكَ الْكِتَابُ لِي (e.g. هَذَا ، ذَلِكَ ، أُولَئِكَ ، هَؤُلَاءِ)</p> <p>Quantity 1: لَمْ يَكُنْ أَحَدٌ ، لَمْ يَكُنْ أَحَدٌ ، لَمْ يَكُنْ أَحَدٌ (e.g. كُلُّ الْطُلَّابِ الدَّرَسِ فِيهِمْ مُعْظَمٌ)</p>

	<p>Quantity 2: ( كِلَا الطَّالِبَانِ قَامَا (e.g. كِلَا) (كِلْتَا) ، إِمَّا ، لَا هَذَا ،</p> <p>Quantity 3: (لِلْمَدْرَسَةِ طَالِبٌ كَثِيرُونَ (e.g. بَكْثِيرٌ ، قَلِيلٌ ، كَثِيرٌ ، قَلَّةٌ ، أَكْثَرُ ، أَقَلُّ ،</p> <p>Quantity 4: (كُلُّ طَالِبٍ اسْتَلَمَ كِتَابًا (e.g. بَعْضٌ ، أَيُّ ، آخَرُ ، أُخْرَى ، كُلُّ</p>
Pronouns	<p>Personal pronouns as subject: أَنَا ، أَنْتَ هُوَ ، هِيَ ، هِيَ ، نَحْنُ ، هُمْ</p> <p>(e.g. هِيَ تَقْرَأُ الْكِتَابَ)</p> <p>Personal pronouns as direct or indirect object (<i>attached pronoun</i>): هِيَ ، هُوَ ، هَا ، نَا ، هُمْ ،</p> <p>هِيَ (نِي) ، لِي ، هِيَ أَعْطَتْنِي إِيَّاهُ (إِيَّاهَا) (e.g. She gave <i>it</i> to <i>me</i>.)</p> <p>Reflexive pronouns: أَنفُسِي ، نَفْسِكَ ، نَفْسُهُ ، نَفْسَهَا ، أَنفُسَنَا ، أَنفُسِكُمْ ، أَنفُسَهُمْ (أَنفُسَهُنَّ) myself, yourself, himself, herself, ourselves, yourselves, themselves (e.g. He washed <i>himself</i> with soap.)</p> <p>Relative pronouns: الَّتِي ، مَنْ ، الَّذِي ، أَيْنَ which, who, that, whose, where (e.g. The man <i>who</i> is standing by the window is my teacher.)</p> <p>Interrogative pronouns: مَنْ هَذَا الْكِتَابُ (e.g. <i>who, what, which, whose, whom</i>) ، مَاذَا (مَا) ، أَيُّ ، لِمَنْ ، مَنْ ؟ <i>Whose</i> book is this?)</p>
Adjectives	<p>Position of adjectives e.g. كَانَ الْوَلَدُ مُؤَذِيًا / The boy was <i>mischievous</i> (after a noun);</p> <p>الرَّجُلُ الْقَدِيمُ The <i>old</i> man (after a noun);</p> <p>Adjectives ending in -ing e.g. مُبْهِتٌ ، مُبْهِتٌ ، مُبْهِتٌ amazing, boring, exciting (e.g. The lesson was <i>boring</i>.)</p> <p>Adjectives ending in -ed e.g. مُبْهِتٌ ، مُبْهِتٌ ، مُبْهِتٌ amazed, bored, excited (e.g. The student was <i>bored</i>.)</p> <p>Comparison of adjectives e.g. أَسْعَدُ ، ذَكِيٌّ ، أَدْكِيٌّ happy, happier, happiest; intelligent, more intelligent, most intelligent (e.g. كَانَ أَسْعَدَ يَوْمٍ فِي حَيَاتِي / هِيَ أَدْكِيٌّ طَالِبَةٌ فِي الْفَصْلِ</p>



	<i>It was the <b>happiest</b> day of my life. / She is the <b>most intelligent</b> student in the class.)</i>
Adverbs	<p>Adverbs of manner e.g. بِسُرْعَةٍ ، بِرَفْقٍ ، بِأَدَبٍ ، بِعِنَايَةٍ ، بِهَيْدُوَةٍ quietly, carefully, politely, softly, quickly</p> <p>Adverbs of time e.g. غَدًا ، أَمْسٍ ، فِي الْيَوْمِ الْآخِرِ ، فِي الْأُسْبُوعِ الْمَاضِي ، فِي السَّنَةِ الْمَاضِيَةِ ، الْأُسْبُوعِ الْمَاضِي ، فِي الْيَوْمِ الْآخِرِ yesterday, tomorrow, last year, last week, the other day</p> <p>Adverbs of frequency e.g. عَادَةً ، غَالِبًا ، أحيانًا ، أَبَدًا always, usually, often, sometimes, never</p> <p>Adverbs of probability e.g. قَطْعًا ، قَدْ يَكُونُ ، لَعَلَّ ، رُبَّمَا ، بِالتَّكْيِيدِ certainly, definitely, maybe, perhaps, possibly</p> <p>Adverbs of duration e.g. لَمْ يَزَلْ (مَا زَالَ) ، بَعْدُ ، بَعْدَ الْآنَ still, yet, any more</p> <p>Adverbs of degree e.g. بِقُوَّةٍ ، بِكُلِّيًّا ، بِتَمَامٍ ، جِدًّا ، بِالْأُخْرَى completely, strongly, totally, quite, rather</p> <p>Adverbial phrases e.g. فِي الْحَدِيقَةِ ، عَلَى الطَّاوِلَةِ in the garden, on the table</p>
(Prepositions)	<p>Place and direction e.g. فَوْقَ ، تَحْتَ ، فِي ، دُونَ (أَدْنَى) ، عَلَى ، وَرَاءَ ، بَيْنَ ، بَجَانِبِ above, below, in, under, at, on, behind, between, beside</p> <p>Adjective + preposition e.g. خَائِفٌ مِنْ ، تَخْجَلُ مِنْ ، بِالْمَلَلِ مَعَ ، الصَّبْرَ مَعَ ، فَظُّ لٍ afraid of, ashamed of, bored with, impatient with, rude to</p> <p>Noun + preposition e.g. دَعْوَةٌ إِلَى ، لِنَقْتَرِبَ ، سَبَبٌ ، إِحْتِرَامًا ، التَّعْلِيْقُ عَلَى invitation to, approach to, reason for, respect for, comment on</p>
Verbs	<p>Transitive and intransitive verbs e.g. الْبِنْتُ ضَحِكَتْ (ضَحِكْتُ الْبِنْتُ) هُوَ اشْتَرَى قَلَمًا He bought a pen. / The girl laughed.</p> <p>Verbs with two objects (direct and indirect) e.g. هُوَ أَعْطَانِي الْكِتَابَ He gave me the book.</p>
Verb tenses	<p>Simple present tense e.g. أَنَا أَلْعَبُ كُرَّةَ التَّنِيسِ كُلَّ أُسْبُوعٍ I play tennis every week. / الشَّعَائِبُ هِيَ الزَّوَاهِفُ Snakes are reptiles.</p> <p>Present progressive (or continuous) tense e.g. هِيَ تُشَاهِدُ التَّلْفَازَ فِي الْوَقْتِ الْحَالِي She is watching television at the moment.</p> <p>Present perfect tense e.g. أَنَا عِشْتُ (سَكَنْتُ) فِي دَرْبِنِ كُلِّ حَيَاتِي I have lived in Durban all my life.</p> <p>Present perfect progressive (or continuous) tense e.g.</p>

	<p>هُوَ عَكَفَ يَدْرُسُ جَادًا أُسْبُوعًا كَامِلًا He <u>has been studying</u> hard the whole week.</p> <p>Simple past tense e.g.</p> <p>هُوَ اسْتَيْقَظَ مُبَكَّرًا وَ تَرَكَ (خَرَجَ مِنْ) السَّرِيرِ He <u>woke up</u> early and <u>got</u> out of bed.</p> <p>Past progressive (or continuous) tense e.g.</p> <p>الْأُسْرَةُ كَانَتْ نَائِمَةً لَمَّا اندلَعَ الْحَرِيقُ. The family <u>were sleeping</u>, when the fire broke out.</p> <p>هُوَ ذَهَبَ إِلَى الْبَيْتِ لِأَنَّهُ نَسِيَ مَفَاتِيحَهُ He went home because he <u>had forgotten</u> his keys.</p> <p>Past perfect e.g.</p> <p>أَنَا عَكَفْتُ أَنْتَظِرُ لِسَاعَتَيْنِ بِحُلُولِ الْوَقْتِ الَّذِي وَصَلَ أَحِيرًا I <u>had been waiting</u> for two hours by the time he finally arrived.</p> <p>Past perfect progressive (or continuous) e.g.</p> <p>Expressing future time:</p> <p>السَّيِّدَةُ فَاطِمَةُ سَتُدْرَسُ فَصْلَ الْعَاشِرِ Mrs Molefe <u>will teach</u> the Grade 10 class. / أَنَا مُتَأَكِّدٌ بِأَنَّكَ سَتَتَمَتَّعُ الْفِيلِ I am sure <u>you will enjoy</u> the movie.</p> <p>Will/shall + infinitive e.g.</p> <p>هُمُ يَذْهَبُونَ لِرِيزَارَةِ جَدَّيْهَا They <u>are going to visit</u> her grandparents. / أَنَا أَظُنُّ بِأَنَّهُ سَيَمُطِرُ غَدًا I think it <u>is going to rain</u> tomorrow.</p> <p>Going to + infinitive e.g.</p> <p>غَدًا الْإِجَارَةُ Tomorrow is a holiday.</p> <p>Simple present tense used to talk about the future e.g.</p> <p>سَأَعْمَلُ كَامِلَ الْأُسْبُوعِ الْقَادِمِ I <u>will be working</u> the whole of next week.</p> <p>Future progressive (or continuous) e.g.</p> <p>بِحُلُولِ الْأُسْبُوعِ الْمُقْبِلِ سَأَكُونُ قَدْ انْتَهَيْتُ مِنَ الْعَمَلِ By next week I <u>will have finished</u> the job.</p> <p>Future perfect e.g.</p> <p>فِي الْعَامِ الْقَادِمِ سَأَكُونُ قَدْ تَمَّ لِي عِشْرِينَ سَنَةً وَأَنَا أُدْرَسُ فِي هَذِهِ الْمَدْرَسَةِ Next year I <u>will have been teaching</u> at this school for twenty years.</p> <p>Future perfect progressive (or continuous) e.g.</p>
Concord	<p>Subject-verb concord e.g. هُوَ وَصَلَ قَرِيبًا He has just arrived. / هُمْ وَصَلُوا قَرِيبًا They have just arrived; I was going. / هُمْ كَانُوا يَذْهَبُونَ (ذَاهِبِينَ) They were going.</p>
Modals	<p>To express ability/inability e.g. أَسْتَطِيعُ أَنْ أَتَكَلَّمَ الْأَلْمَانِيَةَ I <u>can</u> speak German. / لَا أَسْتَطِيعُ أَنْ أَتَكَلَّمَ الْفَرَنْسِيَّةَ I <u>can't</u> speak French. / هُوَ يَقْدِرُ أَنْ يَرْجِعَ إِلَى الْعَمَلِ He is <u>able to</u> return to work./He is <u>not</u></p>

	<p><u>able to</u> return to work.</p> <p>To express permission e.g. هَلْ يُمَكِّنُ أَنْ أَنْصَرِفَ هَلْ تَسْمَحُ لِي أَنْ أُسْتَعْمِلَ الْحَمَّامَ May I use the bathroom? هَلْ يُمَكِّنُ أَنْ أَنْصَرِفَ هَلْ تَسْمَحُ لِي أَنْ أُسْتَعْمِلَ الْحَمَّامَ</p> <p>نَعَمْ ، بِالضَّبْطِ يُمَكِّنُكَ Can I ask a question? هَلْ يُمَكِّنُكَ أَنْ أَسْأَلَ سُؤَالَ؟ Could I leave early? مُبَكَّرًا؟</p> <p>you can.</p> <p>To express instructions/requests: هَلْ تَسْمَحُ لِي <u>مِنْ فَضْلِكَ</u> افْتَحِ النَّافِذَةَ Would you open the window, please./</p> <p><u>بِالدُّخُولِ</u> Could you let me in.</p> <p>To express possibility/impossibility e.g. هَذَا يُمَكِّنُ أَنْ يُسَبِّبَ صُعُوبَةً This <u>can</u> cause difficulty. / لَا يُمَكِّنُ مَا أَمْكَنَ عَلَيْهِ أَنْ يَعْرِفَ (مَا كَانَ) فَمَا كَانَ / قَدْ تَكُونُ عَلَيَّ حَقٌّ You <u>could</u> be right./ أَنْ تَكُونَ جَادًّا You <u>can't</u> be serious. / (لِيَعْرِفَ) He <u>couldn't</u> know.</p> <p>To express probability/improbability e.g.</p> <p>يَجِبُ أَنْ نَصِلَ We <u>should</u> arrive in Jo'burg at 10 p.m./ أَنْ نَصِلَ فِي جُهَانزِيرَجِ فِي السَّاعَةِ الْعَاشِرَةِ لَيْلًا</p> <p>يَنْبَغِي أَنْ لَا تَكُونَ هُنَاكَ أَيَّ We <u>ought to</u> arrive in Jo'burg at 10 p.m./ فِي جُهَانزِيرَجِ فِي السَّاعَةِ الْعَاشِرَةِ لَيْلًا</p> <p>يَجِبُ أَنْ لَا تَكُونَ هُنَاكَ أَيَّ مُشْكَلَةً There <u>ought not</u> to be any problem. / مُشْكَلَةً There <u>shouldn't</u> be any problem.</p> <p>To express certainty e.g. يَجِبُ أَنْ يَكُونُوا قَدْ نَسُوا They <u>must</u> have forgotten.</p>
Conditional sentences	<p>First conditional to express a real possibility e.g. إِنْ تُمْطِرُ سَنُلغِي الْحَلَّةَ If it rains, we will cancel the trip.</p> <p>Second conditional to express something that is unlikely or improbable e.g.</p> <p>لَوْ فُزْتُ الْقِمَارَ سَأَشْتَرِي لِأُمِّي بَيْتًا ذَا عَشْرِ عُرْفِ If I won the lottery, I would buy my mother a house with ten bedrooms.</p> <p>Third conditional to express something that is hypothetical e.g.</p> <p>لَوْ اجْتَهَدْتُ أَكْثَرَ فِي الْمَدْرَسَةِ لَتَجَحْتُ فِي اخْتِبَارِ التَّانَوِيَّةِ If I had worked harder at school, I would have passed matric.</p>
Passive and active voice	<p>Simple present tense e.g. الْبَابُ يَكُونُ مُغْلَقًا فِي السَّاعَةِ السَّادِسَةِ كُلَّ لَيْلَةٍ The gate <u>is locked</u> at 6 o'clock every night.</p> <p>Present progressive (continuous) tense e.g. الْعُرْفَةُ تُنظَفُ حَالِيًا The room <u>is being cleaned</u> at the moment.</p> <p>Present perfect tense e.g. أُفْتُحَ سُوقًا جَدِيدًا هَذِهِ السَّنَةَ A new supermarket <u>has been opened</u> this year.</p>

	<p>Simple past tense e.g. <u>كَانَتْ مُعَلَّقَةً لِلْإِجَارَاتِ</u> <i>The library <b>was closed</b> for the holidays.</i></p> <p>Past progressive (or continuous) e.g. <u>كَانَ عَلَيْهِمْ أَنْ يَنْتَظِرُوا لِأَنَّ السَّيَّارَةَ مَا زَالَتْ تُنْظَفُ</u> <i>They had to wait because the car was still being cleaned.</i></p> <p>Past perfect e.g. <u>هُوَ قَدْ أُعْطِيَ سُمًّا مِنْ قِبَلِ صَدِيقَتِهِ</u> <i>He <b>had been poisoned</b> by his girlfriend.</i></p> <p>Future time: e.g. <u>سَيَتِمُّ تَدْرِيسُ الْفَصْلِ مِنَ السَّيِّدِ مُحَمَّدٍ فِي السَّنَةِ الْقَادِمَةِ</u> <i>Next year the class will be taught by Mr Dube.</i>  <u>سَيَتِمُّ بِنَاءُ مَكْتَبَةٍ جَدِيدَةٍ فِي السَّنَةِ الْقَادِمَةِ</u> <i>Next year a new library is going to be built.</i></p>
Reported speech	<p>Reported questions e.g. <u>هُوَ سَأَلَنِي مَا نَوْعُ</u> <i>She asked me why I was so late.</i> / <u>هِيَ سَأَلَتْنِي لِمَاذَا تَأَخَّرْتُ كَثِيرًا</u> <i>He asked me what kind of music I liked.</i></p> <p>'That' clauses: <u>هِيَ قَالَتْ بِأَنَّهَا لَمْ تَعْرِفْ</u> <i>She said that she didn't know.</i></p> <p><u>هُوَ أَخْبَرَنِي بِأَنَّهُ فَقَدَ الْكِتَابَ</u> <i>He told me that he had lost the book.</i></p>
Sentence structures	<p>Statement</p> <p>Questions</p> <p>Command / imperative</p>
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

### Critical language awareness

Implied meaning and inference

The writer' s / producer' s / narrator' s / character' s point of view and give some supporting evidence from the text

Emotive and manipulative language

Bias, prejudice and any stereotyping

Assumptions and explain their impact

Denotation and connotation

The purpose of including or excluding information

## 6. CLUSTER MODERATION SHEETS



**SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA (SBA FILES)**  
**NATIONAL/CLUSTER MODERATION CHECKLIST: LEARNER'S SBA FILE**

**Examination Centre:** \_\_\_\_\_ **Name of School:** \_\_\_\_\_

**Province:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

*Comments on particular numbers may be made overleaf.*

<b>GENERAL ADMINISTRATION / PRESENTATION</b>		<b>YES</b>	<b>NO</b>
1	IEB Cover Sheet – marks converted & totalled accurately?		
2	IEB Cover Sheet – signed by teacher & learner?		
3	File dividers for each section?		
4	Correct number of tasks in each section (3+2+3+2=10)?		
5	Tasks filed in order of cover sheet?		
6	Requirements (questions/essay titles/etc.) filed before each task?		
7	Learner's work all dated?		
8	SBA file easy to read (margins/no pockets or clips to undo/etc.)?		

<b>CONTENTS : SECTION A (Controlled/Edited Pieces)</b>		<b>YES</b>	<b>NO</b>
9	At least one other task based on an authentic text (could be lit.)?		
10	All continuous prose pieces (no short questions & answers)?		
11	Tasks different from those in final external examinations?		
12	Different categories of writing (letters/responses to texts/etc.)?		
13	Controlled pieces: all 80 – 100 words?		
14	Edited pieces: all 120 – 150 words?		
15	Edited pieces: one Narrative & one Discursive?		
16	Edited pieces: draft (only one) plus final version submitted?		
17	Edited pieces: draft coded (not corrected), with initial symbol?		
18	Edited pieces: final version assessed in relation to draft?		

<b>CONTENTS : SECTION B (Tests)</b>		<b>YES</b>	<b>NO</b>
19	Tests reflect sections of final external examinations?		
20	Each test meets the minimum criteria		

<b>CONTENTS : SECTION C (Preliminary/Trials Examinations)</b>		<b>YES</b>	<b>NO</b>
21	Examinations set according to IEB (NSC) criteria?		
22	Both Paper 1 & Paper 2 are included?		

<b>ASSESSMENT (GENERAL)</b>		<b>YES</b>	<b>NO</b>
23	Level of questioning/expectation appropriate to 2 <sup>nd</sup> Add. Language?		
24	Assessment criteria clear & applied (e.g. rubrics/mark allocations)?		
25	Assessment visible (corrections/comments/marks)?		
26	Marks still accurate after mathematical conversion (really A/B/etc.)?		
27	Evidence of internal moderation where more than one teacher?		

**COMMENTS:** \_\_\_\_\_  
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**Name of Moderator:** \_\_\_\_\_

**Signature of Moderator:** \_\_\_\_\_ **Date:** \_\_\_\_\_

IEB COPYRIGHT

7. TEACHER'S SBA FILE



**SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA FILES**  
**NATIONAL MODERATION CHECK LIST: TEACHER'S SBA (SBA FILE)**  
**FILE**

Examination Centre: \_\_\_\_\_ Name of School: \_\_\_\_\_

Province: \_\_\_\_\_ Subject: \_\_\_\_\_

*Comments on particular numbers may be made overleaf.*

GENERAL ADMINISTRATION / PRESENTATION		YES	NO
1	Contents page?		
2	File dividers for each section?		
3	Rank order list of all learners (indicating different teachers)?		
4	IEB lists of learners for moderation (cluster/final)?		
5	Correct learner SBA files presented for moderation?		

TASKS (GENERAL)		YES	NO
6	Correct number of tasks set for each section (minimum 3/2/3/2=10)?		
7	Copies of all tasks set in each section?		
8	Copies of all stimulus materials / authentic texts used for tasks?		
9	Requirements for all tasks clear?		

ASSESSMENT (GENERAL)		YES	NO
10	Assessment criteria for all tasks clear & varied?		
11	Copies of rubrics/markings memoranda/etc. for each task?		
12	Evidence of internal moderation where more than one teacher?*		
13	Full range of marks used (as appropriate)?		

**COMMENTS:** \_\_\_\_\_  
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Name of Moderator: \_\_\_\_\_

Signature of Moderator: \_\_\_\_\_ Date: \_\_\_\_\_