

SPANISH SECOND ADDITIONAL LANGUAGE (Updated February 2016)

A. MEANS OF ASSESSMENT

External Examination	Paper I	2 hours	[100]
	Paper II	2 hours	[100]
	Oral	35 minutes	[100]
Internal Assessment	SBA file		[100]

400 marks

B. EXAMINATION REQUIREMENTS

PAPER I **2 hours** **[100]**

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

This section will comprise two or three authentic texts which can be in prose, visual and/or graphic form. Questions will require a variety of responses in Spanish that may include identifying the main ideas, specific information, opinions, feelings and attitudes expressed in the texts. Questions may also require candidates to make inferences and draw conclusions from the texts.

Questions will present a range of cognitive demands and levels of difficulty. Questions will test comprehension only and not the candidates' ability to express themselves. Questions may require candidates to answer in the form of completing tables, true and false questions, ticking boxes, gap-filling, classifying information, or choosing the correct word/option.

The candidates' ability to express themselves in Spanish is not the focus of this paper. Therefore language errors will be not be penalised, provided that answers are comprehensible and unambiguous.

Questions targeting the language outcome will be included. Candidates will not only require an understanding of the text, but also knowledge of grammar (parts of speech – adjectives, adverbs, pronouns, etc.), syntax, punctuation and vocabulary (synonyms/ antonyms, matching pairs, explaining in own words, etc.).

SECTION B Prescribed Texts **[40]**

Questions on the prescribed literary text(s) must be answered in Spanish. The questions will test the candidate's knowledge of the work and its context. Questions will not require sophisticated literary analysis.

PAPER II**2 hours****[100]**

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

**SECTION A Writing a Descriptive/Narrative Text
Expressing Opinions, Ideas and Feelings**

[30]

One or two short texts (not exceeding 300 words in total) will be given as a point of departure. Candidates are required to describe, inform and express their own opinion on the topic of/issues in one of the given text(s).

Candidates may draw on vocabulary and ideas in the text, but must formulate their ideas in their own words. Candidates must not simply recopy portions of the text(s). The candidate's response will be one continuous prose text. Language errors will be taken into account.

Length: 150 – 200 words.

SECTION B Writing a Transactional Text/Formulating Information.

[30]

Four short texts and/or descriptions of situations from daily life will be given. Candidates are required to react in writing to three of these situations: e.g. write a short message/informal letter/e-mail/phone message. The responses will be of a communicative nature. Language errors will be taken into account.

Each answer must be 3 to 5 lines in length (\pm 30 to 50 words in each).

SECTION C Language in context

[40]

Two questions will be set. Two texts (word count not exceeding 350 in total) will be given as a point of departure. Candidates will demonstrate their knowledge of Spanish and its use in context. Language errors will be taken into account.

- In the first question candidates are required to reformulate and present the same information in a different format or from a different point of view, e.g. from a dialogue to a letter; from a newspaper article to a telephone conversation; a translation.
- The second question will require candidates to expand short notes into a coherent text.

Length: 100 – 120 words each.

ORAL AND AURAL ASSESSMENT [100]**SECTION A: Continuous Assessment** [40]

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

The marks for Listening and Speaking are broken down as follows:

- (i) Reading and discussion of a previously prepared document (20)
- (ii) Role Play/Situations (10)
- (iii) Listening Comprehension (30)
- (iv) Conversation (40)

(Discussion of the prescribed literary texts for the learner file/oral to be included in general conversation.)

Listening Comprehension

Listening Comprehension tasks should be done during the year to assess Listening and Speaking. These should be completed under controlled conditions, based on pre-recorded 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

SBA FILE [100]

Each candidate must keep a SBA file of written work all of which should be in Spanish and assessed by the teacher. This must include a variety of tasks representative of the candidate's work. Candidates may start work on their SBA files from September of the Grade 11 year, but all work included in the file will be assessed at Grade 12 level.

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

The work must correspond to the following categories:

SECTION A Tasks [50]
Five tasks must be included in this section

THREE pieces written under controlled conditions (200-300 words each). These should be done in class but candidates may use dictionaries and texts (authentic documents, literary texts, etc.). These pieces must display the use of a variety of assessment forms. [3 × 10 = 30]

TWO pieces of **extended writing** (300-350 words each), of which one must be narrative and one discursive, which should be **edited once** by the candidate. Both the original, with errors underlined and coded but not corrected by the teacher, and the final version, assessed by the teacher, must be submitted. The weighting for this section is 20 marks. [2 × 10 = 20]

Of the above, at least **ONE** piece must be based on one or more of the prescribed literary texts (see list of prescribed works for the Learner file and the Oral).

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 20 marks, but the total weighting of this section is 30 marks.

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.

Preliminary Examinations must be based on original material and not taken from previous IEB examination papers.

For more details, see the following section C: Interpretation of the Requirements

Each candidate will be required to present his/her learner file for assessment by the teacher and subsequent submission to the IEB for moderation purposes by 31 October each year.

Please note that candidates 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.

1. Schools must certify that all work in each learner file 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.
2. All work in the learner file must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each file should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.
3. Each candidate 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 candidate, the school must motivate an alternative mark.
4. The IEB will arrange for the moderation of all SBA files to determine whether the marks submitted for individual candidates or for the group as a whole should be accepted, scaled in some way, or re-marked in their entirety.
5. A teacher file must be submitted for each centre. It will indicate how the centre tackled the SBA, e.g. stimulus materials, questions, rubrics, etc.

C INTERPRETATION OF REQUIREMENTS GUIDELINES:

1. SBA FILES

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

1.1 PRESENTATION

- The mark sheet for SBA files must be filled in (see Administrative and Support Documentation).
- The cover sheet (see Administrative and Support Documentation) should be filled in for each candidate by the teacher and placed immediately after the mark sheet in the file.
- The file submitted should be A4 in size, sturdy, but flat, light and not bulky.
- Work in the learner's 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 candidate's ability in the target language. 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 candidate'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 candidate. While it is not necessary for samples of the same task to be included in each file, it is important that the same number of pieces of work, with the same weighting, be included for each candidate.
- 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).
- Candidate's work must be in the target language.
- A teacher's file, containing a copy of the authentic documents (e.g. texts, planning schedule of a group of integrated activities, cassettes used for assessment), requirements of each of the assessment tasks, question papers, rubrics/mark allocations and marking memoranda (desired content) should be provided for the guidance of the moderator.
- Each piece must reflect the required standard of work and number of words.
- The instruction for each task must be clearly indicated in front of each piece as well as in the teacher's file.
- The candidate's examination number must be clearly written on the front of the file. Candidates' names may appear on the pieces of work included in the file.
- Please note that no credit will be given for decorated files or work.
- All pieces should be dated and labelled, especially the tests.

1.2 CONTENT (of Section A)

Requirements for the FIVE pieces of work submitted in Section A of the SBA file:

- At least ONE of the pieces (either a task or an edited piece) must be based on one or more of the prescribed literary texts for the learner file/oral.

TASKS (Final tasks done under controlled conditions) [30]

THREE of approximately 200 – 300 words each. [3 × 10 = 30]

- These tasks should integrate all the outcomes and 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.
- Each must be continuous prose pieces, i.e. not short questions and answers or contextual comprehension type questions.
- Different categories of writing could be submitted, i.e. friendly letters; formal letters; dialogues; faxes; stories; responses to authentic documents; texts; photos; cartoons; advertisements.
- The final activity (each task that will appear in the file) may not be edited/re-copied.

EXTENDED WRITING/EDITED PIECES [20]

TWO edited pieces of approximately 300 – 350 words each. [2 × 10 = 20]

- ONE piece must be NARRATIVE, e.g. story, dialogue, letter, diary, etc.
- The other piece must be DISCURSIVE. The candidate must put forward an opinion, argue a point of view, or discuss an issue. This may take the form of a dialogue, letter, article, discussion, etc.
- ONE piece could use an 'authentic document' as a point of departure. The stimulus must be submitted with the learner's two versions. (The 'authentic document' may, for example, have been discussed in class or used as a comprehension, and then topics set on the issues it raises. It could be a literary text.)
- Each piece must be edited ONCE ONLY by the candidate. Errors in the first draft should be underlined and coded by the teacher/peers, but NOT corrected. The candidate then must submit the original and the edited final version. Only the final version is assessed in full by the teacher.
- The teacher must indicate a symbol on the first draft. Both the first draft and the final version MUST be submitted. (Maximum of one preliminary draft.)

General comment on pieces that use a literary text as a point of departure:

- The level of questioning and expectation should be appropriate to the candidates' ability to express themselves in Spanish (recognition, identification and response to character, plot and theme, NOT literary analysis). While the objective of including literature is still to enrich candidates' experience of the language and culture, the task should focus on their ability to communicate in Spanish.
- Assessment should take ideas and expression into account.

1.3 ASSESSMENT

General points

Teachers should file and keep all work set and marked throughout the year. The original work should be submitted as is. Candidates **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 second half of the Grade 12 year.

Recording the marks

Each mark for a piece of work in the SBA file should be converted if necessary so that the final mark included in the SBA total is also reflected on the task, making it possible to deal with a total of 100 for the whole SBA. These converted 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 mark sheet provided, according to the instructions which accompany it (see Administrative and Support Documentation). If, in an exceptional case, the mark derived for a particular candidate does not reflect a true assessment, the teacher may motivate a different mark. This cover sheet must be countersigned by the principal.

Moderation of SBA file

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.

The SBA file must be submitted to the IEB for moderation by 31 October each year. The SBA files of all candidates of Spanish are required to go to the moderation committee for moderation.

2. GUIDELINES: SPANISH 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. Listening and speaking skills are expected to be assessed and the individual marks recorded by teachers

MARK ALLOCATION

[100]

2.1 DISCUSSION OF A PREVIOUSLY PREPARED DOCUMENT [20]

- The IEB will send schools a selection of 8-10 texts each year. Candidates must prepare THREE of these, from which the moderator will select ONE for candidates' response. Teachers are encouraged to do more than the minimum.
- The candidate must introduce the text, and, through his/her response to comments and questions on the question paper, 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.

The following criteria will be used for evaluating the candidates' presentation and responses:

Rating Code	Description	Marks %
7	Clearly expressed, accurate, to the point, fluent; very effective vocabulary; hardly any language errors. Interested and interesting.	100 – 80
6	Competent use of vocabulary; few language errors, most of the time fluent.	79 – 70
5	Can communicate effectively, despite errors. Responses given, but with slight hesitation.	69 – 60
4	Can communicate reasonably effectively, despite errors. Responses show some hesitation.	59 – 50
3	Can at times communicate fairly comprehensibly, despite errors. Frequently hesitant in responses.	49 – 40
2	Slow and laboured attempt at responses. Often does not understand questions. Few full sentences, but some basic communication.	39 – 30
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.	29 – 0

2.2 ROLE PLAY BASED ON A GIVEN SITUATION [10]

Although candidates are given time to 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 candidate to be a native speaker in order to be given 9 or 10.

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

1.3 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.

Questions should require short answers, and comprise true/false statements, matching facts and such like. The idea is not to penalise candidates for written answers since what is being tested is the candidate's listening skills.

The following criteria will be used for evaluating the candidates' answers/comments:

Rating Code	Description	Marks %
7	Complete understanding of the passage; hardly any language errors in the short answers.	100 – 80
6	Very good understanding of the passage; few language errors in the short answers.	79 – 70
5	Good understanding of the passage; some language errors in the short answers.	69 – 60
4	Reasonable understanding of the passage; several language errors in the short answers.	59 – 50
3	Fair understanding of the passage; many language errors in the short answers.	49 – 40
2	Poor understanding of the passage; many gross language errors in the short answers; often does not understand questions.	39 – 30
1	No understanding of the passage; does not understand questions; meaning impeded by constant errors in the short answers; frequent use of home language or LoLT.	29 – 0

1.4 CONVERSATION

[40]

General discussion with the teacher about such topics as personal life, future plans, daily routine, interests, etc. This will also include discussion around the literary texts prescribed for the Learner File and the Oral.

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker to obtain full marks.

The following criteria are suggested for evaluating the conversation:

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

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 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 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/mark book for the class showing the breakdown of how the oral mark was composed.

The function of the moderator is to ensure that the prescriptions of the NCS and the IEB Assessment Guidelines 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 as to whether the marks for the school as a whole should be accepted as they are or be adjusted in some systematic way.

D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

1. SBA cover sheet with declaration
2. IEB SBA rank order mark sheet
3. IEB Oral Moderation rank order mark sheet
4. Assessment Design and Reporting Levels
5. Language structures and conventions
6. Cluster moderation sheets
7. Selected Themes and Literary Texts (if applicable)

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1. SBA FILE COVER SHEET WITH DECLARATION



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

NAME OF CANDIDATE: _____

EXAMINATION NUMBER: _____

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		Possible Mark	Actual Mark
SECTION A 1. Tasks under controlled conditions (200 – 300 words)	1		
	2		
	3		
TOTAL FOR THIS SECTION		30	
2. Extended writing (250 – 350 words)	1		
	2		
TOTAL FOR THIS SECTION		20	
SECTION B			
Test	1		
Test	2		
Test	3		
TOTAL FOR THIS SECTION		30	
SECTION C Preliminary examinations	1	100	
	2	100	
TOTAL FOR THIS SECTION		20	
TOTAL		100	

I certify that all the work in this SBA is the candidate's own work.

Signature of Teacher: _____ Date: _____

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

Signature of Candidate: _____ Date: _____

2. IEB SBA RANK ORDER MARK SHEET



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

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												

3. IEB ORAL MODERATION RANK ORDER MARK SHEET



**NATIONAL SENIOR CERTIFICATE EXAMINATION
NON OFFICIAL LANGUAGES
SPANISH SECOND ADDITIONAL LANGUAGE
ORAL 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												
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25												

4. SELECTED THEMES AND LITERARY TEXTS (IF APPLICABLE)



NATIONAL SENIOR CERTIFICATE EXAMINATION
NON OFFICIAL LANGUAGES
SPANISH SECOND ADDITIONAL LANGUAGE

LITERARY TEXTS

(Indicate the literary texts chosen by the teacher, relating to the selected theme.)

The following TWO SHORT STORIES have been selected:

1. _____
2. _____

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5. 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	-

6. LANGUAGE STRUCTURES AND CONVENTIONS



NATIONAL SENIOR CERTIFICATE EXAMINATION
NON OFFICIAL LANGUAGES
SPANISH SECOND ADDITIONAL LANGUAGE
LANGUAGE STRUCTURES AND CONVENTIONS

Vocabulary development and language use	
Synonyms, antonyms, homonyms, homophones, one word for a phrase Figures of speech (simile, metaphor, personification, contrast, irony, sarcasm, anti-climax, pun) (Enrichment: <i>metonymy, onomatopoeia, hyperbole, symbol, euphemism, litotes, oxymoron, paradox, understatement, synecdoche</i>) Idiomatic expressions/idioms/proverbs Borrowed, inherited, new words (neologisms), and etymology (origin of words) Parts of words: Prefixes, roots, and suffixes	
Sentence structures and conventions	Types
Nouns	Countable (e.g. <i>silla/sillas</i>) and uncountable nouns (e.g. <i>mobiliaria</i>) Number (singular and plural) e.g. <i>mesa/mesas</i> Nouns with no change in number in the singular form e.g. <i>sacacorchos, rompecabezas</i> Common (e.g. <i>mujer</i>) and proper nouns (e.g. <i>Isabel</i>) Abstract nouns e.g. <i>amor, miedo, respeto, sinceridad</i> Possessive forms of nouns e.g. <i>el escritorio de María, los juguetes de los niños</i> Collective nouns and classifiers e.g. <i>un enjambre de abejas, una tableta de chocolate</i>
Determiners	Indefinite article: <i>un libro, una manzana</i> Definite article: <i>el libro, la manzana, los libros</i> Demonstratives: <i>este, ese, aquel, estos, esos, aquellos</i> these (e.g. <i>Este libro es mío.</i>) Quantity 1: <i>todo/s, alguno/s, ninguno/s</i> (e.g. <i>Todos los alumnos entienden la lección.</i>) Quantity 2: <i>ambos, cualquiera, ni...ni</i> (e.g. <i>Ambas alumnas se pusieron de pie.</i>) Quantity 3: <i>mucho/s, poco/s</i> (e.g. <i>El colegio tiene muchos alumnos.</i>) Quantity 4: <i>alguno/s, cada, otro/s</i> (e.g. <i>Cada alumno recibió un libro.</i>)
Pronouns	Personal pronouns as subject: <i>yo, tú, él, ella, usted, nosotros/as, vosotros/as, ellos/ellas, ustedes</i> (e.g. <i>Ella está leyendo el libro.</i>) Personal pronouns as direct or indirect object: <i>me, te, lo, la, nos, os, los, las</i> (e.g. <i>Me lo dió ayer.</i>) Reflexive pronouns: <i>me, te, se, nos, os, se</i> (e.g. <i>Se levantó a las siete.</i>) Relative pronouns: <i>quien, que, de quien, donde</i> (e.g. <i>El señor que está hablando es mi profesor.</i>) Interrogative pronouns: <i>quién, qué, cuál, de quién, a quién</i> (e.g. <i>¿Quién es esa chica?</i>)
Adjectives	Position of adjectives e.g. <i>La pobre señora</i> (before a noun); <i>La señora pobre</i> (after a noun) Adjectives which are shortened before a masculine noun: e.g. <i>Un buen chico; Una buena lección.</i> Comparison of adjectives e.g. <i>moderno, más moderno, el más moderno; inteligente, más inteligente, la más inteligente</i> (e.g. <i>El Hotel Sol es más moderno que el Hotel Sombra. / La alumna Graciela es la más inteligente de la clase.</i>)
Adverbs	Adverbs of manner e.g. <i>bien, mal, tranquilamente, rápidamente</i> Adverbs of time e.g. <i>ayer, mañana, anoche,</i> Adverbs of frequency e.g. <i>siempre, a menudo, a veces, nunca</i> Adverbs of probability e.g. <i>posiblemente, definitivamente, tal vez</i> Adverbs of duration e.g. <i>todavía, aún,</i> Adverbs of degree e.g. <i>completamente, totalmente, bastante</i> Adverbial phrases e.g. <i>en el jardín, sobre la mesa</i>

Prepositions	Place and direction e.g. <i>encima de, debajo de, en, a, sobre, detrás de, entre, a lado de</i> Adjective + preposition e.g. <i>miedo de, avergonzado de, aburrido de, impaciente con, grosero con</i> Noun + preposition e.g. <i>invitación a, acceso a, razón por, respeto a, comentario sobre</i>
Verbs	Transitive and intransitive verbs e.g. <i>Compró un libro./ La chica sonrió.</i> Verbs with two objects (direct and indirect) e.g. <i>Me dió el libro.</i>
Verb tenses	Simple present tense e.g. <i>Juego al tenis todas las semanas./ Las culebras son reptiles.</i> Present progressive (or continuous) tense e.g. <i>Está viendo la televisión ahora.</i> Present perfect tense e.g. <i>He vivido toda la vida en Sevilla.</i> Present perfect progressive (or continuous) tense e.g. <i>Ha estado estudiando la semana entera.</i> Simple past tense e.g. <i>Se despertó temprano y se levantó.</i> Past progressive (or continuous) tense e.g. <i>La familia estaba durmiendo cuando se incendió la casa.</i> Past perfect e.g. <i>Volvió a casa porque se había olvidado las llaves.</i> Past perfect progressive (or continuous) e.g. <i>Había estado esperando dos horas cuando por fin llegó.</i> Expressing future time: Will/shall e.g. <i>La Sra García dará la clase. / Seguro que te gustará la película.</i> Going to + infinitive e.g. <i>Van a visitar a sus abuelos. / Creo que va a llover mañana.</i> Simple present tense used to talk about the future e.g. <i>Mañana es día feriado.</i> Future progressive (or continuous) e.g. <i>Estaré trabajando toda la semana que viene.</i> Future perfect e.g. <i>Para entonces habrá terminado la tarea.</i> Future perfect progressive (or continuous) e.g. <i>El año que viene habrá estado enseñando en esta escuela por 20 años.</i>
Concord	Subject-verb concord e.g. <i>Ella acaba de llegar. / Ellos acaban de llegar./ Carmen y yo saldremos pronto./ ¿Vosotros vais a salir pronto?</i> Noun-adjective in number and gender e.g. <i>la mesa blanca / las sillas rojas / el ordenador roto</i>
Modals	To express ability/inability e.g. <i>Puedo ayudarte mañana./ José no puede volver a trabajar</i> To express permission e.g. <i>¿Puedo entrar? ¿Podría marcharme temprano? ¿Se puede hacer una pregunta? Sí, se puede.</i> To express instructions/requests: <i>¿Podrías abrir la ventana? ¿Me dejarías pasar, por favor?</i> To express possibility/impossibility e.g. <i>Esto puede causar problemas./ ¡No puede ser!.</i> To express probability/improbability e.g. <i>Debemos de llegar a casa a eso de las 10 de la noche./ No debe de haber ningún problema.</i> To express certainty e.g. <i>Tenemos que llegar antes de las 10 de la noche.</i>
Conditional sentences	First conditional to express a real possibility e.g. <i>Si llueve, no iremos de viaje.</i> Second conditional to express something that is unlikely or improbable e.g. <i>Si ganara un millón de euros, le compraría una casa a mi madre.</i> Third conditional to express something that is hypothetical e.g. <i>Si hubiera estudiado mejor, habría salido con mejores notas en los exámenes.</i>
Passive and active voice	Passive voice with 'ser' – (present tense) <i>El cantante es amado de todas las chicas del colegio. / (simple past tense): América fue descubierta por Colón. / (present perfect tense): El manuscrito ha sido entregado a la editorial. / (future tense): La colección será publicada el año que viene.</i> Passive voice with 'se' – (personal use of 'se'): <i>Se venden coches de segunda mano aquí. / (impersonal use of 'se'): Se dice que hace mucho calor en el verano. / Se ha llevado al joven al hospital.</i> Active voice – (present tense) <i>Todas las chicas aman al cantante./ (simple past tense) : Colón descubrió América. / (present perfect tense) : La editorial ha publicado el manuscrito./ (future tense): La editorial publicará la colección el año que viene.</i>
Reported speech	Reported statements and questions e.g. <i>Nos dijo que vendría a las ocho en punto./ Me preguntó por qué había llegado tan tarde.</i>
Sentence structures	Statement Questions Command/imperative
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses

Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms
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Critical language awareness	
<p>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</p>	

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7. CLUSTER MODERATION SHEETS



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

Examination Centre: _____ **Name of School:** _____

Province: _____ **Subject:** _____

Comments on particular numbers may be made overleaf.

GENERAL ADMINISTRATION/PRESENTATION		YES	NO
1	IEB Cover Sheet – marks converted & totalled accurately?		
2	IEB Cover Sheet – signed by teacher & candidate?		
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	Candidate's work all dated?		
8	SBA file easy to read (margins/no pockets or clips to undo/etc.)?		

CONTENTS: SECTION A (Controlled/Edited Pieces)		YES	NO
9	At least one task based on literature from chosen second theme?		
10	At least one other task based on an authentic text (could be lit.)?		
11	All continuous prose pieces (no short questions & answers)?		
12	Tasks different from those in final external examinations?		
13	Different categories of writing (letters/responses to texts/etc.)?		
14	Controlled pieces: all 200 – 300 words?		
15	Edited pieces: all 250 – 350 words?		
16	Edited pieces: one Narrative & one Discursive?		
17	Edited pieces: draft (only one) plus final version submitted?		
18	Edited pieces: draft coded (not corrected), with initial symbol?		
19	Edited pieces: final version assessed in relation to draft?		

CONTENTS: SECTION B (Tests)		YES	NO
20	Tests reflect sections of final external examinations?		
21	Each test marked out of at least 20?		

CONTENTS: SECTION C (Preliminary/Trials Examinations)		YES	NO
22	Examinations set according to IEB (NSC) criteria?		
23	Both Paper 1 and Paper 2 included?		

ASSESSMENT (GENERAL)		YES	NO
24	Level of questioning/expectation appropriate to 2 nd Add. Language?		
25	Assessment criteria clear and applied (e.g. rubrics/mark allocations)?		
26	Both ideas & expression taken into account?		
27	Assessment visible (corrections/comments/marks)?		
28	Marks still accurate after mathematical conversion (really A/B/etc.)?		
29	Evidence of internal moderation where more than one teacher?		
30	Level of assessment valid in relation to other centres? (high?/low?)		

COMMENTS:

Name of Moderator : _____

Signature of Moderator : _____ **Date :** _____

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SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA FILES
NATIONAL MODERATION CHECK LIST: EDUCATOR'S 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 candidates (indicating different teachers)?		
4	IEB lists of candidates for moderation (cluster/final)?		
5	Correct learner files presented for moderation?		
6	List of literature (& other material) used for chosen second theme?		

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

ASSESSMENT (GENERAL)		YES	NO
12	Assessment criteria for all tasks clear & varied?		
13	Copies of rubrics/marketing memoranda/etc. for each task?		
14	Both ideas & expression taken into account in criteria?		
15	Evidence of internal moderation where more than one teacher?*		
16	Level of assessment valid in relation to other centres? (high?/low?)*		
17	Full range of marks used (as appropriate)?*		

**To be completed after moderating learner files*

COMMENTS:

Name of Moderator : _____

Signature of Moderator : _____ **Date :** _____

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