



**Curriculum Statement
Grades 10–12
(General)**

Advanced Programme English

A subject in addition to the NSC requirements

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HOW TO USE THIS DOCUMENT

- Chapter 1 – Introducing Advanced Programme English (APE)

This chapter describes the definition, purpose, scope, career links and Learning Outcomes of Advanced Programme English. It provides an orientation to the subject.

- Chapter 2 – Learning Outcomes, Skills, Content and Contexts

This chapter contains the Skills for each Learning Outcome, as well as content and contexts for the subject. The Skills are arranged to assist the reader to see the intended progression from Grade 10 to Grade 12. The Skills are consequently laid out in double page spreads. At the end of the chapter is the proposed content and contexts, which may be used to teach, learn and attain requisite skills.

- Chapter 3 – Assessment

This chapter deals with the Advanced Programme English assessment requirements. At the end of the chapter is a table of subject-specific competence descriptions. Codes, scales and competence descriptions are provided for each grade. The competence descriptions are arranged to demonstrate progression from Grade 10 to Grade 12.

CHAPTER 1

DEFINITION

Advanced Programme English is an extension of NSC English Home Language. The Naric Report of 2010 stated: *“The IEB English Home Language examinations already provide a rigorous challenge to the linguistic capabilities of students. Comparisons revealed great similarities between both the GCE and IEB examination papers; the combination of language and literature based tasks and the emphasis on appreciating the diversity with which language can be used highlight two features common to both examinations. In this respect it would appear that the IEB English Home Language examination is certainly comparable with the A/S level, whilst some comparability with the overall A -level standard is also apparent.”*

PURPOSE

The purpose of Advanced Programme English is to provide learners who have significant enthusiasm for English with the opportunity to increase their knowledge, skills, values and attitudes associated with English. The study of Advanced Programme English is intended to provide learners with the opportunity to extend themselves by engaging with challenging poetry; texts and films which will enable them to respond to literature in its broadest context.

SCOPE

Advanced Programme English is aimed at increasing the number of learners who through competence and desire enter Higher Education to pursue a career in which English features as a chosen major. Advanced Programme English is an extension and challenge for learners who demonstrate a greater than average ability in, or enthusiasm for English. The knowledge gained from being exposed to the Advanced English Programme is anticipated to engender a passion for literature as well as providing learners with the opportunity to demonstrate their personal voice in response to their chosen texts.

Advanced Programme English enables learners to:

- establish connections between different genres, texts, trends and contexts.
- structure arguments and insights in a coherent manner using accurate textual references.
- use higher-order cognitive skills to design critical judgements
- draw on the recommended texts as well as other texts that they have encountered.
- draw broadly on their experience of a variety of texts.
- apply their knowledge, compare and contrast, analyse and critique both seen and unseen texts.
- reflect philosophically on the texts they have studied.
- present sophisticated, well-structured and clearly substantiated responses which synthesises their personal views in relation to the variety of texts which they have studied.

The study of Advanced Programme English should encourage learners to discuss different genres and different texts. It will enable them to draw inter-textual links between texts in order to structure sophisticated arguments which respond to the broad questions pertaining to the themes and different choices of genre. It is hoped that the extension programme will enable learners to develop competence and confidence in their English ability.

EDUCATIONAL AND CAREER LINKS

The subject Advanced Programme English in the Further Education and Training band provides the ideal platform for linkages to English in Higher Education institutions. Learners proceeding to institutions of Higher Education with Advanced Programme English, will be in a strong position to progress effectively in whatever English-related or text-related discipline they decide to follow.

SKILLS

Skill 1:

Establishing connections between different genres, texts, trends and contexts.

Skill 2:

Structuring arguments and insights in a coherent manner using accurate textual references.

Skill 3:

Using cognitive skills to design critical judgements

COURSE REQUIREMENTS

	Compulsory		Options (select two genres)	
Grade 10, 11 and 12	Poetry	Novels	Dramas	Film

CHAPTER 2

SKILLS

Skill 1: Establishing connections between different genres, texts, trends and contexts

Grade 10	Grade 11	Grade 12
We know this when the learner is able to:	We know this when the learner is able to:	We know this when the learner is able to:
Extrapolate the most relevant and valuable information in the creation of a new argument.	Extrapolate the most relevant and valuable information in the creation of a new argument.	Extrapolate the most relevant and valuable information in the creation of a new argument.
Demonstrate knowledge of the socio-political, economic and literary-historical conditions that inform the production of texts.	Demonstrate knowledge of the socio-political, economic and literary-historical conditions that inform the production of texts.	Demonstrate knowledge of the socio-political, economic and literary-historical conditions that inform the production of texts.
Display a specific understanding of genre	Display a specific understanding of genre	Display a specific understanding of genre

Skill 2: Structuring arguments and insights in a coherent manner using accurate textual references.

Grade 10	Grade 11	Grade 12
We know this when the learner is able to:	We know this when the learner is able to:	We know this when the learner is able to:
Write a logically structured essay, in which all aspects of the topic are analysed and explored in appropriate detail.	Write a logically structured essay, in which all aspects of the topic are analysed and explored in appropriate detail.	Write a logically structured essay, in which all aspects of the topic are analysed and explored in appropriate detail.
Select and use effectively detailed, relevant textual evidence, and acknowledge that evidence accurately.	Select and use effectively detailed, relevant textual evidence, and acknowledge that evidence accurately.	Select and use effectively detailed, relevant textual evidence, and acknowledge that evidence accurately.
Engage with the topic in a manner that displays both breadth of knowledge and depth of understanding.	Engage with the topic in a manner that displays both breadth of knowledge and depth of understanding.	Engage with the topic in a manner that displays both breadth of knowledge and depth of understanding.

Skill 3: Using cognitive skills to design critical judgements

Grade 10	Grade 11	Grade 12
We know this when the learner is able to:	We know this when the learner is able to:	We know this when the learner is able to:
Construct and defend a focused, sustained and engaging argument.	Construct and defend a focused, sustained and engaging argument.	Construct and defend a focused, sustained and engaging argument.
Integrate an awareness of a multiplicity of perspectives and texts in a coherent way.	Integrate an awareness of a multiplicity of perspectives and texts in a coherent way.	Integrate an awareness of a multiplicity of perspectives and texts in a coherent way.
Demonstrate the capacity to produce relevant, compelling reasoning to support a convincing argument.	Demonstrate the capacity to produce relevant, compelling reasoning to support a convincing argument.	Demonstrate the capacity to produce relevant, compelling reasoning to support a convincing argument.
Convey clarity of thought	Convey clarity of thought.	Convey clarity of thought.
Construct an argument that is inspired by an independent voice and which reflects insight, understanding, maturity and originality of thought.	Construct an argument that is inspired by an independent voice and which reflects insight, understanding, maturity and originality of thought.	Construct an argument that is inspired by an independent voice and which reflects insight, understanding, maturity and originality of thought.

CHAPTER 3

DESIGN OF THE PROGRAMME AND STRUCTURE OF THE PAPER

The paper is seen as an extension of learners' Grade 12 NSC English Home Language. The course is designed to be "manageable enrichment" for learners. It is intended to build on their Grade 12 curriculum. Learners will commence the reading of texts for the course at the beginning of Grade 10 and then deepen their studies in Grade 11 and Grade 12. It is envisaged that learners will be self-motivated to read and engage with the texts in their own time. Further, learners will be given discussion questions or a source pack which will serve to guide their reading before preparing for tutorials. Teaching time will be limited to one or two tutorials a week of between 2 and 3 hours in which learners can have the opportunity to engage with their peers and educators around central issues in the texts to which they have been exposed. The prescribed texts are broad enough to allow for personal choice, but reflect both a historic and genre component.

Learners are encouraged to engage with as many of the choices on offer as possible. Ideally they will choose from the lists of novels, drama and films in Grade 10, 11 and 12 so that by the time they write the final examination in Grade 12 they will have embraced a wide variety of texts which can be brought to bear on their various responses. Similarly learners will engage with two schools of poetry in each year of study.

No evidence of school-based assessment is required. Teachers will assess learners when they feel that they are ready to complete a summative task. Teachers will also ensure that learners are comfortable with the demands of the examination and the types of questions that learners can anticipate. Learners will write one three hour final examination with the following sections:

- The question on Poetry is compulsory and candidates need to have studied at least two schools of poetry from the list provided below.

Please consult the relevant Prescribed Works list for the compulsory poetry.

Candidates **must** choose 2 out of 3 of the following options:

- Prose
- Drama
- Film

Please consult the relevant Prescribed Works list for the choice of texts and the prescribed theme.

Learners will need to read broadly across their chosen sections to be able to do justice to the demands of the questions. Studying only two texts/films is unlikely to be sufficient preparation for the rigour of the questions that will be asked.

Examination Structure:

Question 1 – 100 Marks:

Prescribed theme

This will be an essay in which candidates respond to stimuli which relates to the chosen theme as well as to the range of texts that they have studied.

- Learners **must** select texts they have studied from two of the following sections: prose, drama or film. (If candidates respond to film, they will be expected to comment on directorial concerns)
- *This question requires candidates to refer closely to TWO texts from each of the TWO genres (prose [novels], drama, film) candidates have studied: i.e., four texts in total. (Candidates **may** refer to more than two texts from each of the two genres candidates have studied.)*

Question 2 – 100 Marks:

- A comparative response to two of the prescribed schools of poetry. The poetry will be assessed using a short Unseen Poem as a point of departure. Candidates will have to access the question, decode the unseen poem and then select the relevant poems to fulfil the demands of the question and the link to the Unseen Poem.
- *This question expects candidates to refer to at least THREE poems from EACH of the two schools of poetry that candidates have studied, i.e., six poems in total. Candidates must refer to at least six poems from **the prescribed list** but may incorporate additionally studied poems, if they wish to do so.*
- While the candidate's answer should concentrate on the prescribed poems the candidate has chosen to analyse, the candidate should use the extract from the unseen poem as a departure point. Candidates should not be concerned that the unseen poem does not form part of the schools of poetry they have studied.

Question 3 – 100 Marks:

- A question, which will provide candidates with a quotation or visual stimulus which they can use as a springboard to reflect philosophically on their reading history.
- *In answering this question, candidates are expected to consider and make direct reference to FOUR substantial fictional works (novels or collections of short stories) that candidates have read independently.*

RESPONSES

- Essays will not have a word limit
- Candidates need to ensure that they can respond to the three questions in the three hours provided
- Responses will be characterised by a strong own voice

GUIDELINES: FILM STUDY

1. When learners speak and write about films, they must show that they are filmically literate i.e. that they understand the choices that a director makes in selecting (and omitting) shots 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, learners 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 techniques, 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 learner should be able to explain how the director has **filmically** constructed a character or suggested a certain theme.

2. Learners are not expected to become 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 techniques 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.
- employ the terms index and icon (instead of literal/denotative and figurative/connotative).

GUIDELINES: LITERARY ESSAY

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 will be open-ended, if possible, to allow for personal interpretations within the limits of the author's accepted intentions of the various texts with which the learner has engaged. A definitive reply to an essay topic should not be decided upon: each essay should be given due consideration, no matter how 'unconventional' 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.

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

- Length of essays will be unrestricted.
- Structure, logic, and organisation of ideas will be assessed as part of the holistic, final assessment criteria. The **way** in which a learner argues is as important as **what** the learner is arguing. Introductions should introduce a learner's argument, provide the essay with clear focus and 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 clear stance having been taken.
- Short, pertinent quotations from prescribed texts should be used to enrich and substantiate a learner's argument. Learners should be taught how to integrate quotations spontaneously into their sentences.
- In order to avoid becoming side tracked from the focus of the essay topic, learners 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.
- The register of the response should be formal; learners must be taught to avoid colloquialisms, abbreviations, and contractions.
- Learners should be taught 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 Grade 12 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.

CHAPTER FOUR

ASSESSMENT

INTRODUCTION

Assessment is a critical element of the National Curriculum Statement Grades 10 – 12 (General). It is a process of collecting and interpreting evidence in order to determine the learner's progress in learning and to make a judgement about a learner's performance. Evidence can be collected at different times and places, and with the use of various methods, instruments, modes and media. To ensure that assessment results can be accessed and used for various purposes at a future date, the results have to be recorded. There are various approaches to recording learners' performances. Some of these are explored in this chapter. Others are dealt with in a more subject-specific manner in the Learning Programme Guidelines.

Many stakeholders have an interest in how learners perform in Grades 10 – 12. These include the learners themselves, parents, guardians, sponsors, provincial departments of education, the Department of Education, the Ministry of Education, employers, and higher education and training institutions. In order to facilitate access to learners' overall performances and to inferences on learners' competences, assessment results have to be reported. There are many ways of reporting. The Learning Programme Guidelines and the Assessment Guidelines discuss ways of recording and reporting on school-based and external assessment as well as giving guidance on assessment issues specific to the subject.

WHY ASSESS

Before a teacher assesses learners, it is crucial that the purposes of the assessment be clear and unambiguously established. Understanding the purposes of assessment ensures that an appropriate match exists between the purposes and the methods of assessment. This, in turn, will help to ensure that decisions and conclusions based on the assessment are fair and appropriate for the particular purpose or purposes.

There are many reasons why learners' performance is assessed. These include monitoring progress and providing feedback, guidance, supporting learning, certification and promotion. In this curriculum, learning and assessment are very closely linked. Assessment helps learners to gauge the value of their learning. It gives them information about their own progress and enables them to take control of and to make decisions about their learning. In this sense, assessment provides information about whether teaching and learning is succeeding in getting closer to the specified Skills. When assessment indicates lack of progress, teaching and learning plans should be changed accordingly.

TYPES OF ASSESSMENT

This section discusses the following types of assessment:

- formative assessment; and
- summative assessment.

Formative assessment

Any form of assessment that is used to give feedback to the learner is fulfilling a formative purpose. Formative assessment is a crucial element of teaching and learning. It monitors and supports the learning process. All stakeholders use this type of assessment to acquire information on the progress of learners. Constructive feedback is a vital component of assessment for formative purposes. Formative assessment will be a mechanism of gauging how the learners are coping with the demands of the AP English Programme. Teachers need to assess aspects of the programme when they believe that learners have covered enough of the texts or poetry to be able to respond meaningfully to an assessment task.

Summative assessment

When assessment is used to record a judgement of the competence or performance of the learner, it serves a summative purpose. Summative assessment gives a picture of a learner's competence or progress at any specific moment. It can occur at the end of a single learning activity, a unit, cycle, term, or year of learning. Summative assessment should be planned and a variety of assessment instruments and strategies should be used to enable learners to demonstrate competence.

WHAT ASSESSMENT SHOULD BE AND DO

Assessment should:

- be understood by the learner and by the broader public;
- be clearly focused;
- be integrated with teaching and learning;
- be based on explicit criteria;
- allow for expanded opportunities for learners;
- be learner-paced and fair;
- be flexible;
- use a variety of instruments; and
- use a variety of methods;

HOW TO ASSESS

Teachers' assessment of learners' performances must have a great degree of reliability. This means that teachers' judgements of learners' competences should be generalisable across different times, assessment items and markers. The judgements made through assessment should also show a great degree of validity; that is, they should be made on the aspects of learning that were assessed.

Because each assessment cannot be totally valid or reliable by itself, decisions on learner progress must be based on more than one assessment. This is the principle behind continuous assessment (CASS). Continuous assessment is a strategy that bases decisions about learning on a range of different assessment activities and events that happen at different times throughout the learning process. It involves assessment activities that are spread throughout the year, using various kinds of assessment instruments and methods such as tests, examinations, projects and assignments. Oral, written and performance assessments are included.

Continuous assessment is both classroom-based and school-based, and focuses on the ongoing manner in which assessment is integrated into the process of teaching and learning. Teachers get to know their learners through their day-to-day teaching, questioning, observation, and through interacting with the learners and watching them interact with one another. Continuous assessment should be applied both to sections of the curriculum that are best assessed through written tests and assignments and those that are best assessed through other methods, such as by performance, using practical or spoken evidence of learning.

METHODS OF ASSESSMENT

Self-assessment

All Skills are transparent. Learners know what is expected of them. Learners can, therefore play an important part, through self-assessment, in 'pre-assessing' work before the teacher does the final assessment. Reflection on one's own learning is a vital component of learning.

Peer assessment

Peer assessment, using a checklist or rubric, helps both the learners whose work is being assessed and the learners who are doing the assessment. The sharing of the criteria for assessment empowers learners to evaluate their own and others' performances.

Group assessment

The ability to work effectively in groups is one of the Critical Outcomes. Assessing group work involves looking for evidence that the group of learners co-operate, assist one another, divide work, and combine individual contributions into a single composite assessable product. Group assessment looks at process as well as product. It involves assessing social skills, time management, resource management and group dynamics, as well as the output of the group.

METHODS OF COLLECTING ASSESSMENT EVIDENCE

There are various methods of collecting evidence. Some of these are discussed below.

Observation-based assessment

Observation-based assessment methods tend to be less structured and allow the development of a record of different kinds of evidence for different learners at different times. This kind of assessment is often based on tasks that require learners to interact with one another in pursuit of a common solution or product. Observation has to be intentional and should be conducted with the help of an appropriate observation instrument.

Test-based assessment

Test-based assessment is more structured, and enables teachers to gather the same evidence for all learners in the same way and at the same time. This kind of assessment creates evidence of learning that is verified by a specific score. If used correctly, tests and examinations are an important part of the curriculum because they give good evidence of what has been learned.

Task-based assessment

Task-based or performance assessment methods aim to show whether learners can apply the skills and knowledge they have learned in unfamiliar contexts or in contexts outside of the classroom. Performance assessment also covers the practical components of subjects by determining how learners put theory into practice. The criteria, standards or rules by which the task will be assessed are described in rubrics or task checklists, and help the teacher to use professional judgement to assess each learner's performance.

RECORDING AND REPORTING

Recording and reporting involves the capturing of data collected during assessment so that it can be logically analysed and published in an accurate and understandable way.

Methods of recording

There are different methods of recording. It is often difficult to separate methods of recording from methods of evaluating learners' performances.

The following are examples of different types of recording instruments:

- task lists or checklists; and
- rubrics.

Each is discussed below.

Task lists or checklists

Task lists or checklists consist of discrete statements describing the expected performance in a particular task. When a particular statement (criterion) on the checklist can be observed as having been satisfied by a learner during a performance, the statement is ticked off. All the statements that have been ticked off on the list (as criteria that have been met) describe the learner's performance. These checklists are very useful in peer or group assessment activities.

Rubrics

Rubrics are a combination of rating codes and descriptions of standards. They consist of a hierarchy of standards with benchmarks that describe the range of acceptable performance in each code band. Rubrics require teachers to know exactly what is required by the outcome. Rubrics can be holistic, giving a global picture of the standard required, or analytic, giving a clear picture of the distinct features that make up the criteria, or can combine both.

To design a rubric, a teacher has to decide the following:

- Which skills are being targeted?
- What kind of evidence should be collected?
- What are the different parts of the performance that will be assessed?
- What different assessment instruments best suit each part of the task (such as the process and the product)?
- What knowledge should be evident?
- What skills should be applied or actions taken?
- What opportunities for expressing personal opinions, values or attitudes arise in the task and which of these should be assessed and how?

It is crucial that a teacher shares the rubric or rubrics for the task with the learners before they do the required task. The rubric clarifies the focus of the task. It becomes a powerful tool for self-assessment.

Reporting performance and achievement

Reporting performance and achievement informs all those involved with or interested in the learner's progress. Once the evidence has been collected and interpreted, teachers need to record a learner's achievements. Sufficient summative assessments need to be made so that a report can make a statement about the standard achieved by the learner.

The National Curriculum Statement Grades 10 – 12 (General) adopts a seven-point scale of achievement. The scale is shown in Table 4.1.

Table 4.1 Scale of achievement for the National Curriculum Statement Grades 10 – 12 (General): Rating Description of Competence Marks

Code		%
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

SUBJECT COMPETENCE DESCRIPTIONS

To assist with benchmarking the achievement of Skills in Grades 10 – 12, subject competences have been described to distinguish the grade expectations of what learners must know and be able to achieve.

Seven levels of competence have been described for each subject for each grade. These descriptions will assist teachers to assess learners and place them in the correct rating. The descriptions give the distinguishing features that fix the achievement for a particular rating. The various achievement levels and their corresponding percentage bands are as shown in Table 4.1.

In line with the principles and practice of outcomes-based assessment, all assessment – both school-based and external – should primarily be criterion-referenced. Marks could be used in evaluating specific assessment tasks, but the tasks should be assessed against rubrics instead of simply ticking correct answers and awarding marks in terms of the number of ticks. The statements of competence for a subject describe the minimum skills, knowledge, attitudes and values that a learner should demonstrate for achievement on each level of the rating scale. When teachers/assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a particular outcome. The relevant skills must be referred to when creating the rubric for assessing the task or question. The descriptions clearly indicate the minimum level of attainment for each category on the rating scale.

The competence descriptions for this subject appear at the end of this chapter.

COMPETENCE DESCRIPTORS

PROMOTION

Promotion at Grade 10 and Grade 11 level will be based on internal assessment only, but must be based on the same conditions as those for the Further Education and Training Certificate. The requirements, conditions, and rules of combination and condonation are spelled out in the Qualifications and Assessment Policy Framework for Grades 10 – 12 (General). This subject is in addition to the normal package of subjects. Hence performance in this subject does not affect promotion of the learner. However continued participation in the course depends on adequate performance by the learner in meeting the skills at each grade.

Code	Scale	Competence Descriptors
7	80% – 100% Outstanding	By the end of Grade 12 the learner with outstanding achievement can: confidently and skilfully interpret, analyse, synthesise and evaluate and make meaningful connections across an array of texts; demonstrate sophisticated insight and convincingly assert and justify own opinions with accurate and thorough substantiation; structure ideas and arguments in a sustained, persuasive and creative way, adopting a clear personal style with a powerful, authentic voice; 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 to create a compelling argument.
6	70% – 79% Meritorious	By the end of Grade 12 the learner with meritorious achievement can: confidently and effectively interpret, analyse, synthesise and evaluate and make relevant connections across texts; demonstrate considerable insight, and clearly assert and justify own opinions with mostly accurate and relevant substantiation; structure ideas and arguments in a sustained, clear way, showing evidence of a personal style as well as a strong personal voice; revise and edit writing independently to ensure a fluent, well-written response. Understand and use the structures and conventions of language accurately and confidently to produce a clear well-sustained argument.
5	60% – 69% Satisfactory	By the end of Grade 12 the learner with satisfactory achievement can: with reasonable confidence interpret and analyse individual texts; but demonstrates some uncertainty when evaluating and integrating ideas across a range of texts, demonstrate insight when asserting and justifying own opinions with generally appropriate and sufficient substantiation; structure ideas and arguments in a reasonably clear, detailed and focused way and display strong evidence of a personal style and individual voice; revise and edit writing to avoid stylistic errors; understand and use the structures and conventions of language with reasonable accuracy to produce a solid argument.
4	50% – 59% Adequate	By the end of Grade 12 the learner with adequate achievement can: interpret and analyse individual texts sufficiently but experiences discernible difficulty when evaluating and integrating ideas across a range of texts; show sufficient insight and give and motivate own opinions with some relevant and considered substantiation; sufficiently develop ideas and arguments, although the focus is not always sustained; show sufficient evidence of a personal style which contains some evidence of an individual voice; revise and edit writing although there are lapses which detract from the overall fluency of the response; sufficiently understand the structures and conventions of language and sometimes use them accurately to construct a valid argument.

3	40% – 49% Moderate	By the end of Grade 12 the learner with partial achievement can: seldom interpret more than a single text and finds it considerably challenging to analyse, evaluate and integrate ideas across a range of texts; show some insight and express some own opinions but gives limited or inaccurate substantiation; develop ideas and arguments with some relevant detail but with an inconsistent focus and with hardly any evidence of a personal style or voice; revise and edit writing although there are still numerous errors; understand some structures and conventions of language but struggles to employ them correctly in the creation of a sensible argument.
2	30% – 39% Partial	By the end of Grade 12 the learner with inadequate achievement can: not interpret a text/s with sufficient understanding and is unable to analyse, evaluate or integrate ideas across a range of texts except in the most superficial and simplistic manner; seldom show insight or express own opinions or motivate; present ideas and arguments but these are random, superficial or repetitive and with no personal style or voice; 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; show virtually no control over grammar and vocabulary which mars any attempt to create a cohesive argument.
1	0% – 29%	By the end of Grade 12 the learner with inadequate achievement can: not interpret a text/s with understanding and is unable to analyse, evaluate or integrate ideas across a range of texts; show insight or express own opinions or motivate; present ideas and arguments but these are unfocused and repetitive and with no personal style or voice; revise and edit own writing with extremely limited ability; understand only basic structures and conventions of language but cannot employ them correctly; show virtually no control over grammar and vocabulary which presents comprehension of the very limited argument.