FIRST ADDITIONAL LANGUAGE
GENERIC (Updated March 2014)

A.   MEANS OF ASSESSMENT

	Paper I	2½ hours	[100]
	Paper II	2½ hours	[100]
Continuous Assessment:	Portfolio		[100]
	Oral		[100]

400 marks

B.   REQUIREMENTS

PAPER I   MAKING MEANING OF TEXT   [100]

READING AND VIEWING
LANGUAGE

This paper focuses on the ability to make meaning of texts. Language and grammar questions will therefore be directed to the function of and reasons for using certain grammatical forms or language conventions across a range of texts. A variety of text formats will be used. The bracketed mark allocation indicates the marks for a particular skill across the paper as a whole.

This paper will include texts that look for the following skills:

SECTION 1

1.   Two or three texts will be set forming a total of between 600-700 words in length depending on the density of the passages. Texts may include literary texts, current newspaper or magazine articles, advertisements, cartoons, pictures, other visual texts, schedules, extracts from dictionaries and telephone directories.

Questions based on the texts will assess:
(a)   interpretation of the texts.
(b)   language knowledge such as vocabulary, tenses, punctuation, the correct form of given words in context.   [30]

A **compulsory 5-point** summary of 250 words which requires shortening a passage to 60 – 70 words to show understanding. Each point will be awarded 2 marks. The rubric should indicate the formality required and should also determine register and format. The text for the summary will be different from the texts for comprehension. Each point must begin with a verb. The summary will be more informal than that in Home Language and can require one of the following responses:

- dialogue
- full sentences in point form
- question and answer
- paragraph
- tabulation

- visual representation
- flow chart [10]

2. Contextual questions on prescribed and unseen poetry :

- An unseen poem
  Candidates could be asked to consider more than one text in a poetry question. [10]
- Seen poems – 10 poems will be prescribed and candidates will be required to answer questions on one or more of them. [20]

  The focus of these questions will be on negotiating meaning, not on personal response.

3. Communicative Language

  Language will be tested in context using a variety of texts, e.g. pictures, advertisements, cartoons and timetables. [30]

PAPER II   WRITING   [100]
WRITING AND PRESENTING
LANGUAGE

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

Questions will be set on the following:

SECTION A   LITERATURE

DRAMA OR PROSE: PLAY/NOVEL/SHORT STORIES   [60]

There will be a number of paragraph questions based on the prescribed texts.
Paragraphs will focus on aspects of the following:
Character, theme, setting or milieu

Candidates will be required to state and defend a position in a paragraph as well as provide a personal response to an issue/s relating to character or theme.
Candidates may also be required to complete a dialogue which displays their understanding of the characters and themes in the prescribed work.

Four questions will be set on the prescribed literature:

Question 1: Contextual and paragraph questions   15 marks
Question 2: Paragraph questions, tables and personal response   15 marks
Question 3: Dialogue between characters in the novel   10 marks
Question 4: Essay question which may/may not provide a
          mind-map as scaffolding   20 marks

SECTION B   TRANSACTIONAL WRITING [40]

Two written responses to given texts or scenarios are required. The focus of the questions is on the candidate's ability to use the correct format, style and register for the given context, purpose and audience.

One of the pieces will be a letter (friendly, business or letter to the press). Length: 150 – 200 words (content only). (30)

The second piece could include: diary entries, invitations, memoranda, minutes, obituaries, reviews, dialogues, e-mail messages, facsimiles, and thank-you notes. Total length: 120-150 words. (10)

See **WRITING ASSESSMENT AND ORAL ASSESSMENT** below for the procedures of assessing the text/film, selected under the third genre of the prescribed works.

CONTINUOUS ASSESSMENT (PORTFOLIO) [100]

Evidence of continuous assessment needs to be collected and **reflect the candidate's growth throughout his/her Grade 12 year.** The SBA is a collection of the year's work. **It provides evidence that all the skills of the Grade 12 curriculum have been covered.** It will reflect multiple ways of exposing learners to learning opportunities. The learner is assessed in a realistic situation that is integral to the learning process.

Each candidate will be required to present his/her assignments in a learner file for assessment by the teacher and if required- subsequent regional moderation by the IEB. Regional moderation –depending on the number of candidates offering the language - may take place between the 15 September and the 15 October of each year. If deemed necessary – OR if the SBA was not moderated regionally - the SBA file will then be submitted for national moderation to the IEB by the 31 October of each year.
The Common Assessment Task, as well as both essays and the third genre piece must be written under controlled conditions.

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

Plagiarism is a term used loosely to refer to acts that involve a degree of copying without appropriately crediting the original creator. Teachers must be confidently and consistently able to confirm that work they assess is the candidate's own. If candidates do resort to plagiarism, schools must refer to their Plagiarism Policy to determine the penalty that a candidate will face. Penalties for malpractice must be known by the candidates.   Tasks must be set in such a way that candidates have to include their own perspective on an issue or process and use the knowledge, and can not merely download information and reproduce it as found.

Apart from the tests and preparatory examinations that must appear in Section D and Section E of the Portfolio, FOUR pieces of writing are to be included in the compiled portfolio.

SECTION A: EXTENDED WRITING (CREATIVE)   [30]

1.   Two pieces of extended writing of 250 – 350 words are required both of which must be written under controlled conditions. Essays **must** be from **two** different genres.   One of these must be a process writing exercise. **A maximum of one draft is acceptable.** Both drafts must be submitted together with the final draft. Process writing assignments should be given a mark only when the final draft is submitted.

SECTION B: COMMON ASSESSMENT TASK   [20]

A **Common Assessment Task** (CAT). The writing task of the Common Assessment Task will be included here.

SECTION C: LITERATURE: 3rd GENRE (film, drama, short stories)   [20]

One **rigorous task** is required, based on at least one work selected by the school for the 3rd genre from the list prescribed for study in that year.   The task should seek to explore the genre in a way that results in an alternative form of assessment. This genre should not be studied in the same manner as those that will be examined in Paper I or II. The final draft of this task must be written under controlled conditions.

SECTION D: TESTS (at least three tests of at least 30 marks each)   [10]

These tests must reflect the type of questions set in Paper 1 and Paper 2 of the external examination. The questions should include working with texts from a wide variety of genres. One of these must be a test on the 3rd genre.

SECTION E: PREPARATORY EXAMINATION   [20]
The full script of both examinations must be included:
• Paper One
• Paper Two

The **Common Assessment Task** will be sent in the March delivery each year. The National SBA Moderator will set the task and supply the criteria against which to assess the task. The task must be written under controlled conditions. The teacher/s will assess the task and, where there are two or more teachers at Grade 12 level, the HOD must moderate the standard of assessment.

Please note that candidates **must** submit pieces from each of the Sections i.e. Extended Writing, the CAT and the Third Genre. It is the responsibility of the teachers to ensure that each candidate has completed the prescribed SBA requirements. Candidates can not be awarded a zero mark for not having submitted an SBA task.

1.   Schools must certify that all work in each folder is the candidate's own work. Schools must be confident that the work has not been unduly influenced by others.

2.   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 folder should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.

3. The rubrics for the tasks/questions should indicate the level of competence of the candidate for each Skill/s. Tasks and questions should be carefully constructed so that marks achieved link directly to the rating code. Each candidate must be given a total mark by the teacher, expressed as a percentage. This percentage should adequately reflect the ability, aptitude and application of the candidate and not merely be an aggregate of all the pieces.

4. In addition to completing the mark-sheet provided, each school must prepare a mark-sheet giving the examination number and mark (%) of each candidate in mark order. This can be found under the Addenda (D.10). Academic Heads can access this form on IEB-online.

ORAL ASSESSMENT [100]
LISTENING AND SPEAKING

These skills will be assessed internally and moderated externally. The evaluation of candidates' oral proficiency should be continuous and their proficiency in a variety of situations should be assessed. It is important that activities included in the tasks focus on each skills and sub-skill. The final mark will comprise:

Prepared speaking [20]

- Ideally the candidate should have chosen a topic that is meaningful to him/ her.
- There needs to be evidence of substance although this is not necessarily only factual research.
- The register should be appropriately formal and the technical conventions associated with a prepared speech should be in evidence.
- Formal speeches should be no longer than a maximum of 3-4 minutes.
- Candidates must bring both their Prepared Speech as well as their CAT speech to the oral moderation.
- **Candidates will be expected to deliver a speech of their choice if they are selected for Oral Moderation.**

Reading – prepared and unprepared [20]
- Candidates need to give a clear introduction that includes a title, the name of the author and a coherent motivation as to why their specific prepared reading passage has been chosen.
- The technical aspects associated with delivery should also be applied to both the prepared and unprepared reading.

Communication activity throughout the year:

Listening strategies, comprehension and critical awareness [20]
- While one word answers and multiple choice questions can be included in listening comprehensions. There can only be one or two of these types of questions as other types of questions are required.
- Candidates need questions to assess whether they can distinguish between fact and opinion.
- Questions for inference, as well as for general information and specific detail must be included.
- There must be a question which targets evaluation.

Speaking strategies:
A candidate's year mark will be comprised of elements of the following: a **compulsory** discussion of the third genre prescribed work and a range of other strategies which can include **three** of the following: dialogue, role play, debate, panel discussion, negotiation, consensus reaching, group work, general conversation.   **[40]**

Oral moderators will need to see a detailed spread sheet of the range of assessments that have taken place to arrive at the final oral mark.

PLEASE ENSURE THAT FINAL ORAL MARKS USE THE MARK ALLOCATION PROVIDED ABOVE. DEPARTMENTS ARE ENCOURAGED TO USE A STANDARDISED SPREAD SHEET FOR ALL CANDIDATES' ORAL MARKS.

INTERPRETATION OF REQUIREMENTS
FIRST ADDITIONAL LANGUAGE
SBA

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

1.   PRESENTATION

- The SBA file submitted should be A4 in size, sturdy, but flat, light and not bulky. The pages must be secured. Plastic sleeves or flip files may not be used.
- The candidate's examination number must be clearly written on the front of the folder. Candidates' names may appear on the pieces of work contained in the folder.
- Work should be neat and legible, and written in blue or black ink only. It may be typed or handwritten, but as a range of work must be submitted, one piece each from the Extended Writing and Third Genre Sections must be handwritten under controlled conditions and clearly indicated on the mark sheet. The Common Assessment Task must also be written under controlled conditions.
- A variety of work must be presented in the SBA file.
- The order of pieces in the SBA file must correspond with the order on the SBA cover sheet.
- Pieces of work in each of the required categories should be filed together with clear dividers between each section.
- The portfolio is intended to support the teacher's assessment of the candidate's ability in coursework and in creative writing. The teacher must, therefore, ensure that, apart from the CAT, the other two categories of work required (extended writing, and the piece on the chosen work from the 3rd genre) are correctly represented, and that a range of work is submitted. Overall, the coursework in the SBA file should be characteristic of the candidate's general level of competence.
- The teacher must ensure that the same principles are used in selecting work for the SBA of each candidate.
- Schools are responsible for their internal moderation across the different classes.
- Each SBA file must include four pieces of written work apart from the tests and preliminary examinations.
- Pieces included in Section C (the third genre) must be academically challenging. The work should show evidence of understanding of the genre studied. If a film text has been studied, there must be evidence of filmic language and film technique having been understood.
- The instruction for the task and the criteria for the assessment must be clearly indicated on the front of each piece of work. Each piece should have a heading.
- There must be evidence of assessment/evaluation and meaningful feedback on each piece of work.
- Copying from study guides or plagiarism cannot be tolerated.
- The pieces of work included must be weighted according to the mark sheet.

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

2. CONTENT

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

The section on extended writing/composition should show evidence of some creative writing. The length of each piece must adhere to the requirements. Reports, literary essays, and advertisements do not belong in this section.

- The Common Assessment Task will stipulate the length and format of the piece. Examples of the pieces that could be included in this task are advertisements/articles with an analysis, obituaries, dialogues, reports and long reviews.
- Teachers should ensure that the accepted layout requirements of letter writing are understood by the candidates, but should not encourage over-rigid treatment of other forms of transactional writing. Candidates should be flexible with regard to the layout and structure of the short pieces in order to deal with the particular requirements of a task. In particular, teachers should be careful that the elaborate company report layout is not used for short reports, for which predetermined headings are seldom appropriate. The emphasis should be on suiting style and lay-out to purpose of writing.
- It is important that the candidate's own voice shows in the writing. Where sources have been used, they should be acknowledged and a reference list included, where appropriate. **Plagiarism must be penalised**. If a teacher is in doubt as to the authenticity of a piece of writing, this piece should not be included in the portfolio.

3. ASSESSMENT

(a) General Comments

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

(b) Global Assessment and Marking to a Rubric

Global assessment is useful as a first indication of the overall worth of a piece. In global assessment, the reader arrives at an overall sense of the effectiveness and value of the piece of writing. Based on this, the work is assigned to a level. Thereafter, the particular rubric comes into effect. The final assessment should take both into consideration.

(i) **Levels**

In deciding on the level, teachers should employ the following guidelines:

- If the handling of the task is pleasing, and the language is sound, the work is worth at least a Level 5.
- When the writer has developed a truly individual voice, then the work should be assigned a Level 7 or a Level 6.
- A Level 7 requires that the writing should make a definite impact on the reader. Language and content should merge in a powerful unified statement.
- The Level 7 covers a range of 20% as against 10% for most of the other symbols. Truly distinguished work should be placed in the 90% range.
- If the work is reasonably correct but pedestrian and shows no individual touches, it belongs in the Level 4 category.
- In the Level 3 category there will be clear signs of linguistic difficulty, mismanagement of the topic or task, a lack of something to say, and padding.
- Work that is placed in the Level 2 or below category (fail) displays poor communication skills, usually because of an inability to control and employ language.

(ii) **Arriving at a mark**

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

Note: The teacher should avoid bunching of marks. If the advice to mark good work up and bad work down is followed, bunching is not as likely. In terms of the mark allocated, the work must match the description in the rubric for that level of competence.

(iii) **Using a rubric/rating scale/marking memorandum for assessment**

A typical rubric used to standardise assessment in external examinations can be found in the Administrative and Support Documentation, and may serve as a guide to internal assessment. It is intended for use in assessing compositions or longer pieces of writing.

In composing a rubric, it is important to align the assessment criteria as closely as possible to the skills being assessed.

(c)   Some cautionary notes

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

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

Candidates with barriers to learning should be treated individually in respect of concessions made in the SBA work. Teachers must use their discretion and/or ask the IEB to recommend how to deal with particular disabilities or barriers.

To summarise, the following points should be considered:

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

(d)   Recording of marks

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. The marks given should be supported by the evidence in the SBA file. In addition, each school must prepare the mark-sheet giving the examination number and final mark (%) of each candidate in rank order of their marks.

(e)   Moderation

The SBA files must be submitted to the IEB either for regional moderation by the 15 September – 15 October OR for national moderation by 7th November each year. The purpose of the moderation is to ensure that the curriculum and SAG requirements have been followed and that standards are similar across different schools.

ORAL ASSESSMENT

1. GENERAL COMMENTS

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

- Listening Strategies   20%
- Reading, prepared and unprepared   20%
- Prepared speech   20%
- Conversation Strategies   40%

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

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

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

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

The Third genre **must** be used as the basis for some of the oral assessment. Clearly, knowledge and understanding of the chosen text/film cannot be separated from the candidate's ability to talk about them, but the emphasis in the oral component is on the ability of the candidate to talk about what he/she has read or seen, his/her ability to express a personal response, rather than correctness of fact and interpretation per se.

In addition to the prescribed works, candidates should be able to talk about other texts read or films seen. More able candidates should certainly have read other novels or short stories, and all should be able to talk about newspaper and magazine articles they have read. A profile sheet is provided under the administrative and support documentation. Each candidate should be ready to present a completed profile to the Oral Moderator if needed.

2. MODERATION OF ORAL WORK

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

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

- a list of all candidates and the final mark (out of 100) for oral, arranged in rank order, so that the moderator may select candidates from the entire range of ability.

- the combined spread sheet for the class showing details of how the oral mark was derived.

- individual candidates must hand their personal profile for oral moderation to the moderator.

The function of the moderator is to ensure that the requirements of the curriculum and the examination requirements have been followed and that standards are similar across different schools. On the basis of the moderation session conducted, the moderator will make recommendations to the IEB whether the marks for the school's Grade 12 cohort should be accepted as they are or adjusted in some systematic way.

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

3. GUIDELINES FOR ASSESSMENT

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

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

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

A. READING

Prepared reading

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

Unprepared reading

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

B. PREPARED SPEAKING

- The guiding rule here is that candidates should talk **to** their audience, not **at** them.
- Candidates should choose a topic that is important to them. Sincere enthusiasm and personal conviction about the subject automatically aids the quality of the presentation.
- The speech should not be a mere collection of facts gleaned from one source or other: it must present a point of view and be persuasive.
- Ideas must be presented in a clearly structured way, with an effective introduction and a firm conclusion.
- Content should be enriched with sufficient information and ideas.
- Language should be sophisticated without being overly formal, and should display a good vocabulary.
- The prepared speech should not be presented in a 'public speaking manner'. While the speech should be well rehearsed to ensure confidence, it should **never** be learned off by heart or read from full notes. A spontaneous manner and the confidence from knowing the topic well are what the audience appreciates most.

- Candidates should use only cue cards with words/phrases on them. A full text is distracting and causes candidates to read. Reading from a written text should be heavily penalised.
- Candidates should stand in a relaxed manner, and use natural gestures, body language and facial expression to get their meaning across.
- Voice needs to be varied in terms of pitch, speed, and volume.
- Pauses should be used between sections. Never rush - the audience needs time to absorb what is being said.
- Eye contact with all parts of the audience is essential.
- The way in which the speaker handles questions may materially affect the assessment of the talk.
- Computer generated presentations can be included here.
- Candidates will also prepare speeches for debates, panel discussions, chairing meetings, interviews, etc.

C. UNPREPARED SPEAKING AND LISTENING

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

Impromptu speech

This assessment focuses mainly on the candidate's ability to 'think on his/her feet' and to express himself/herself fluently without preparation. Candidates **will not** be required to deliver an unprepared speech in the oral moderation session.

Class discussion

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

Conversation

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

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

LISTENING COMPREHENSION

The candidate should be assessed in a manner that does not involve too much writing or speaking as then the listening is not the focus. The text should be read once with the candidate listening attentively; read a second time with the candidate listening actively (taking notes) and then the questions should be answered. While one word answers and multiple choice questions can be included in listening comprehensions, attention needs to be paid to the other types of questions outlined earlier. Candidates need questions to assess whether they can distinguish between fact and opinion. Questions for inference, as well as for general information and specific detail must be included. There must be at least one question which targets evaluation.

GUIDELINES: FILM STUDY

1. When candidates speak and write about films, they must show that they are filmically literate, i.e. that they understand that a director carefully selects and omits details in creating meaning in a filmic text. Their answers should demonstrate competency in using filmic language.

   Thus, candidates must demonstrate that they are able to decode:
   * how, and to what effect, the director of a specific film has used the camera;
   * how and why a specific soundtrack has been introduced;
   * how casting has operated;
   * how filmic ploys (e.g. an angle or editing) have been utilised to suggest a theme; or create a mood or construct various power relations).

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

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

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

D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION

D.1 Oral: candidate profile form

D.2 Rank order list: oral

D.3 First Additional Language Feedback Form

D.4 Prepared Speech Rubric

D.5 Prepared Reading Rubric

D.6 Unprepared Reading Rubric

D.7 Rubric for oral conversation

D.8 Portfolio Coversheet

D.9 Declaration of authenticity

D.10 Rank order list: portfolio

D.11 Cluster Feedback Form

D 12 SBA Feedback Forms

D.13 E.g. of rubric for extended writing

D.14 Rubric for longer transactional writing

D.15 Rubric for shorter transactional writing

D.16 Content and context for the teaching of language

D.17 Purpose of the language curriculum

D.18 Exemplar of Analysis Grid

D.19 Bloom's Taxonomy

D.20 Revised Bloom's Taxonomy

D.1 ORAL: CANDIDATE PROFILE FORM

NATIONAL SENIOR CERTIFICATE EXAMINATION

FIRST ADDITIONAL LANGUAGE

ORAL MODERATION: PERSONAL PROFILE
(To be completed by each candidate and handed to the moderator)

Name

Preferred name or nickname

Hobbies/Sports

Topic/s for prepared speech

Prepared reading
From

General interests (apart from sports/hobbies) and future goals

Recent movies I have seen/recent books I have read

D.2   RANK ORDER LIST: ORAL

NATIONAL SENIOR CERTIFICATE EXAMINATION

FIRST ADDITIONAL LANGUAGE

ORAL ASSESSMENT

CENTRE NO

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

	EXAMINATION NUMBER	MARK - 100
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D.3   FIRST ADDITIONAL LANGUAGE FEEDBACK FORM

NATIONAL SENIOR CERTIFICATE EXAMINATION
FIRST ADDITIONAL LANGUAGE ORAL MODERATION
MODERATOR'S COMMENT SHEET

Centre Name/No: _____

Presentation of formal speeches:

Preparation:	
Content:	
Presentation:	
Evidence of research:	
General:	

Listening Comprehension

Evidence of a range of listening skills:	
General:	

P.T.O.

Prepared and Unprepared reading:

Preparation:	
Relevance of choice:	
Audience contact: Reading to, rather than at the audience:	
Comprehension:	
General:	

General discussion:

Current Affairs Knowledge:	
Ability of candidates to switch to register:	
Ability of candidates to engage with the moderator:	
General:	

Other comments:

Evidence of mark range:	
Areas of excellence:	
Areas of improvement:	
Use of personal profiles:	
General comments:	

D.4   PREPARED SPEECH RUBRIC

Criteria for Assessing a Prepared Speech	Level 7 80 – 100	Level 6 70 – 79	Level 5 60 – 69	Level 4 50 – 59	Level 3 40 – 49	Level 2 30 – 39	Level 1 0 – 29
Structure **Demonstrate planning and research skills for oral presentation** ✓ Organise material coherently by choosing main ideas and relevant and accurate details or examples for support ✓ Prepare effective introductions and conclusions ✓ Incorporate appropriate visual, audio and audio-visual aids	The structure is flawless. There is a clear, riveting introduction and an insightful relevant conclusion. Information is effectively organised and new ideas flow smoothly from one to the other.	The structure is clear and well developed, although there are times when transitions between ideas could be better. There is a clear introduction and a pleasing conclusion, which fulfils the function of signposting the speech, as well as rounding off the speech effectively.	There is a sense of structure, but there are times, when this is not well sustained. There is an introduction and conclusion, but these are functional rather than enhancing the quality of the speech.	There is a basic structure and evidence of an introduction, body and conclusion. However, the overall speech lacks logical development and cohesion. The introduction and conclusion do not fulfil their purpose adequately.	The structure is lacking cohesion. There is no clear distinction between new ideas. The speech may lack either an introduction or a conclusion.	There is little evidence of structure. The speech has been sequenced illogically and ideas do not follow on meaningfully from each other. The speech is without an introduction and/ or conclusion.	There is no evidence of structure. The candidate does not seem to have made any effort to prepare sufficiently and meanders through the speech without any real sense of purpose. There is no evidence of an introduction or conclusion.
Content **Demonstrate planning and research skills for oral presentation** ✓ Research a topic by referring to a wide range of sources	The content has substance, is thought-provoking and-at times-profound. The candidate has selected appropriate, and relevant, content for the topic.	The content has substance, but this is not sustained. Some content may be superfluous.	The content tends to be adequate or pedestrian. The candidate does have something to say, but the content has not been fully developed. Some content is inaccurate and/or irrelevant.	The content is mediocre. There is evidence of research, but the candidate has not been able to synthesise the research into the speech.	The content is very superficial and there is very little evidence of research. What research there is, is presented almost independently of the speech.	There is very little real content and the speech tends to be almost wholly narrative. It does not convey the sense of having been prepared and the marker has to trawl for content.	Some ideas relating to the topic are evident, but they are almost completely undeveloped and seem to emerge by coincidence rather than design. There is a great deal of irrelevant rambling.

Appropriate use of Register and Vocabulary	The use of register is excellent and is sustained successfully throughout the speech. The level of vocabulary is sophisticated and the candidate employs the vocabulary correctly and meticulously.	The use of register is pleasing and very appropriate. However, the control of register is not consistently fluent. The level of vocabulary is rich and varied and the candidate employs the vocabulary correctly.	The use of register is correct, although some errors in register may occur. The vocabulary is correct but ordinary /or has minor flaws.	The use of register is not always appropriate and tends to be either too colloquial or too forced. While the candidate uses vocabulary competently for the most part, errors in correct usage and context do occur.	The use of register is too casual and can be deemed inappropriate. There are errors in vocabulary, context and grammatical structure which hamper communication.	The use of register is incorrect and tends towards slang and an overuse of contractions. The candidate makes numerous errors in grammar and the vocabulary is limited.	The use of register is incorrect and the candidate is entirely too colloquial. The candidate's use of grammar is flawed and the vocabulary is inappropriate or inaccurate.
Demonstrate critical awareness of language use in oral situations ✓ Use and evaluate appropriate language varieties, styles and registers to suit purpose, audience and context ✓ Identify and use a wide range of persuasive techniques ✓ Make inferences and judgments and motivate with evidence							
Delivery **Demonstrate the skills of listening to and delivering oral presentations** ✓ Use and evaluate rhetorical devices such as anecdotes, rhetorical questions, pauses and repetition ✓ Use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately ✓ Pronounce words without distorting meaning	The delivery is superior and displays flair and individuality. The candidate has used pace, pause and varied intonation to enhance the quality of the speech. Eye contact is convincingly maintained and the audience is effectively addressed. The candidate is spontaneous, fluent and sincere.	The delivery is of a high standard. However, there are some elements relating to pace, pause and intonation that could be improved. Eye contact is not always sustained. The candidate is sincere but the delivery lacks the overall polish and flair.	The delivery is of a pleasing standard, but the candidate is not able to alter the elements of pace, pause and intonation effectively. The candidate tries to employ eye contact, but this is quite sporadic. There is often a dependence on key cards. This affects the candidate's sincerity and conviction.	The quality of delivery is competent. The candidate may be hesitant, or else speak too fast. Pause, pace and intonation have not been given sufficient consideration which impacts on the overall delivery. Eye contact is limited and the candidate is tending towards relying heavily on key cards. The candidate may move unnecessarily, which is distracting to the audience.	The quality of delivery is lacklustre. The candidate lacks fluency. There is minimal attention to pause, pace and intonation. Eye contact is very limited and the candidate is tending towards reading the speech. The speech does not reveal a sense of the candidate's personality. The candidate may employ distracting movement, which detracts from the overall quality of the speech.	The quality of delivery is less than adequate. It is difficult to follow the speech because of a halting delivery, which is monotonous. The candidate does not employ any eye contact and is reading the speech entirely or constantly looking for his/her place on cue cards. The candidate may engage in excessive movement which serves no specific purpose.	The delivery is very poor. The candidate cannot use techniques of delivery with any success and is often inaudible and inarticulate. The delivery is hesitant and stumbling with distracting movements. Consequently, the speech is generally muddled and nonsensical.

D.5   PREPARED READING RUBRIC

Criteria for Assessing a Prepared Reading	Level 7 80 – 100	Level 6 70 – 79	Level 5 60 – 69	Level 4 50 – 59	Level 3 40 – 49	Level 2 30 – 39	Level 1 0 – 29
Motivation for choice of passage **Demonstrate planning and research skills for oral presentation** ✓ Prepare effective introductions **Demonstrate critical awareness of language used in oral situations** ✓ Use and evaluate appropriate language varieties, styles and registers to suit purpose, audience and context ✓ Make inferences and judgments and motivate with evidence.	The candidate provides a sincere and well-substantiated choice of passage, which is fluently and compellingly delivered. The candidate provides an insightful overview that helps the audience contextualise the passage. The register employed is entirely appropriate and enhances the candidate's motivation.	The candidate's motivation is engaging and sincere, but it lacks sufficient substance. The overview required more detail for the audience to be able to understand the context fully. The register is appropriate and the candidate uses the chosen register accurately and articulately.	The candidate's motivation is pleasing, but the explanation has errors or else is quite superficial. The overview is competent, but lacks flair and insight. The register is generally appropriate although some lapses may occur.	The candidate does give a motivation, but this is generally personal and does not provide appropriate substantiation to provide his/her views. The overview is adequate, but lacks fluency and polish. The correct register is mostly employed, but there are phrases which are inappropriate or too casual.	The motivation is too short and is very superficial. The candidate tends to give a plot summation of the novel rather than an explanation as to why the novel is important to him/her. The use of register is inappropriate and tends to be too casual.	The motivation is almost non-existent and is vague and most superficial. The candidate does not seem to have prepared a motivation and the use of register that is employed is inappropriate.	There is no motivation. The candidate does provide a title and an author but there is nothing else. The use of register is inappropriate.
Choice of Passage	The choice of passage is excellent and allows the candidate great scope for a memorable delivery. The variety of register, dialogue and style enables the reader to demonstrate his/her range of competence.	The choice of passage is very pleasing and the candidate can use the techniques of delivery to very good effect. Interesting dialogue allows the candidate to change pace and voice to enhance the quality of the overall reading.	The choice of passage is good and the candidate has tried to select a passage, which will enable him/her to use the required techniques of delivery in a pleasing manner.	The choice of passage could have been better. While the candidate does seem to have given this some thought, the passage does not allow the candidate to clearly display his/her strengths.	The choice of passage has not been carefully selected. The candidate seems to have chosen the passage quite randomly with little thought as to how the delivery techniques can be put to best use.	The choice of passage is poor and seems to have been decided upon because of its availability rather than because of its strengths.	The choice of passage appears entirely random. The candidate has not given any thought as to how he/she can employ the required techniques.

| Delivery

Demonstrate the skills of listening to and delivering oral presentations

✓ Use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately
✓ Pronounce words without distorting meaning | The reading is superior and displays flair and individuality. The candidate has used pace, pause and varied intonation to enhance the quality of the reading. Eye contact is convincingly maintained and the audience is effectively addressed. The candidate's reading is riveting. | The reading is of a high standard. However, there are some elements relating to pace, pause and intonation that could be improved. Eye contact is not always sustained. The candidate reads well but the delivery lacks the overall polish of Level 7. | The reading is of a pleasing standard, but the candidate is not able to alter the elements of pace, pause and intonation effectively. The candidate tries to employ eye contact, but this is quite sporadic. There is too much dependence on the text. This affects the sincerity and conviction of the overall reading. | The quality of reading is competent. The candidate may be hesitant, or else read too fast. There is not enough attention to pause, pace and intonation. Eye contact is limited and the candidate has his/her eyes closely focused upon the book. | The quality of reading is lacklustre. The candidate lacks fluency and there is much stumbling over words. There is little attention to pause, pace and intonation. Eye contact is minimal and the candidate does not seem to be fully familiar with the nuances of the passage. | The quality of reading is less than adequate. It is difficult to follow the reading because of a halting delivery, which is either too slow or too fast and becomes monotonous. The candidate does not employ any eye contact and loses the audience. | The reading is very poor. The candidate cannot use techniques of delivery with any success and is often inaudible and inarticulate. The delivery is hesitant and stumbling. The candidate does not seem to be familiar with the passage and does not lift his/her eyes from the text. |

D.6 UNPREPARED READING RUBRIC

Criteria for Assessing an Unprepared Reading	Level 7 80 – 100	Level 6 70 – 79	Level 5 60 – 69	Level 4 50 – 59	Level 3 40 – 49	Level 2 30 – 39	Level 1 0 – 29
Delivery **Demonstrate the skills of listening to and delivering oral presentations** ✓ Use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately ✓ Pronounce words without distorting meaning	The reading is superior and displays great skill of delivery. The candidate has used pace, pause and varied intonation to enhance the quality of the reading. The candidate has communicated the varied nuances of the passage, as well as the content, with great flair. Eye contact is well established and the audience is effectively addressed. The candidate's reading is outstanding and shows an instant grasp of the text's meaning.	The reading is of a high standard and the candidate has communicated the meaning of the passage fluently and effectively. However, there are some elements relating to pace, pause and intonation that could be improved. Eye contact is not always well sustained. The candidate's reading can be deemed most pleasing.	The reading is of a pleasing standard and the candidate is able to communicate the content of the passage competently. However, the candidate is not able to alter the elements of pace, pause and intonation effectively enough to really enhance the quality of his/her delivery. The candidate tries to employ eye contact, but this is quite sporadic. While the overall reading is pleasing, the candidate is not able to make the passage come alive for the audience.	The quality of reading is adequate. However, the candidate does not always communicate the content of the passage clearly. The candidate may be hesitant, or else read too fast. There is insufficient attention to pause, pace and intonation. Eye contact is limited and the candidate is not able to engage with his/her audience successfully.	The quality of reading is less than adequate. It is difficult to follow the reading because of a halting delivery, which is monotonous. The candidate struggles to convey the meaning of the passage and there are a number of mispronunciations of vocabulary. The candidate does not take sufficient note of punctuation and sentence structure. The techniques of delivery are weak and the candidate is unaware of his/her larger audience.	The quality of reading is poor. The candidate lacks fluency and there is much stumbling over words that the candidate cannot identify. While the candidate makes an attempt to read the passage, the meaning is poorly conveyed. Punctuation and sentence structure is ignored. There is no attention to techniques of delivery and the audience is painfully aware of the candidate's unease.	The reading is very poor. The candidate cannot use techniques of delivery with any success and is often inaudible and inarticulate. The delivery is hesitant and stumbling. The listener struggles to make sense of what the reader is communicating. The candidate cannot make sense of the passage.

RUBRIC FOR ORAL CONVERSATION
FIRST ADDITIONAL LANGUAGE

A suggested 10 point scale for the grading of oral conversation

Point	Description	Symbol	Characteristics/Criteria
10 – 9	Excellent	A	i. Spoken language at highest level to be expected of candidate. ii. Excellent in all the positive characteristics listed below. iii. Has interesting points to make and can both challenge and defend a point of view effectively. Shows good judgment and critical ability.
8 – 7	Very good	A	i. Generally understands questions the first time round. Rephrasing needed only now and then. Responds satisfactorily to expected and unexpected questions. ii. Makes good use of questions, challenges a point of view where appropriate and is able to sustain an argument. Has a wide knowledge of the topic, and introduces ideas appropriately. iii. Effectively uses a wide variety of structures, vocabulary and idioms. Speaks confidently.
7 – 6	Good	B	i. Understands questions but experiences problems with some unexpected questions and needs to rephrase. ii. Will initiate some questions and challenges, but is more inclined to respond than direct the conversation. Refers to relevant information, within a narrow range. iii. Uses an adequate variety of structures, vocabulary and idioms. Speaks fairly fluently, sometimes hesitant.
6 – 5	Satisfactory	C	i. Experiences no problems with expected questions, and responds reasonably well to unexpected questions, especially after rephrasing. ii. Does not ask many questions nor challenge points of view. Has limited knowledge, but does use relevant information. iii. Uses a limited variety of structures and vocabulary, with few idioms. Makes few mistakes within this range.
5 – 4	Adequate	D	i. Experiences some problems with questions, but manages after rephrasing of questions to respond adequately. ii. Does not ask questions nor challenge points of view. Is passive on the whole, but, when pressed, can give information or knowledge – not always relevant however. iii. Uses a limited variety of structures and vocabulary, but very few idioms. Makes mistakes.
4 – 2	Poor	E	i. Experiences problems even with expected questions, but tries to answer. ii. Shows incomplete knowledge and understanding of topic under discussion, and sometimes gives faulty and irrelevant answers. iii. Has elementary, limited vocabulary and uses faulty sentence structures.
2 – 0	Very weak	F	i. Does not understand the majority of questions posed by the examiner, and experiences serious problems in responding. ii. Has incomplete or faulty knowledge iii. Has very limited vocabulary. Sentence structure very faulty.

D.8   PORTFOLIO COVERSHEET

NATIONAL SENIOR CERTIFICATE EXAMINATION
FIRST ADDITIONAL LANGUAGE PORTFOLIO

NAME OF CANDIDATE: EXAMINATION NUMBER:

		Possible Mark	Actual Mark	Symbol	Pieces written under test/controlled conditions
SECTION A EXTENDED WRITING/ COMPOSITION (250-350 Words)	1				
	2				*
TOTAL FOR THIS SECTION		30			
SECTION B (a) COMMON ASSESSMENT TASK (CAT)	1				*
TOTAL FOR THIS SECTION		20			
SECTION C3 LITERATURE (3rd genre)	1				
TOTAL FOR THIS SECTION		20			
SECTION D Test	1				*
Test	2				*
Test (Must be from 3rd genre section)	3				*
TOTAL FOR THIS SECTION		10			
SECTION E Preparatory examination					*
TOTAL FOR THIS SECTION		20			
TOTAL		100			

Signature of Teacher: _____   Date: _____

Signature of Candidate:_____   Date: _____

D.9   DECLARATION OF AUTHENTICITY

NATIONAL SENIOR CERTIFICATE EXAMINATION
FIRST ADDITIONAL LANGUAGE
PORTFOLIO

I, _____, examination number_____

hereby declare that all the work submitted as part of the First Additional Language SBA file is
authentic (i.e. my own work) with no plagiarism or assistance from others when it is not allowed.

_____

SIGNATURE OF CANDIDATE   **DATE**

D.10   RANK ORDER LIST: PORTFOLIO

NATIONAL SENIOR CERTIFICATE EXAMINATION

FIRST ADDITIONAL LANGUAGE

PORTFOLIO ASSESSMENT

CENTRE NO [ ][ ][ ][ ]

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

	EXAMINATION NUMBER	MARK - 100
1		
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D.11   CLUSTER FEEDBACK FORM FOR FIRST ADDITIONAL LANGUAGE

MONITORING OF MODERATION AT CLUSTER MEETINGS

MODERATION OF TASKS AT CLUSTER MEETINGS

The educator who monitors a school's Grade 12 portfolio piece for compliance must complete, date and sign this form. The cluster leader ensures the completed forms are faxed to the IEB (0865294891) immediately after completion of the monitoring process. A copy of the form **must** be included in the educator's SBA file.

Educator's Name:	School:	
Monitor's Name:	School:	
Task Moderated:		
Task provides relevant criteria		
Task complies with requirements		Marking guideline for the task is available
Task is of the appropriate standard		
Marking guidelines/rubric is appropriate and meaningful		
Quality of marking is good and meaningful feedback is provided to the candidate		

Monitoring Comments:
Please note that no monitor may change marks. However, it is important that the monitor provide some meaningful comment to assist his/her fellow educator.

Additional Comment:

MONITOR'S SIGNATURE:	**DATE:**
CLUSTER LEADER'S SIGNATURE:	**DATE:**

D.12   SBA FEEDBACK FORM

NATIONAL SENIOR CERTIFICATE EXAMINATION

NATIONAL MODERATION

FIRST ADDITIONAL LANGUAGE TEACHER FILE FEEDBACK FORM

CENTRE NO: _____   SUBJECT:

_____

	Yes	No
GENERAL		
Teacher's file is logically and systematically laid out		
Rank order of final SBA marks for all candidates have been included		
Spread sheet of ALL candidates' marks have been included		
Have the requirements, stipulated in the SAG, been met?		
Has each task been made clear?		
Are the assessment criteria clear?		
Have the tasks been evaluated using rubrics or appropriate marking guidelines?		
Is there evidence of relevant and reliable assessment tasks?		
Are the tasks age-appropriate?		
Are the tasks rigorous enough for Grade 12		
Is there any evidence of design grids for tests and examinations?		

Extended Writing Section:

	Yes	No
Topics are fresh, original and relevant to Grade 12 candidates		
Required 2 pieces reflect different genres: creative, discursive, argumentative, etc.		
The educator has indicated that one essay required process writing		
The educator has indicated which piece was completed under controlled conditions		
There is evidence of internal moderation AND/OR cluster moderation feedback provided in the teacher file		

Comments on the Extended Writing tasks:

_____

_____

_____

_____

_____

Common Assessment Task:

	Yes	No
There is evidence of internal moderation or cluster moderation feedback provided in the teacher file		

Comments on CAT:

_____

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Third Genre Section:

	Yes	No
Task set is academically rigorous		
The task engages the learners in a creative/meaningful way		
There is an appropriate rubric, which is suitable for the task		
There is evidence of internal moderation provided in the teacher file		

Comments on the Third Genre Section:

_____

_____

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_____

Tests Section:

	Yes	No
There are 3 tests, one of which is from the third genre		
Tests serve a specific purpose and reflect the appropriate standard		
Tests reflect the different cognitive levels as well as the 60%/40% split		
The combination of tests is correct i.e. Test 1 assesses aspects of Paper 1 and Test 2 assesses aspects of Paper 2.		
Test 1 and Test 2 reflect the structure of Paper 1 and Paper 2 respectively		
Marking guidelines have been included		

Comments on the Tests Section:

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Preliminary/Trials Examinations:

	Yes	No
Both examinations are included		
No study guides, exemplars, old examination papers or textbook questions have been used		
Preliminary or trial examinations reflect the final examination layout with regard to mark breakdown; number of choices etc		
Examinations reflect the different cognitive levels as well as the 60%/40% split		
Design Grids for both examinations are available		
There is evidence of internal moderation in the teacher file		

Comments on the Preliminary/Trials Examinations

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General Comments:

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SBA Moderator: _____

NATIONAL SENIOR CERTIFICATE EXAMINATION

NATIONAL MODERATION

FIRST ADDITIONAL LANGUAGE TEACHER AND LEARNER FEEDBACK FORM

CENTRE NO: _____   SUBJECT:

_____

	Yes	No
GENERAL		
Teacher's file is logically and systematically laid out		
Rank order of final SBA marks for all candidates has been included		
Spread-sheet of ALL candidates' marks have been included		
Have the requirements, stipulated in the SAG, been met?		
Has each task been made clear?		
Are the assessment criteria clear?		
Have the tasks been evaluated using rubrics or appropriate memos?		
Is there evidence of relevant and reliable assessment tasks?		
Are the tasks age-appropriate?		
Are the tasks rigorous enough for Grade 12		
Is there any evidence of design grids for tests and examinations?		

Extended Writing Section:

	Yes	No
Topics are fresh, original and relevant to Grade 12 candidates		
Required 2 pieces reflect different genres: creative, discursive, argumentative etc.		
One task has been completed under controlled conditions		
Extended writing are the appropriate length		
Constructive and sufficient feedback has been given		
There is evidence of process writing of one task		
There is evidence that consistent standards of assessment have been applied		
There is evidence that internal moderation AND/OR cluster moderation has taken place		

Comments on Extended Writing:

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_____

_____

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Common Assessment Task:

	Yes	No
The CAT has been completed with integrity.		
There is evidence of internal moderation AND cluster moderation		
There is evidence that consistent standards of assessment have been applied		

Comments on CAT:

Third Genre Section:

	Yes	No
Task set is academically rigorous		
The task engages the learners in a creative/meaningful way		
There is an appropriate rubric, which is suitable for the task		
There is evidence of internal moderation		

Comments on the Third Genre Section:

Tests Section:

	Yes	No
There are 3 tests, one of which is from the third genre		
Tests serve a specific purpose and reflect the appropriate standard		
Tests reflect the different cognitive levels as well as the 60%/40% split.		
The combination of tests is correct i.e. Test 1 assesses aspects of Paper 1 and Test 2 assesses aspects of Paper 2		
Test 1 and Test 2 reflect the structure of Paper 1 and Paper 2 respectively		
Memos have been included		

Comments on the Tests Section:

Preliminary/Trials Examinations:

	Yes	No
Both examinations are included		
No study guides, exemplars, old examination papers or textbook questions have been used		
Preliminary or trial examinations reflect the final examination layout with regard to mark breakdown; number of choices etc.		
Examinations reflect the different cognitive levels as well as the 60%/40% split		
Design Grids for both examinations are available		
There is evidence of internal moderation		

Comments on the Preliminary/Trials Examinations

General Comments:

SBA Moderator:_____ Date: _____

D.13   RUBRIC FOR EXTENDED WRITING

FIRST ADDITIONAL LANGUAGE WRITING RUBRIC

A suggested marking guideline: Composition and letter

1. Marking Scales						Symbol	Verbal Classification
100	70	50	40	30	20		
97 93 90 87 83 80	68 66 64 62 60 56	48 46 45 44 42 40	38 36 34 32	29 28 27 26 25 24	19 18 17 16	A	**OUTSTANDING:** Clear distinction; evidence of exceptional ability; imaginative thought and individual style.
77 75 73 70	55 53 51 49	38 37 36 35	30 29 28	23 22 21	15 14	B	**MERITORIOUS:** But not distinguished; sense of structure; some originality of thought and expression.
67 65 63 60	48 46 44 42	34 32 31 30	26 25 24	20 19 18	13 12	C	**SUBSTANTIAL:** Plain, clean statement; careful planning; intelligent reasoning and development; pleasing.
57 55 53 50	41 39 37 35	28 27 26 25	22 21 20	17 16 15	11 10	D	**ADEQUATE:** Plain statement; adequate treatment; few serious errors.
47 45 43 40	34 32 30 28	23 22 21 20	18 17 16	14 13 12	9 8	E	**MODERATE:** Pedestrian; mediocre subject matter and reasonable expression; reasonable subject matter and poor expression.
37 35 33 30	27 25 23 21	18 17 16 15	14 13 12	11 10 9	7 6	F/FF	**ELEMENTARY:** Faulty; not illiterate; poor subject matter; muddled; ungrammatical.
27 23 20 17 13 10	20 16 12 10 8 7	14 12 10 8 7 5	11 9 7 6 5 4	8 7 6 5 4 3	5 4 3 2	G	**NOT ACHIEVED:** Unintelligible; bordering on illiterate.

2. Mark Breakdown		Content	Language Usage				
First Estimate		Subject matter ideas, feeling, atmosphere, originality	Planning/Structure: opening and closing paragraph; sequence of paragraphs	Sentence construct, variety, spelling and punctuation	Verbal command, idiomatic usage, vocabulary	Total of breakdown	Final Mark
	100	40	25	15	20		

D.14   RUBRIC FOR LONGER TRANSACTIONAL WRITING

This rubric serves to guide the marking process. Markers should be aware that the mark for the PURPOSE element need not correspond with the mark for 'language and format'. A candidate may, for example, achieve a level 7 for 'purpose', but only a level 5 for 'language and format'. (e.g. 13+9 = 21)

LEVEL	MARK	PURPOSE DESCRIPTOR	LANGUAGE AND FORMAT DESCRIPTOR
		12 – 15	**12 – 15**
7	**30** **29** **28** **27** **26** **25** **24**	The candidate can write original and coherent texts, skilfully adapting to different audiences, purposes, formats and contexts. A mature personal style is evident. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register is displayed. Excellent evidence of editing enhances the overall expression of the candidate's viewpoint. All elements of the format are correct.
		11	**11**
6	**23** **22** **21**	The candidate is able to write original and coherent texts, can adapt to different audiences, purposes, formats and contexts although this is not completely sustained. There is evidence of a personal style and a thorough engagement with the question, although some depth may be lacking in places.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although there may be occasions where this is not fully sustained. Very few grammar or spelling errors. There may be minor errors in the format.
		9 – 10	**9 – 10**
5	**20** **19** **18**	The candidate is able to write with some degree of originality and attempts to adapt to different audiences, purposes, formats and contexts, although some areas jar with the question requirements. There is limited evidence of personal style. An average response.	Average response; pedestrian, but not seriously flawed, Mostly accurate use of vocabulary; language conventions and sound understanding of register. Minor errors. Format mostly correct.
		8	**8**
4	**17** **16** **15**	The candidate is generally able to write with some originality and tries to take into account different audiences, purposes, formats and contexts, although this is not entirely successful. Limited personal style is evident.	The candidate tries to apply conventions, but the product is flawed and has a number of language and punctuation errors. An attempt at employing the correct format has been made, but one or two errors are evident. There is limited understanding of appropriate register.
		6 – 7	**6 – 7**
3	**14** **13** **12**	An attempt is made to produce original texts which take into account different audiences, purposes, formats and contexts, but this is not always done correctly. Style is sometimes unoriginal and involves 'borrowing' from other work.	Flawed product which only vaguely follows format. Poor spelling and grammar. Meaning is not always clear. Register is usually at odds with the demands of the task.
		5	**5**
2	**11** **10** **9** **8**	Limited originality and inadequate attention to purpose, context and format. Generally no personal style. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product. Marred with language, punctuation and vocabulary errors. No understanding of appropriate register. Some attempt at format albeit incorrect.
		0 – 4	**0 – 4**
1	**7** **6** **5** **4** **3** **2 - 0**	Little or no evidence of engagement with the question or cohesion; no attention to purpose, context or format. A completely flawed response.	No evidence of language conventions; inability to use correct register; communication marred; short or rambling. No idea of format.

D.15   RUBRIC FOR SHORTER TRANSACTIONAL WRITING

ASSESSMENT RUBRIC

LEVEL	MARK	PURPOSE DESCRIPTOR	LANGUAGE AND FORMAT DESCRIPTOR
		4 – 5	4 – 5
7	10 9	Candidate can produce an original and coherent short text, skillfully adapting to different audiences. Candidate makes an intelligent statement.	Excellent use of language conventions, mature vocabulary and use of register displayed. Excellent evidence of editing enhances the overall expression of the candidate's message.
		3,5	3,5
6	8 7	Candidate is able to produce an original short text, although this is not always sustained. There is evidence of a personal style and engagement with the question.	Competent, at times impressive use of language conventions and vocabulary. Very good understanding of register, although not always sustained. Very few grammar or spelling errors.
		3	3
5	6 5	Candidate attempts to adapt to different audiences and contexts, although some areas jar with question requirements. An average response.	Pedestrian but not seriously flawed. Mostly accurate use of vocabulary and language conventions. Minor errors.
		2,5	2,5
4	4 3	Candidate tries to take into account different audiences, purposes and contexts, although this is not entirely successful.	Candidate tries to apply conventions, but there are a number of language and punctuation errors. There is limited understanding of appropriate register.
		2	2
3	2	An attempt is made to produce an original text which takes into account different audiences, purposes and contexts, but this is not always done correctly.	Flawed product with poor spelling and grammar. Meaning is not always clear. Register usually at odds with the demands of the task.
		1	1
2	1	Inadequate attention to purpose and context. Poor response; flawed. Candidate may have misunderstood the demands of the question.	Very flawed product marred with language, punctuation and vocabulary errors. No understanding of appropriate register.
		0	0
1	0	No evidence of engagement with the question. No attention to purpose or context. A completely flawed response.	No evidence of language conventions. Inability to use correct register. Communication marred.

[10]

D.16: CONTENT AND CONTEXT FOR THE TEACHING OF LANGUAGE

CONTENT AND CONTEXTS FOR THE TEACHING OF LANGUAGE

The use of texts for the teaching of language

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

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

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

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

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

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

Understanding how texts are constructed

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

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

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

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

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

TEXTS PRODUCED DURING THE INTEGRATED TEACHING OF LANGUAGE, GRADES 10-12 **(A selection should be produced in Grades 10 to 12.)**	
Transactional writing: Advertisements Brochures Curriculum Vitae Dialogues Editorials E-mail messages Faxes Formal and informal letters to the press Formal letters of application, request, complaint, sympathy, invitation Friendly letters Invitation cards Magazine articles Memoranda Minutes and agendas Newspaper articles Obituaries Postcards Reports (formal and informal) Reviews SMS	**Creative responses:** Narrative, descriptive, reflective, discursive, expository and argumentative compositions Responses to literature **Reference and informational texts:** Directions Instructions Mind maps Notes Paraphrases Research projects Summaries **Oral, visual and multi-media texts:** Advertisements **Dialogues** Flyers Formal and informal speeches **Interviews** Posters **Presentations with graphic / sound effects** **Research projects**
Non-compulsory texts for enrichment: **dramatisations, story telling, radio and television news, radio and television dramas, panel discussions, own short stories/poems/plays, cartoons, comic strips, jokes, signs, and so on.**	

D.17   PURPOSE OF THE LANGUAGE CURRICULUM

PURPOSE OF THE LANGUAGE CURRICULUM

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

D.18   EXEMPLAR OF ANALYSIS GRID

GRID AND TAXONOMY FOR USE WHEN DESIGNING TASKS

ANALYSIS GRID

Question	Which SKILL/s in the NSC does the question assess?	What is the subject specific content that the question assesses?	What is the cognitive level of difficulty of the question?	How is the question assessed? Marking guidelines/rubric?

NATIONAL SENIOR CERTIFICATE HANDBOOK:

IMPLEMENTATION: GRADE 12, 2014

D.19   BLOOM'S TAXONOMY

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; recognise subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise, critique, interpret, justify.
6	**Synthesis**	**The ability to put elements together to form a new whole**	Use old ideas to create new ones, generalise 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, generalise, rewrite, categorise, 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	**Comprehen-sion**	**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, generalise, 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, recognise, examine, tabulate, quote, name
1	**Fragmented knowledge**	**Recalls knowledge with errors**	Unable to recall accurately or coherently; partial recall	-

BLOOM'S TAXONOMY

COMPETENCE	SKILLS DEMONSTRATED
Knowledge	- observation and recall of information - knowledge of dates, events, places - knowledge of major ideas - mastery of subject matter *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where, etc.
Comprehension	- understanding information - grasp meaning - translate knowledge into new context - interpret facts, compare, contrast - order, group, infer causes - predict consequences *Question Cues:* summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend
Application	- use information - use methods, concepts, theories in new situations - solve problems using required skills or knowledge *Questions Cues:* apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover
Analysis	- seeing patterns - organisation of parts - recognition of hidden meanings - identification of components *Question Cues:* analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, explain, infer
Synthesis	- use old ideas to create new ones - generalise from given facts - relate knowledge from several areas - predict, draw conclusions *Question Cues:*

	combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if?, compose, formulate, prepare, generalise, rewrite
Evaluation	• compare and discriminate between ideas
	• assess value of theories, presentations
	• make choices based on reasoned argument
	• verify value of evidence
	• recognise subjectivity
	• *Question Cues*
	assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarise

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D.20 BLOOM'S REVISED TAXONOMY