

## SECOND ADDITIONAL LANGUAGE

### A. MEANS OF ASSESSMENT

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

**400 marks**

### B. REQUIREMENTS

#### **PAPER 1: LEARNING OUTCOME 2: READING AND VIEWING LEARNING OUTCOME 4: LANGUAGE**

**2 hours** **[100]**

#### **SECTION A: Reading For Meaning: Unseen texts** **[70]**

This section will divide into sub-sections as each examining panel for the different languages decides. Questions will be based on a wide variety of authentic texts. Texts can be in prose, visual and graphic form. Questions will require a variety of responses that may include identifying the main ideas, specific information, opinions, feelings and attitudes expressed in the texts.

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

Candidates may also be required to formulate short answers in the target language but the focus in this paper is on their understanding the given texts and not on formulating own texts.

Questions targeting the language outcome (LO4) will be included. Candidates will require an understanding of the passage, grammar, punctuation and vocabulary, e.g. synonyms/antonyms.

#### **SECTION B: Prescribed Texts** **[30]**

Texts in this section can include thematic texts, literature and cultural studies texts that have been prescribed for study.

Questions will be contextual in nature and must be answered in the target language. Questions will target the relevant Assessment Standards, but will not require sophisticated literary analysis.

Texts may include a text about the culture, character trait, region, countryside or other socio-political aspects of the countries where the language is spoken. Questions may require candidates to decode these in relation to a given literary text.

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

**2 hours**

**[100]**

The focus of this paper is on formulating own text, therefore questions should try to avoid an over-emphasis on understanding of the given text/s, which is covered in Paper I. Assessment Standards from both LO 3 and LO 4 will be targeted here.

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

**[30]**

A choice of short texts will be given as a point of departure.

Candidates will be required to describe, inform and express their own opinion on the topic of/issues in one of the given texts.

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

Length: 150 – 200 words.

**SECTION B: Writing a Transactional Text/ Formulating Information**

**[30]**

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

Each answer must be 3 – 5 lines in length ( $\pm$  150 words in total).

**SECTION C: Language in Context**

**[40]**

One to two texts (word count not exceeding 350 words) will be given as a point of departure. By answering questions candidates will demonstrate their knowledge of language and its use in context. A wide range of different types of questions can be set ranging from filling the gap to reformulation and synthesis.

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

**Internal Assessment**

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

**PORTFOLIO****[100]**

Each candidate must keep a portfolio of written work expressed in the target language and assessed by the teacher. It must include a variety of tasks representative of the candidate's work. Candidates may start work on their portfolios from September of the Grade 11 year, but all work included in the portfolio will be assessed at Grade 12 level.

The portfolio submitted must consist of exactly ELEVEN representative pieces of work, all to be written **in the target language**.

The work must correspond to the following categories:

**SECTION A: Tasks****[60]**

- FOUR pieces written under controlled conditions (200-300 words each). The mark for each piece must be converted to a final mark out of 10. (4 x 10)
- TWO pieces of **extended writing** (250-350 words), which should be **edited once** by the candidate. Both the original, with errors underlined and coded but not corrected by teacher, and the final version, assessed by the teacher, must be submitted. The weighting of this section is 20 marks. (2 x 10)
- Of the above, at least ONE piece must have used a literary text as a point of departure, drawn from the theme studied as an option (see Paper I requirements).

**SECTION B: Tests****[20]**

- A selection of 3 tests that reflect the assessment required in the final examination (as in Paper I and II). The tests must cover a range of Assessment Standards across the Learning Outcomes. Each test will be marked out of at least 20 marks, but the total weighting of this section is 20 marks. (20)

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

- Both Paper I (LO 2 including LO 4) and Paper II (LO 3 including LO4) must be included. Each paper is out of 100 marks but the total weighting of this section is 20 marks. (2 x 10)

**For more details**, see the Content section of Interpretation of the Requirements: Portfolio

Each candidate will be required to present his/her portfolio in a special folder for assessment by the teacher and subsequent transmission to the IEB for moderation purposes by 31 October each year.

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

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

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

- |       |   |      |
|-------|---|------|
| (i)   | Reading and discussion of a previously prepared document.   | (20) |
| (ii)  | Role Play/Situations  | (10) |
| (iii) | Listening Comprehension   | (30) |
| (iv)  | Conversation<br>(Discussion of Themes and of prescribed oral texts to be included in general conversation.) | (40) |

**Listening Comprehension**

Listening Comprehension tasks should be done during the year to assess LO 1: Listening and Speaking. These should be completed under controlled conditions, based on pre-recorded texts. Marks for this section are to be attained from tasks assessing three kinds of listening comprehension:

Type 1: Listening for main points

Type 2: Listening for specific information

Type 3: Listening for detailed information

**C. INTERPRETATION OF THE REQUIREMENTS****Portfolio**

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

**1. General**

- Schools must certify that all work in each folder is the candidate's own work. This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others.
- All work in the folder must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each folder should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.
- Each candidate will be given a total mark by the teacher, expressed as a percentage. Where, in the opinion of the school, an aggregate mark does not adequately reflect the ability, aptitude and application of the candidate, the school must motivate an alternative mark.
- In addition to completing a cover sheet and declaration of authenticity for each candidate (see Administrative and Support Documentation: 1), each school must prepare a mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order (see Administrative and Support Documentation: 2). The latter document is to be included in the teacher's portfolio.

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

## 2. Presentation

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

### 3. Content (of Section A)

The SIX pieces of work submitted in Section A of the portfolio must fulfil the following requirements:

- At least ONE of the pieces (either a test or an edited piece) must use a literary text as a point of departure. Where only one theme is prescribed, the portfolio MUST contain evidence of the second theme (the one chosen by the individual teacher). In minority subjects, both themes will be prescribed to ensure consistency of texts studied.
- One edited (process writing) piece must be NARRATIVE (e.g. story, letter), DESCRIPTIVE or DISCURSIVE (e.g. a dialogue, letter, article, discussion) where the candidate must put forward an opinion, argue a point of view or discuss an issue.
- The 2 edited (process writing) pieces (e.g. the narrative) should be presented as a draft as well as a final version. Errors in the first draft should be underlined and coded by the teacher/peers, but NOT corrected. The candidate then must present the original and the edited final version. Only the final draft is assessed in full by the teacher. The teacher must indicate a symbol on the first draft. Both the first and final version MUST be included.
- All other pieces that will appear in the portfolio may NOT be edited/re-copied
- The tasks should integrate all the outcomes and involve the learners in activities around vocabulary building and using language in a variety of ways. As far as possible, the final piece of the task must assess learners in a way that is different from the type of responses that are expected in the external examination. A task that starts with a research activity, continues through some oral activities to a writing activity would be suitable. **(final piece done under controlled conditions).**
- All portfolio pieces must be continuous prose pieces (i.e. not short questions and answers or contextual comprehension type questions).
- Different categories of writing could be submitted (e.g. friendly letters; formal letters; dialogues; faxes; stories; responses to authentic documents: texts, photos, cartoons, advertisements).
- At least ONE other piece must use an authentic text as a point of departure. The stimulus must be presented with the learner's task. (The authentic text may, for example, have been discussed in class or used as a comprehension, and then a task set on it. It could be a literary text. The bibliographic reference/source indication of authentic texts should preferably be included.

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

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

#### 4. Selection of Themes

Candidates **MUST** study **TWO** themes as a source of literary and cultural texts. One theme will be prescribed in detail and specific literary texts will have to be studied. These texts will be questioned in Paper I and II.

The other theme will also be prescribed in the case of languages with very small numbers; but will be chosen by the individual teachers in languages with larger enrolments.

Each year schools must indicate which theme has been chosen (where relevant). One (or both) will be prescribed by the examining panel.

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

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

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

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

#### 5. Assessment

##### General points

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

Teachers would be well advised to set assignments like more general essays in the second half of the Grade 12 year.

### **Recording the marks**

Each mark for a piece of work in the portfolio should be converted if necessary so that the final mark included in the portfolio total is also reflected on the task, making it possible to deal with a total of 100 for the whole portfolio. These marks must be realistic. (For example, 16 out of 20 means that the piece is worth an “A”, and is not merely a rounded up “B”).

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

### **Moderation of portfolio**

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

The portfolio must be ready to be submitted to the IEB for moderation by 31 October each year. Schools will be informed which portfolios must go through to the moderation committee for moderation.

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

### **ORAL AND AURAL ASSESSMENT**

The oral and aural assessment by individual teachers is an ongoing process throughout the year, and will be subject to moderation in the latter part of the year. The language skills contained in the Assessment Standards for Learning Outcome 1 (Listening and Speaking) are expected to be assessed and the individual marks recorded by teachers.

<b>100 marks</b>
------------------

## 1. Discussion of a previously prepared document [20]

- The IEB will send schools a selection of 8 – 10 texts each year. Candidates must prepare at least THREE of these, from which the moderator will select ONE for discussion.
- The candidate must introduce the document, and, through discussion and answering questions, demonstrate an understanding of the text and be able to express an opinion on the subject matter, and on related issues.
- This is NOT a prepared speech.
- Texts may be prepared together in class.

## 2. Role Play [10]

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

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

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

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

### 3. **Listening Comprehension** [30]

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

More than one mark must be collected for listening as part of the continuous assessment of listening. At least one mark for Listening Comprehension in the oral component should come from a test of 30 minutes for 30 marks.

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

See Requirements above for details.

### 4. **Conversation** [40]

General discussion with teacher about such topics as personal life, future plans, daily routine, interests. This will also include discussion around the themes or literature studied.)

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

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

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

## **MODERATION OF ORAL WORK**

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

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

- the correct forms as supplied by the IEB.
- a list of all candidates and the final mark (out of 60) for oral, arranged in order of merit, (Administrative and Support Documentation: 3).
- the mark-sheet for the class showing the breakdown of how the oral mark was composed.

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

1. Portfolio cover sheet with declaration
2. IEB portfolio rank order mark sheet
3. IEB Oral Moderation rank order mark sheet
4. Selected themes and literary texts (if applicable)
5. Generic document on plagiarism
6. Generic document on rich tasks
7. Assessment Design and Reporting Levels
8. Learning Outcomes and Assessment Standards for Grade 12 from NCS
9. Cluster moderation sheets

## 1. PORTFOLIO COVER SHEET WITH DECLARATION



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
PORTFOLIO COVER SHEET**

NAME OF CANDIDATE: \_\_\_\_\_

EXAMINATION NUMBER: \_\_\_\_\_

--	--	--	--	--	--	--	--

		Possible Mark	Actual Mark
<b>SECTION A</b> 1. Tasks under controlled conditions (200 – 300 words)	1		
	2		
	3		
	4		
	<b>TOTAL FOR THIS SECTION</b>		40
2. Extended writing (250 – 350 words)	1		
	2		
	<b>TOTAL FOR THIS SECTION</b>		20
<b>SECTION B</b> Test	1		
	2		
	3		
	4		
	<b>TOTAL FOR THIS SECTION</b>		20
<b>SECTION C</b> Preliminary examinations	1	100	
	2	100	
	<b>TOTAL FOR THIS SECTION</b>		20
<b>TOTAL</b>		100	

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

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

Date: \_\_\_\_\_

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

Signature of Candidate: \_\_\_\_\_

Date: \_\_\_\_\_

2. IEB PORTFOLIO RANK ORDER MARK SHEET



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

CENTRE NO

--	--	--

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

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

3. IEB ORAL MODERATION RANK ORDER MARK SHEET



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

CENTRE NO

--	--	--

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

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

## 4. SELECTED THEMES AND LITERARY TEXTS (IF APPLICABLE)



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGES  
NON OFFICIAL LANGUAGES**

**A. THEMES**

The following TWO themes will be studied:

1. **Prescribed theme** (indicate the theme prescribed by the IEB):

---

2. **Selected theme** (indicate the theme selected by the teacher):

---

**AND**

**B. LITERATURE TEXTS**

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

The following PLAY or NOVEL has been selected.

---

—

**OR**

The following TWO SHORT STORIES and THREE poems have been selected:

Short stories:

1. \_\_\_\_\_

2. \_\_\_\_\_

Poems:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

5. GENERIC DOCUMENT ON PLAGIARISM



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGES  
NON OFFICIAL LANGUAGES**

Under development

## 6. GENERIC DOCUMENT ON RICH TASKS



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGES  
NON OFFICIAL LANGUAGES**

**RICH TASKS**

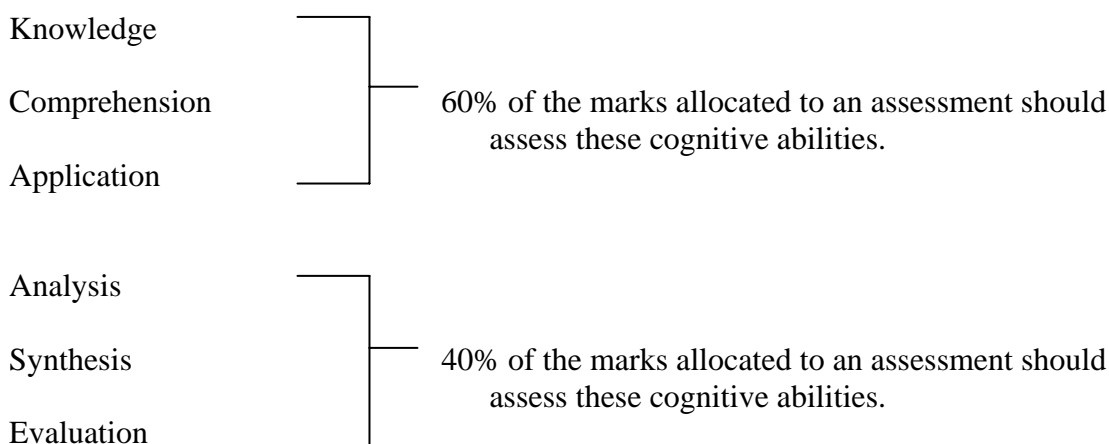
The portfolio requirements of both the GET and FET see a reduction in the number of portfolio pieces but an increase in the rigour required – a less is more approach. The portfolio pieces that are not examination or test oriented, should be rich.

**What do we mean by rich tasks?**

1. Tasks that assess a cluster of Assessment Standards  
They should assess a meaningful chunk of the qualification, either deeply in one Learning Outcome or broadly across Learning Outcomes.
2. Tasks that require an integration of knowledge, skills, attitudes and values  
They should require learners to use knowledge, skills, attitudes and values learned over time in an integrated way in an applied context.
3. Tasks that make use of unfamiliar/unrehearsed contexts  
Learners should be required to demonstrate applied competence, i.e. transfer their learning gained over time into new situations. These new contexts should be:
  - real life
  - relevant and appropriate to the age group
  - present a problem or scenario or issue with which the learners have to engage
  - allow assessment of process as well as product
  - encourage metacognition (awareness of the process of learning)
  - cater for all levels of cognitive ability

**SETTING TO COGNITIVE LEVELS**

Portfolio tasks should be set with the following in mind:



## 7. ASSESSMENT DESIGN AND REPORTING LEVELS

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

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

## 8. LEARNING OUTCOMES AND ASSESSMENT STANDARDS FOR GRADE 12 FROM NCS



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGES  
NON OFFICIAL LANGUAGES  
ASSESSMENT STANDARDS**

**LEARNING OUTCOME 1****LISTENING AND SPEAKING**

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

We know this when the learner is able to:

- demonstrate knowledge of different forms of oral communication for social purposes:
  - comment on experiences, defend a position, make prepared and unprepared responses and tell a story;
  - initiate and sustain a conversation;
  - give and follow directions and instructions with accuracy;
  - interact actively in group discussions by expressing own ideas and opinions and listening to and respecting those of others, while engaging with a range of familiar issues;
  - make a short prepared speech or presentation.
  
- demonstrate planning and research skills for oral presentations
  - research a familiar topic by referring to a range of sources;
  - organize a range of material coherently by choosing main ideas and relevant details or examples for support;
  - identify and choose appropriate vocabulary, language structures and formats;
  - prepare effective introductions and endings;
  - incorporate appropriate visual, audio and audio-visual aids such as charts, posters, photographs, slides, images, music, sounds and electronic media.
  
- demonstrate the skills of listening to and delivery of fluent oral presentations:
  - use familiar rhetorical devices such as rhetorical questions, pauses and repetition;
  - use tone, voice projections, pace, eye contact, posture and gestures correctly and respond appropriately;
  - pronounce words without distorting meaning;
  - demonstrate comprehension of oral texts by making notes, checklists and summaries and/or by retelling and explaining main and supporting ideas;
  - listen critically and respond to different straightforward questions for clarification.

- demonstrate critical awareness of language use in oral situations:
  - use appropriate style and register to suit purpose, audience and context;
  - distinguish between facts and opinions;
  - comment on language use and motivate with evidence;
  - recognise the relationship between language and culture;
  - recognise and challenge emotive and manipulative language such as in propaganda and advertising.
  
- demonstrate various reading and viewing strategies for comprehension and appreciation:
  - ask questions to make predictions;
  - skim texts for information by reading titles, introductions, first paragraphs and introductory sentences of paragraphs;
  - scan a range of texts for specific information;
  - read fluently according to purpose and task;
  - summarise main ideas in point form, sentences and paragraphs;
  - work out the meaning of unfamiliar words and/or images in familiar contexts by using knowledge of grammar, contextual clues, sound, colour, design and by using the senses;
  - reread, review and revise to promote understanding
  
- explain the meaning of a range of written, visual and audio-visual texts:
  - find information and detail in texts;
  - explain the writer's/narrator's/character's viewpoint and give some supporting evidence from the text;
  - explain rhetorical and figurative devices such as metaphor, symbol, simile and contrast and how they affect meaning;
  - explain the writer's conclusions and compare with own;
  - interpret a range of familiar graphic texts;
  - give and motivate personal responses to texts.
  
- recognise how language and images may reflect and shape values and attitudes in texts:
  - explain socio-cultural/political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights and environmental issues;
  - explain ideas and themes.

explore key features of texts and explain how they contribute to meaning (*these features should never be dealt with in isolation*):

- \* transactional and creative texts:
  - identify and explain the purpose, structure and language use in texts such as reports, retelling, descriptions, expositions and explanations.
- \* literary texts:
  - explain development of plot, sub-plot and character;
  - interpret messages and themes and their significance in the text as a whole;
  - explain how background and setting relate to character and/or theme;
  - interpret word choices, imagery and sound devices;
  - explain how rhyme, rhythm and punctuation affect meaning;
  - explain the use of dialogue and action.

- \* Visual, audio and multi-media texts:
  - explain the basic visual, audio and audio-visual techniques such as the use of colour, subtitles, music, sound, lighting and camera techniques.
- demonstrate planning skills for writing for a specific purpose, audience and context:
  - explain the requirements of a selected range of tasks;
  - identify the target audience and the specific purpose such as narrating, explaining, informing, describing, manipulating;
  - identify and explain types of texts to be produced such as imaginative, informational, creative, transactional and multi-media texts;
  - decide on and apply the appropriate style and format of texts effectively;
  - research topics from a variety of sources and record findings;
  - locate, access, select, organise and integrate relevant information from a variety of sources;
  - develop and organise ideas by using techniques such as mind maps, diagrams, lists of key words and flow-charts with coherence;
  - use a range of visual and design elements appropriately
- demonstrate the use of writing strategies and techniques for first drafts:
  - use main and supporting ideas from the planning process effectively;
  - identify and use appropriate figurative language, words, descriptions, colour, placement and sound;
  - use a variety of sentence types, and sentences of different lengths and structures;
  - use paragraph conventions such as topic sentences, introduction and ending and logical progression of paragraphs to improve coherence;
  - use conjunctions, pronouns and adverbs to improve cohesion.
- reflect on own work, considering the opinion of others, redraft and present final product:
  - use set criteria to reflect on own and others' writing;
  - improve coherence and cohesion in overall structure;
  - consider whether content, style, register and effects are appropriate to purpose, audience and context;
  - sustain own point of view competently;
  - refine word choice, sentence and paragraph structure and eliminate obvious errors and offensive language;
  - show sensitivity to human rights, social, cultural, environmental and ethical issues;
  - prepare a final draft by proofreading and editing;
  - present final product paying attention to appropriate presentation style such as a neatly presented text or a striking, colourful poster.
- identify and explain the meanings of words and use them correctly in a range of texts:
  - spell commonly used words correctly;
  - keep a personal spelling list;
  - use common abbreviations correctly;
  - use dictionaries and the thesaurus to find meanings of words;
  - use gender, plurals and diminutives of nouns correctly;
  - use the comparative and superlative degrees of adjectives and adverbs correctly
  - use complex (root and prefix and/or suffix) compound words (combination of words) correctly;
  - use polysemes, homophones, homonyms, synonyms, antonyms and one word for a phrase.

- use structurally sound sentences in a meaningful and functional manner:
  - use verb forms and auxiliaries to express tense and mood accurately in different contexts;
  - use negative forms correctly;
  - use subject, object and predicate correctly;
  - use word order correctly;
  - use simple sentences correctly and construct acceptable compound and complex sentences by using clauses, phrases, pronouns and conjunctions;
  - use and recognise different sentence types such as statements, questions, commands and instructions;
  - use active and passive voice for appropriate purposes and understand how voice can change meaning;
  - use direct and indirect speech correctly and for required effect;
  - use concord correctly;
  - use punctuation correctly and for a range of purposes such as to clarify meaning, show grammatical relationships and add emphasis;
  - use determiners and prepositions correctly.
  - use personal, relative, possessive and interrogative pronouns accurately;
  - use figurative language such as idioms, idiomatic expressions, proverbs appropriately;
  - translate short paragraphs from target language into home language and vice versa.
  
- develop critical language awareness:
  - Explain and use words with different connotations;
  - Explore how hidden messages, values and attitudes in texts reflect the position of the speaker/receiver/reader/viewer;
  - Identify and challenge bias and stereotyping, emotive, persuasive, manipulative and insensitive language.

9. CLUSTER MODERATION SHEETS



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
SECOND ADDITIONAL LANGUAGES  
NON OFFICIAL LANGUAGES**

Under development