

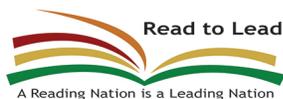


**FURTHER EDUCATION &
TRAINING PHASE (FET)
LANGUAGES
ENGLISH HL**

**SBA & ORAL EXEMPLAR BOOKLET
GRADES 10 -12**



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed and remediated, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate good practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar task models to set their own formal and informal assessment activities.



MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

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Preamble

The oral assessment tasks undertaken during the year constitute the end-of-year internal assessment for Grades 10–11 and the end-of-year external assessment for Grade 12. The oral tasks constitute 12,5% of the end-of-year papers (Paper 4) for Grades 10–12.

All writing tasks are weighted in proportion to the 25% of all SBA tasks to be completed. Home Languages focus on writing essays and transactional texts, while First and Second Additional Languages focus on writing essays, longer and shorter transactional texts. Process writing of texts should be conducted over a period.

Traditionally the oral tasks formed part of the 25% SBA mark as well as the 12,5% end-of-year mark. Since 2017, affirmed through Circular S4 of 2017, this ‘double-dipping’ has been removed. The oral marks no longer form part of the SBA mark. While the oral marks may be used for reporting per term, the marks only accrue towards the end-of-year oral paper (Paper 3 for SAL and Paper 4 for HL and FAL).

All aspects of SBA tasks should be done under controlled conditions. This implies that the teacher should supervise all the aspects of the process, including planning, drafting and the final copy.

1. Introduction

There is no decision that teachers make that has a greater impact on learners' opportunities to learn and on their perceptions about what a subject is than the selection or creation of tasks

Assessment is the process of evaluating learners' attainment of knowledge, understanding and skills. School-based assessment (SBA) is an assessment which is embedded in the teaching and learning process. It has several important characteristics that distinguish it from other forms of assessment:

- It involves the teacher from the beginning to the end: from planning the assessment programme, to identifying and/or developing appropriate assessment tasks right through to making the assessment judgements.
- It allows for the collection of a given number of tasks of learner performance over a period.
- It can be adapted and modified by the teacher to match the teaching and learning goals of the class and learners being assessed.
- It is carried out in ordinary classrooms.
- It is conducted by the learners' own teacher.
- It involves learners more actively in the post-assessment process and informal assessment process, especially if self- and/or peer- assessment is used in conjunction with teacher assessment.
- It allows the teacher to give immediate and constructive feedback to learners.
- It stimulates continuous evaluation and adjustment of the teaching and learning programme.
- It complements other forms of assessment, including external examinations.

http://www.hkeaa.edu.hk/en/sba/sba_hkdse

In South Africa, as in many education systems around the world, e.g. Hong Kong, school-based assessment is aligned with and embedded within the broader educational philosophy of 'assessment for learning'. Assessment for learning is any form of assessment in which the main aim is to enhance learners' learning. An assessment activity can help learning if it provides information that can be used (feedback) by teachers and learners to improve the teaching and learning process in which they are engaged. It thus differs from assessment of learning, which is designed primarily to serve the purposes of accountability, ranking, or certification of competence. SBA may take place at different points of the learning process, as

described through Section 4 in the Curriculum and Assessment Policy Statement (CAPS), and the assessment results are recorded and count towards a learner's final promotion or certification.

It is thus important to note that the process (formative) is as important as the summative act in the SBA. Assessment should always contribute to a learner's learning and progress. SBA, therefore, should provide information on the learner's attainment of knowledge, understanding and skills and should contribute to individual learning by reinforcing and complementing that learning. Furthermore, assessment should also contribute to a teacher's teaching and reflection on learner understanding. SBA should thus provide information for the teacher to measure the learner's attainment of knowledge, skills and understanding of key concepts that will contribute to learning.

2. Aims and objectives

The aim of the guide is to:

- Provide quality-assured Grades 10 – 12 examples of assessment tasks to capacitate teachers in the setting of SBA tasks;
- Provide guidance to teachers when setting SBA tasks; and
- Deepen understanding of the cognitive demand of a task.

3. Assessment tasks

School-based assessment tasks in this booklet include Grades 10 – 12 oral tasks and writing SBA tasks as per the Programme of Assessment (PoA) in the Curriculum and Assessment Policy Statement (CAPS). The oral tasks constitute listening for comprehension, prepared speech and unprepared speech. The writing tasks include the essays and transactional texts and must be produced using process writing.

Please note that as guided by Circular S4 of 2017, the oral marks no longer form part of the SBA mark. The oral marks accumulated from all oral activities undertaken will add up to a mark for the oral paper (Paper 4).

4. Programme of Assessment (PoA)

The CAPS for HL prescribes formal school-based assessment activities for all official languages. Completing this stipulated number of tasks during the year should strengthen learners' language skills and content knowledge sufficiently to perform efficiently during examinations.

The **ten tasks** in **Grades 10 and 11** comprise two tests (terms 1 and 3), four oral activities (terms 1 to 4), one mid-year examination (term 2), one literature test/task (term 2), one essay task (term 1) and one transactional task (term 1). The **ten tasks** in **Grade 12** comprise one test (term 1), four oral tasks (terms 1 to 3), one mid-year examination (term 2), one trial examination (term 3), one literature task (term 2), one essay task (term 1) and one transactional text task (term 1).

The oral assessment tasks undertaken during the year constitute the end-of-year internal assessment for Grades 10 and 11 and the end-of-year external assessment for Grade 12. The oral tasks constitute 12,5% of the end-of-year papers (paper 4) for Grades 10 – 12.

All writing tasks are weighted in proportion to the 25% of all SBA tasks to be completed. Home languages focus on writing essays and transactional texts. Process writing of texts should be conducted over a period of time.

The Programmes of Assessment for Grades 10 and 11 and Grade 12 as per the CAPS indicate the number and types of tasks per term.

Programme of Assessment (Grades 10 and 11)

TERM 1			
Task 1	Task 2	Task 3	Task 4
Oral: <ul style="list-style-type: none"> Listening for comprehension (Gr 10 – 200 words; Gr 11 – 300 words) Prepared Speech (Gr 10 – 2-3 minutes; Gr 11 – 3-4 minutes) Unprepared Speech (Gr 10 and 11 – 2-3 minutes) 	*Writing: <ul style="list-style-type: none"> Narrative/ descriptive /argumentative essay (Gr 10 – 300-350 words) Reflective/discursive /argumentative essay (Gr 11 – 350-400 words) 	*Writing: <p><i>Transactional writing</i> <i>Friendly/formal letters</i> <i>formal and informal letters to the press/ curriculum vitae and covering letter/obituary/ agenda and minutes of meeting /formal or informal report/ review/newspaper article/magazine article/ speech/dialogue/interview</i> (180 – 200 words)</p>	*Test: Language in Context: Comprehension (15), summary (10) and language structures and conventions (10)
10/15	50	25	35
TERM 2			
Task 5	Task 6	Task 7	
**Oral: <ul style="list-style-type: none"> Listening for comprehension (Gr 10 – 200 words; Gr 11 – 300 words) 	Literature: Contextual questions (10) Literary essay (25)	Mid-year examinations Paper 1 – Language in context (70 marks) Paper 2 – Literature (80 marks)	

<ul style="list-style-type: none"> • Prepared Speech (Gr 10 – 2-3 minutes; Gr 11 – 3-4 minutes) • Unprepared Speech (Gr 10 and 11 – 2-3 minutes) 		Paper 3 – Writing (can be written in May / June) (100 marks)
10/15	35	250
TERM 3		
Task 8	Task 9	
**Oral: <ul style="list-style-type: none"> • Listening for comprehension (Gr 10 – 200 words; Gr 11 – 300 words) • Prepared Speech (Gr 10 – 2-3 minutes; Gr 11 – 3-4 minutes) • Unprepared Speech (Gr 10 and 11 – 2-3 minutes) 	Literature Test: Contextual questions (10) and literary essay (25)	
10/15	35	
TERM 4		
Task 10 (90,9%)	Task 11 (100%)	
**Oral: <ul style="list-style-type: none"> • Listening for comprehension (Gr 10 – 200 words; Gr 11 – 300 words) • Prepared Speech (Gr 10 – 2-3 minutes; Gr 11 – 3-4 minutes) • Unprepared Speech (Gr 10 and 11 – 2-3 minutes) 	End of the year examinations Paper 1 – Language in context (70 marks) Paper 2 – Literature (80 marks) Paper 3 – Writing (100 marks) Paper 4 – Orals (50 marks)	
15	300	

*Writing: Choose one essay and one transactional text for formal assessment at the end of the term.

**Oral: Learners should do one listening for comprehension, two prepared speeches and one unprepared speech for formal assessment during the year.

***Test 1 could be set out of 35 marks or, if more, should be converted to 35 marks. While the comprehension, summary, language structures and conventions combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school. A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

Programme of Assessment (Grade 12)

TERM 1				
Task 1	Task 2	Task 3	Task 4	Task 5
<p>*Oral:</p> <ul style="list-style-type: none"> Listening for comprehension (400 words) Prepared Speech (4-5 minutes) Unprepared Speech (2-3 minutes) 	<p>Writing:</p> <p>Narrative/ descriptive/ discursive/ reflective/ argumentative essay (400-450 words)</p>	<p>Writing:</p> <p><i>Transactional writing</i> <i>Friendly/formal letters</i> <i>/formal and informal letters to the press/ curriculum vitae and covering letter/obituary/ agenda and minutes of meeting /formal or informal report/ review/newspaper article/magazine article/ speech/dialogue/ interview</i> (180-200 words)</p>	<p>*Oral:</p> <ul style="list-style-type: none"> Listening for comprehension (400 words) Prepared Speech (4-5 minutes) Unprepared Speech (2-3 minutes) 	<p>**Test: Language in Context: Comprehension (15), summary (10) and language structures and conventions (10)</p>
10/15	50	25	10/15	35
TERM 2				
Task 6	Task 7	Task 8		
<p>Literature Test: Contextual questions (10) and literary essay (25)</p>	<p>**Oral:</p> <ul style="list-style-type: none"> Listening for comprehension (400 words) Prepared Speech (4-5 minutes) Unprepared Speech (2-3 minutes) 	<p>***Mid-year examinations</p> <p>Paper 1 – Language in context (70 marks)</p> <p>Paper 2 – Literature (80 marks)</p> <p>Paper 3 – Writing (can be written in May / June) (100 marks)</p> <p>OR</p> <p>Written test</p>		
35	10/15	250		
TERM 3				
Task 9	Task 10			
<p>**Oral:</p> <ul style="list-style-type: none"> Listening for comprehension (400 words) Prepared Speech (4-5 minutes) Unprepared Speech (2-3 minutes) 	<p>*** Trial examinations</p> <p>Paper 1 – Language in context (70 marks)</p> <p>Paper 2 – Literature (80 marks)</p> <p>Paper 3 – Writing (can be written in August / September) (100 marks)</p> <p>OR</p> <p>Written test</p>			
10/15	250			

*Oral: Learners should do one listening for comprehension, two prepared speeches and one unprepared speech for formal assessment during the year.

**Test 1 could be set out of 35 marks or, if more, should be converted to 35 marks. While the comprehension, summary, language structures and conventions combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school. A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

*** Mid-year and trial examinations: In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations are written in Grade 12, the other examination should be replaced by a test at the end of the term (Tasks 8 and 10).

5. Quality assurance process

Quality assurance of SBA is the planned and systematic process of ensuring that SBA tasks are valid, reliable, practicable, as well as equitable and fair, thus increasing public confidence in SBA. This would include all the activities that take place before, during and after the actual assessment, that contribute to an improved quality of SBA.

This booklet focuses mainly on the process of setting quality SBA tasks.

Setting of tasks

Guidelines towards setting quality SBA tasks

- Know the curriculum and its requirements to identify the knowledge, understanding and skills which are to be assessed.
- Ensure that the assessment allows learners to show that they have the required knowledge, understanding and skills to meet the national standards.
- Ensure that the appropriate reading level is used.
- Ensure that no part of the assessment has any form of bias or prejudice that can have an adverse impact on specific groups of learners, e.g. disabled learners.
- Ensure that all illustrative materials reflect an inclusive view of society and promote equality.
- Ensure that tasks are set in such a manner that learners will be able to successfully complete the task within the allocated time.

Design features to consider when setting tests and examinations:

- The language used in the question paper should not be a barrier.
- The weighting given to a part of the question paper reflects its relative importance.
- Sampling is systematic but unpredictable to avoid question 'spotting'.

- The cognitive demand of the paper is appropriate, i.e. includes lower, middle and higher order demands to the prescribed ratio.
- The level of difficulty of the individual questions is appropriate and the level of difficulty of the overall paper is appropriate to the level of the grade.
- The mark available for each question matches the demands of the task and the test specification.
- The memorandum allows for a range of valid answers, especially for open-ended questions.
- Diverse types of questions are used (See **Annexure B** for a summary of types of questions).

Quality assurance helps to support teachers and build expertise and capacity in the education system to deliver positive outcomes for children and young people. Through sharing, understanding and applying standards and expectations, quality assurance helps to raise standards and expectations and levels of consistency across teachers and schools.

Moderation of tasks

Moderation is the term used to describe approaches employed to arrive at a shared understanding of standards and expectations. It further helps to ensure that there is an appropriate focus on outcomes for learners, that learning is at the appropriate level and that learners develop the skills for learning, including higher-order thinking skills, which will allow them to be successful in the future.

Moderation of SBA tasks, **prior** to the administration of the assessment tasks, involves teachers and other professionals, such as specialist senior teachers, heads of department or subject advisors, as appropriate, working together, drawing on guidance and exemplification and building on standards and expectations to check that SBA tasks provide learners with fair and valid opportunities to meet the standards and expectations **before** assessments are used.

Moderation of the assessment task should be done using the following evaluation criteria:

- the assessment tasks are aligned to the CAPS;
- assessments tasks and tools are valid, fair, and practicable;
- the instructions relating to the assessment tasks are clearly stated;
- the content must be in keeping with what the learner has been exposed to;
- the assessment task must be free of any bias;

- the language of the assessment task is in keeping with the language level of the learners for which it is designed; and
- the cognitive and difficulty levels at which the assessment tasks are pitched are consistent with the requirements as stipulated in the CAPS.
- Teachers' involvement in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development. Further moderation activities should generally take place **after** the assessment task is administered.

6. Cognitive and difficulty levels in languages

All questions are not created equal – different questions require different levels and kinds of learner thinking.

Cognitive levels

The cognitive demand of a question is the kind and level of thinking required of learners to successfully engage with and answer a question.

- High cognitive questions are those which demand that the learners manipulate bits of information previously learned to create and support an answer with logically reasoned evidence. This sort of question is usually open-ended, interpretive, evaluative, inquiry-based, inferential and synthesis-based.
- Lower cognitive questions are more basic. These require learners to recall material previously presented and learned. Little to no thinking and reasoning are required. These questions are generally direct, closed, recall-related and questions that measure knowledge only – factual and process.

The level and kind of thinking in which learners engage determine what they will learn.

Using the Barrett's Taxonomy, various types of questions will be set in such a way that ALL the cognitive levels are catered for in the proportions indicated:

Levels 1 and 2: 40% of total marks

Level 3: 40% of total marks

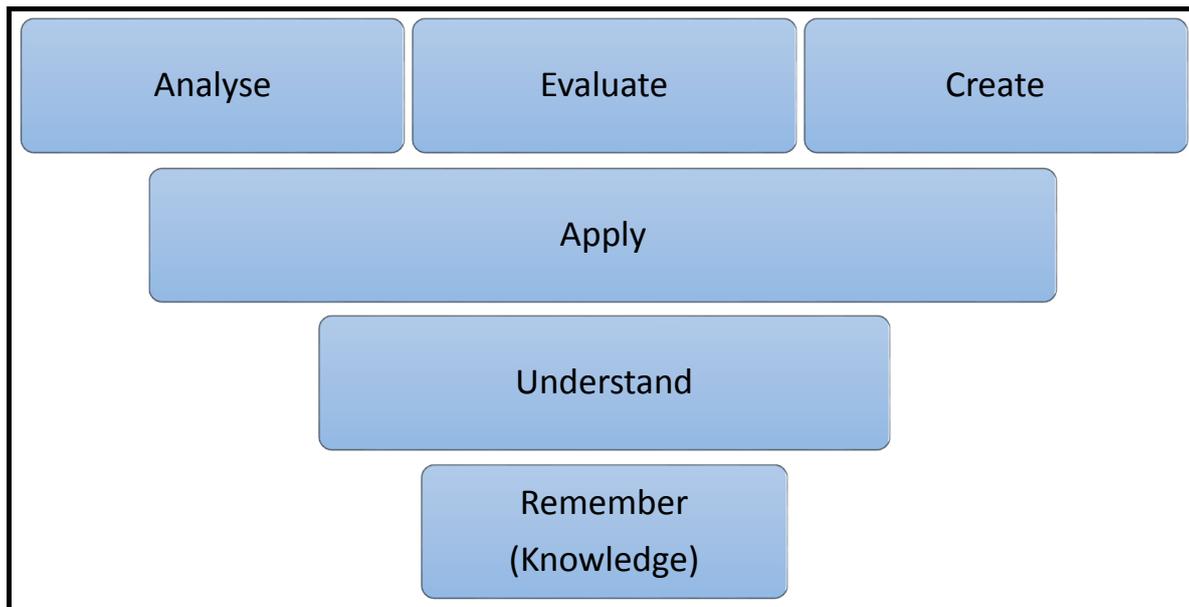
Levels 4 and 5: 20% of total marks

NOTE: See the following tables

Barrett's Taxonomy

Level	Description	Question types
1	Literal (information in the text)	e.g. Name the ...; List the ...; Identify the ...; Describe the ...; Relate the ...
2	Reorganisation (analysis, synthesis or organisation of information)	e.g. Summarise the main ideas ...; State the differences / similarities ...
3	Inference (engagement with information in terms of personal experience)	e.g. Explain the main idea ...; What is the writer's intention ...; What, do you think, will be ...
4	Evaluation (judgements concerning the value or worth)	e.g. Do you think that ...; Discuss critically ...
5	Appreciation (assess the impact of the text)	e.g. Discuss your response ...; Comment on the writer's use of language ...

Bloom's revised taxonomy illustrates the different cognitive levels



Difficulty levels

The difficulty level of a question refers to the cognitive demands at which the questions are pitched, within each cognitive level. These may be described easy, moderately challenging, difficult or very difficult.

What makes a question difficult?

One or more of the following influences the difficulty level of a question:

- Content (subject / concept / facts / principles / procedures), e.g.
 - Advanced content is generally more difficult or content-learned in Grade 10 and is repeated and practised in Grades 11 and 12, usually becoming easier by Grade 12.
 - Number of steps required or the length of the answer could influence difficulty.
- Stimulus (item / question). The following items could influence difficulty:
 - Language, text or scenario used;
 - Learners required to re-read the text / question before they understand the instruction; and
 - Limited time could influence difficulty.
- Task (process)
 - Short questions vs. paragraph or essay – answers that require extended writing are generally more difficult.
 - Steps provided or scaffolding of questions – open-ended questions are generally more difficult than structured questions, i.e. questions that lead or guide learners.
- Expected response
 - Mark scheme, memo, e.g. detail required in memo vs. detail expected in question.
 - Allocation of marks.

Note: *Within each cognitive level, there are different difficulty levels.*

By determining the cognitive demands of tasks and being cognisant of the features of tasks that make them high-level or low-level tasks, one will be able to select or modify tasks that allow opportunities for all learners.

7. Exemplar SBA tasks and memoranda

7.1 Oral: Listening Comprehension

Being able to listen well is an important part of communication for everyone. For our learners, guided practice by a teacher is one of the best ways to improve this skill. A learner with good listening skills will be able to participate more effectively in communicative situations.

Teaching the skill of listening cannot be emphasised enough in a communicative classroom. For Home Language learners, developing the skill of listening with comprehension is extremely important.

When the learning objective of a language class is explained to learners, they can focus better on specific vocabulary acquisition, grammar practise, listening for different purposes, and so on. The teacher's clear explanation of a lesson's pedagogic goals will help learners to further develop specific objectives in a shorter amount of time. For instance, by informing learners that the lesson will be about giving directions, they can consciously focus on remembering the vocabulary used in that activity. It is important to maintain an interactive and communicative approach for teaching English as a Home Language. However, it is also important to vary the learners' learning focus by concentrating on the skills needed to become proficient in a first language. Listening comprehension is such a required skill.

When designing lessons and teaching materials to develop listening comprehension skills, learners need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening materials, the techniques used in classroom teaching, and the use of authentic materials.

Steps to administer the formal listening comprehension tasks

1. Alert learners to the type of information they will be required to listen for and to demystify the passage.
2. Provide each learner with a clean sheet of writing paper, which will be the answer sheet.

Listening for appreciation

3. Read the passage to the learners, once, clearly at a moderate pace. They may not make notes at this stage.
4. Then, read all the questions to the learners. Learners may still not make any notes or write down the questions.

Listening for information

5. Read the passage to the learners again – at the same speed and tone. During this reading, allow learners to make notes on the answer sheet.

Listening for evaluation

6. Now, read one question at a time – stating the mark allocation - allowing the learners to write down the answers (on the same sheet of paper; underneath their notes).

NOTE: This is a listening activity. The questions should not be made available to the learners in writing (paper, digitally or otherwise).

- The length of the listening passage for Grade 10 should be approximately 200 words, approximately 300 words for Grade 11 and 400 words for Grade 12.
- Hint: The teacher can prerecord the passage; record a good reader reading the passage.
- The listening comprehension questions must follow the requirements of Barrett's Taxonomy. 40% of questions should be at Levels 1 and 2, 40% at Level 3 and 20% at Levels 4 and/ or 5.
- All formal assessment must be marked by the educator.
- Educator should record all marks before returning marked tasks to learners.
- Learners should see their marked responses to learn from mistakes made and to make corrections. This is an important part of formative assessment.
- The teacher should keep the tasks in a safe place at the school.

Grade 10 Listening Task – Exemplar 1

Task no: _____

Date: _____

Instructions to learners

- You are required to listen to a passage, which will be read to you twice.
- During the second reading of the passage, make notes of essential information you hear on the blank sheet which has been given to you.
- You will not receive a copy of the text or the questions, as this is a listening activity.
- Listen carefully while the passage is being read, as you are required to answer questions about the passage.

Bolt totally envisages Wayde's world

Record-setting **Wayde van Niekerk** could be the athlete to take over track and field from **Usain Bolt**, according to the Jamaican sprint star himself.

Bolt is in his final season of a glittering career that has seen him win eight Olympic and 11 world gold medals with a charisma and charm that have made him one of the most recognisable faces in world sport.

The massive void his absence will leave looks most likely to be filled by South African Van Niekerk, whose personality remains considerably less than Bolt's larger-than-life version.

The 24-year-old smashed Michael Johnson's world record for the rarely run 300 m at the Golden Spike meet on Wednesday 27 June 2017, clocking 30,81 seconds.

It was the second time Van Niekerk has bettered Johnson, having set a new world record of 43,03 sec when winning Olympic 400 m gold in Rio.

Asked whether the South African, also the current world 400 m champion but an athlete who has clocked 19,84 sec in the 200 m and 9,94 sec in the 100 m, is his likely successor, Bolt was definitive.

"Yeah for sure," he said. "I think he really wants to be a sprinter because he's set a personal best in the 100 m this year. He's shown he's ready for the challenge. He's down to earth, really humble, he's a great person." (218 words)

<http://www.sport24.co.za> (adapted)

Questions

1. Which country does Usain Bolt come from? (1)
 2. How many Olympic medals has Usain Bolt won in his career? (1)
 3. Whose world records did Wayde van Niekerk break? (1)
 4. Which city hosted the Olympics when Wayde van Niekerk broke the world record? (1)
 5. What has made Bolt one of the world's most recognisable athletes of all time? (2)
 6. What does the writer mean when he says Bolt has 'a larger-than-life' personality? (2)
 7. Explain why the writer chose to describe Bolt's career as 'glittering'. Consider both the literal and figurative meaning of the word 'glitter'. (2)
 8. The 300 metres is a popular distance to race.
Do you agree or disagree with the statement? Provide a reason for your answer. (2)
 9. In your opinion, would Wayde van Niekerk's personality help or prevent him in his future career as an athlete. Provide reasons for your choice. (3)
- TOTAL [15]**

Marking memorandum

1. Jamaica ✓ (1)
L1
2. Eight ✓ (1)
L1
3. Michael Johnson ✓ (1)
L1

4. Rio / Rio de Janeiro ✓ (1)
L1
5. His charm✓ and charisma✓ / His record-breaking talent / the number of gold medals he has won✓ and his personality✓. (ANY TWO) (2)
L1
6. If someone is larger-than-life, that person attracts a lot of attention✓ because they are more exciting or interesting than most people✓. / Flamboyant / extravagant / well-loved. (2)
(Or similar answer that captures the meaning of the phrase) L3
7. Glittering will imply shining or shimmering. His career is a shining example / very successful / impressive career (figurative). ✓ On a literal level, he has won numerous gold medals, and gold glitters. ✓ (2)
L3
8. Disagree.✓ 'rarely run'✓ (2)
L3
9. *Candidates own response. Possible answers could include:*
- His personality will help him. He is humble and down-to-earth, which means he will listen to advice, he handles the pressures of being famous with humility, his gentle personality will make him well-loved by all.
- OR
- His personality will prevent him. Because he is humble, he may not be able to face the pressure of being famous. He would be less popular with fans than Usain Bolt. He may not have the drive necessary to succeed at this level due to his humility.
- (3)
L4

[15]

Grade 10 Listening Task – Exemplar 2

Task no: _____

Date: _____

Instructions to learners

- You are required to listen to a passage, which will be read to you twice.
- During the second reading of the passage, make notes of essential information you hear on the blank sheet which has been given to you.
- You will not receive a copy of the text or the questions, as this is a listening activity.
- Listen carefully while the passage is being read, as you are required to answer questions about the passage.

DJ Black Coffee makes history with BET award

DJ Black Coffee, who has just become the first South African to etch his name on the Black Entertainment Television Awards (BET), has received an outpouring of love and support from South Africans.

Tributes started circulating on social media once the award was announced on 26 June 2016 at a ceremony in Los Angeles. The ANC in KZN called on people in the province to give him a hero's welcome when he landed back home in Durban in time for the Durban July.

The KZN-born Nkosinathi Maphumulo, known as Black Coffee, was nominated along with two other South African rivals. This is the first time that a South African has taken home the award, and Black Coffee celebrated the success on Instagram. "This is a great honour. We did not do this alone," he added. "Thank you for the love."

ANC provincial secretary Super Zuma said Black Coffee's victory has pinned South Africa and KZN on the international map. "All South Africans have followed Black Coffee's meteoric rise in the music industry from his humble beginnings in Umlazi his home township.

"We are proud that he is now recognised as one of the world's best music producers ... His success serves as an inspiration to young upcoming musicians ..." (209 words)

Thabang Mathebula www.witness.co.za (adapted)

Questions

1. In which city did DJ Black Coffee receive the BET Award? (1)
2. What does BET stand for? (1)
3. In which province was Black Coffee born? (1)
4. What is historical about the award he received? (1)
5. How many South African musicians were nominated for the same award? (1)
6. DJ Black Coffee states: "We did not do this alone," Identify the 'we' in this statement. (1)
7. What is meant by 'Black Coffee's victory has pinned South Africa and KZN on the international map'? (2)
8. What do you understand by the phrase 'meteoric rise'? (2)
9. What is your understanding of the phrase 'humble beginnings'? (2)
10. In your opinion, would you consider DJ Black Coffee a hero? Provide a reason for your response. (3)

[15]

Marking memorandum

1. Los Angeles✓ (1)
L1
2. Black Entertainment Television✓ (1)
L1
3. KwaZulu-Natal / KZN ✓ (1)
L1
4. He is the first South African artist to win a BET Award.✓ (1)
L1
5. Three✓ (1)
L1
6. Fans / family / South Africans ✓ (1)
L2
7. His success will make South African / KZN music well-known / famous✓ all over the world. ✓ (2)
L3
8. To achieve success✓ in a short period of time. ✓ (2)
L3
9. Poverty / underprivileged / poor beginning✓ in the township✓ not suburbs or city. (2)
L3
10. *Candidates own response. Possible answers could include:*

Yes. The fact that he grew up in a township in poverty and made a name for himself and won an international award. He is celebrated throughout the country, even the world.
OR
No. A hero is self-sacrificing. His music does not appeal to all. He is not inspiring. (Consider any reasonable valid responses.) (3)
L4

[15]

Grade 11 Listening Task – Exemplar 1

Task no: _____

Date: _____

Instructions to learners

- You are required to listen to a passage, which will be read to you twice.
- During the second reading of the passage, make notes of essential information you hear on the blank sheet which has been given to you.
- You will not receive a copy of the text or the questions, as this is a listening activity.
- Listen carefully while the passage is being read, as you are required to answer questions about the passage.

VISUALISATION

Success is not an accident. It is a deliberate, systematic process of deciding where you want to go and what it will look like when you get there, and then taking the steps, day by day, to turn those dreams into reality. Perhaps the most powerful of all tools for success you can learn to use is visualisation, seeing with the mind's eye. All improvement in your life begins with an improvement in your mental pictures. Your mental pictures guide you to act in ways that make your wishes come true.

Successful people are those who continually think about pictures and images of the people they would like to be and the lives they would like to lead. Unsuccessful people are those who continually dwell on and imagine exactly the things they don't want to happen in their lives.

Your subconscious mind is extraordinarily powerful. It coordinates every aspect of your thoughts, feelings, behaviour, words, actions and emotions. It will guide you to behave in accordance with the goals that you visualise. Your subconscious mind merely accepts commands from your conscious, visualising mind. If you visualise something that you fear, your subconscious mind will accept that as a command. It will trigger your fears instead of your dreams and inspirations. It has been proved that successful, happy people think about successful, happy things.

The starting point of remarkable success begins when you discipline yourself and think positively instead of negatively. Worrying is a form of negative goal setting. These are goals you do not want to achieve. Think about your goals constantly and you will start to move towards them.

There are four methods you can use to tap into powers of visualisation:

- Think and visualise your goals
- Read about successful people
- Write down your goals every day
- Before going to bed, feed your mind positively

(306 words)

www.briantracy.com (adapted)

Questions

1. According to the writer, why is success not an accident? (1)
2. What is the most powerful of all tools of success? (1)
3. Explain the concept VISUALISATION in your own words. (2)
4. What is the difference between successful and unsuccessful people according to this passage? (2)
5. What was found after the survey? (1)
6. Mention 2 ways in which one can tap into powers of visualisation. (2)
7. Give one example of negative goal setting according to the passage. (1)
8. Explain what is meant by 'tapping into your powers of visualisation.' (2)
9. Critically discuss whether you think that the subconscious mind is as powerful as indicated by the writer. (3)

[15]

Marking memorandum

1. Success is regarded as a deliberate action because one decides where one wants to go, and turns dreams into reality.✓ (1)
L1
2. The use of visualisation, seeing one's own success.✓ (1)
L1
3. It is the process of improving one's life by improving one's mental pictures.✓
The mental pictures assist in making one's dreams or wishes come true.✓ (2)
L3
4. Successful people think regularly about what their lives look like✓, while unsuccessful people think about the things they don't want to happen in their lives.✓ (2)
L3
5. Successful people think about successful and happy things.✓ (1)
L2
6. Any 2: thinking and visualising goals; reading about successful people; writing down goals daily; thinking about positive things before going to bed. (2)
L1
7. Worrying / stressing✓ (1)
L1
8. Using the technique✓ of picturing a positive outcome to achieve success. ✓ (2)
L3
9. It is powerful as the subconscious mind influences one's thoughts✓/ feelings / behaviour and if you visualise something whether positive / negative ✓it will act upon that feeling / words.✓ (3)
L4

[15]

Grade 11 Listening Task – Exemplar 2

Task no: _____

Date: _____

Instructions to learners

- You are required to listen to a passage, which will be read to you twice.
- During the second reading of the passage, make notes of essential information you hear on the blank sheet which has been given to you.
- You will not receive a copy of the text or the questions, as this is a listening activity.
- Listen carefully while the passage is being read, as you are required to answer questions about the passage.

Knysna disaster: Stories of hope from ashes

On 7 June 2017, fuelled by fierce winds from a severe storm, a fire swept through Knysna and surrounding areas. It displaced around 10 000 people from all walks of life.

Rising from the ashes of the devastating Knysna fire are stories of hope. And these stories transcend race, gender and age, reminding us that we are all the same.

Ella Mapurisa's brave act of fighting off the flames is one of these stories. It began on Wednesday afternoon as the fire spread rapidly, spurred by the gusty winds. Ella rallied the support of five strong, young men to help those affected by the fire in town. They checked on Ella's house in Phantom Village, where the fire was starting to burn.

They quickly set to work evacuating the house and, as the fire was moving fast, they had to decide what the most important items were and remove them. Driving away, Ella said they could see the flames and could barely breathe in the smoke-filled car.

Later, on realising they had left the house open, they returned to find nothing had been stolen but the flames were still approaching.

"We started to fight the flames with water jugs and buckets. There was no electricity because the main box also burnt but we managed to fight the fire," she said.

In an event Ella calls 'a miracle', the flames stopped before they reached the house.

They stayed up all night fighting the flames and helping others, only resting from 3am to just

before 6am on Thursday morning. "It was very scary," she admitted, but they only suffered scratches and minor injuries.

She described her amazement the next morning when she discovered the house had not been burnt. "It was a miracle," she said, as the fire had stopped in front of the house. Sadly, she said, the neighbour's property, which they had also tried to rescue, had been burnt.
(319 words)

Daniella Potter <http://citizen.co.za> (adapted)

Questions

1. How many people assisted Ella? (1)
2. Where in Knysna was her house situated? (1)
3. Explain the meaning of 'displaced' as used in context of the passage. (2)
4. What is implied by the phrase 'all walks of life'? (2)
5. Why did they have difficulty breathing in the car? (1)
6. Why did Ella and the young men return home? (1)
7. List two items that they used to fight the flames. (2)
8. For how many hours did they rest? (1)
- 9.1 Explain what the miracle was that Ella refers to in the passage. (1)
- 9.2 In your opinion, is Ella accurate in describing this event as a miracle? Explain your answer. (3)

[15]

Marking Memorandum

- | | | |
|-----|--|-----|
| 1. | Five (5) ✓ | (1) |
| | | L1 |
| 2. | Phantom Village ✓ | (1) |
| | | L1 |
| 3. | Forced to leave your home ✓ due to the raging fires ✓. | (2) |
| | | L3 |
| 4. | When people talk about walks of life, they are referring to different types of jobs ✓ and different levels of society. ✓ | (2) |
| | | L3 |
| 5. | It was smoked-filled. ✓ | (1) |
| | | L1 |
| 6. | They had left the house open. ✓ | (1) |
| | | L1 |
| 7. | Water jugs ✓ and buckets ✓ | (2) |
| | | L1 |
| 8. | Three ✓ | (1) |
| | | L3 |
| 9.1 | The fire stopped right in front of her house. ✓ | (1) |
| | | L3 |
| 9.2 | <i>Candidate's own response. Possible answers could include:</i> | |

It can be seen as a miracle. It is strange that the fire did not burn her house, it cannot be explained logically, the fire was burning out of control, even the neighbour's house burnt down, therefore it is considered a miracle.

OR

It is not a miracle as they had been fighting the fire throughout the night to protect the house. They used water that prevented the fire from spreading.

(3)

L4

[15]

Grade 12 Listening Task – Exemplar 1

Task no: _____

Date: _____

Instructions to learners

- You are required to listen to a passage, which will be read to you twice.
- During the second reading of the passage, make notes of essential information you hear on the blank sheet which has been given to you.
- You will not receive a copy of the text or the questions, as this is a listening activity.
- Listen carefully while the passage is being read, as you are required to answer questions about the passage.

Facebook is not a playground

Garry Hertzberg, practising attorney at Dewy Hertzberg Levy Attorneys and presenter on The Laws of Life on Cliffcentral.com, writes: “Many have been a victim of hateful or insulting Facebook comments. Although the victim may beg and plead with the culprit to remove the nasty posts, Facebook users have freedom of speech and can say whatever they want on their Facebook walls, right? Wrong!

This is something we have seen played out a few times. Many do not know what one can say on social media and what the consequences are. Clearly, promoting violence and hate speech is illegal, but what about airing your dirty laundry? The truth is that you are not separate from your digital identity and whatever you send out into the social media world does have real-world consequences.

The law says that your Facebook wall is a public place and you are not free to post whatever you want. The best way to understand this is to imagine your social media platform as a stage and think about what you would say when everyone in the country, or the world to be more precise, is attending your show. Although freedom of expression means that you can actually be quite extreme in your views, it must fall into fair comment or opinion without damaging the reputation of a specific person or set of people.

One simply cannot make insulting, defamatory remarks on Facebook or Twitter and not be held liable. There may be severe consequences and damages may be awarded to the victim, and not only that, but even posts by other people who tag you can result in you being held liable for

defamation, and you don't even have to mention the victim by name to be found liable by our courts.

The best advice would be to think before you post. It is so easy to fall into the trap of feeling untouchable when you are separated from your audience or victim by a keyboard, computer screen and data connection. People seem to feel that they can say things online that they would never say in person. Remember that the image you portray on social media is actually an extension of your real self and if it's in the public domain, 'it's fair game'.

Rosebank Killarney Gazette, 4 March 2016 (*adapted*)

Questions

1. State the occupation of Gary Hertzberg. (1)
2. Explain what is meant by the words 'your digital identity'. (2)
3. Give an example of how you could 'air your dirty laundry' on Facebook. (1)
4. What does the law say about your Facebook wall (or page)? (2)
5. According to the passage, which **TWO** things make a Facebook post illegal? (2)
6. The writer states that people fall into the trap of feeling untouchable when using social media. In your own words, state why this is so. (2)
7. What is meant by the concept 'fair game' as used in the passage? (2)
8. In your opinion, do teenagers understand that your digital identity reflects who you really are? Justify your response. (3)

[15]

Marking memorandum

1. He is an attorney.✓ (1)
L1
2. It is the profile / persona / image✓ that you have created for yourself in cyberspace (or by the content and information posted on your Facebook page).✓ (2)
L3
3. To talk about things (personal problems or disputes) that should be kept private. ✓
Credit cogent, relevant responses which indicate an understanding of the expression. (1)
L2
4. It is a public place (or space).✓ You cannot merely post / write whatever you please.✓ (2)
L2
5. The promotion of violence✓ and hate speech.✓ (2)
L2
6. There is a sense of separation from the audience, as communication is not face-to-face.✓ People do not consider possible consequences (which may not be immediate✓) to whatever they write / post / say on social media✓ and hence feel they can post / write / say whatever they want.✓ (2)
L3
7. No matter what you state on social media, ✓ you can end up being attacked, exploited or criticised. ✓ (2)
L3
8. *Candidate's own response. Possible answers could include:*
Yes. Teenagers create a digital identity of the person they want people to believe they are in the hope that they will eventually become this person.
OR
No. Teenagers do not understand their digital identity as they believe they are anonymous behind the keyboard. They do not give it much thought, they will share things on social media that they do not want to be associated with in real life. (3)
L4

[15]

Grade 12 Listening Task – Exemplar 2

Task no: _____

Date: _____

Instructions to learners

- You are required to listen to a passage, which will be read to you twice.
- During the second reading of the passage, make notes of essential information you hear on the blank sheet which has been given to you.
- You will not receive a copy of the text or the questions, as this is a listening activity.
- Listen carefully while the passage is being read, as you are required to answer questions about the passage.

Good Stress, Bad Stress

Feeling stress in your everyday life? Join the crowd. There's no doubt that we face an enormous number of stresses in day-to-day living, whether it be at work, in the home, or anywhere in between. In fact, a recent poll showed that more than one in every four South Africans said they experienced a great deal of stress in the previous month alone. The funny thing, though, is as much as we may believe that the stresses we face are more numerous or severe than in generations past, people have been living extremely stressful lives for thousands of years.

Stress is useful. Healthy stress is the body's way of preparing to protect itself. Unfortunately, most people experience too much stress. They are stressed for extended periods, and the physical mechanisms meant for protection start to cause more harm than good. The term 'stress management' is a useful one: it implies the ability to control the natural stress in our lives and the skill to keep it from overwhelming and harming us.

Unchecked stress can weaken the immune system. A study felt that short-term stress enhances the immune system. That's when the body prepares itself to fight infection or injury. Chronic stress creates too much 'wear and tear'. Older people and those with chronic illnesses are more likely to be adversely affected by stress. The techniques of stress management decrease and possibly eliminate chronic stress and help the body bounce back quickly after stressful periods.

Medical centres have special preventive and healing programmes for people with heart disease. They state that the link between heart disease and stress is 'undeniable.' They say that stress management offers techniques for handling everyday stress with grace, humour and control. This

helps avoid unhealthy changes in the heart rate and blood pressure.

A study found that there are links between the onset of major depression and stress. As you learn to manage stress, you'll find that you have skills to deal with stressful situations. Life throws plenty of these our way, but we can become adept at coping with and maybe even enjoying the challenges. When we are over-stressed, even the smallest inconvenience takes on major proportions. Stress management enables us to put things into perspective. With that, we can separate the important from the trivial and make time for recreation, relaxation and joy in our lives.

www.huffingtonpost.com (adapted)

Questions

1. How many South Africans expressed that they experienced a great deal of stress? (1)
2. How is stress useful? (1)
3. What is meant by stress management? (1)
4. How is the immune system enhanced by short-term stress? (1)
5. Name two groups of people who are more likely to be affected by stress. (2)
6. What is the meaning of 'wear and tear' as used in the passage? (2)
7. Why is it especially important for people with heart disease to manage stress? (2)
8. Why is there a link between stress and depression? (2)
9. Do you agree with the writer's conclusion that one can separate the important things from the trivial things? (3)

[15]

Marking memorandum

- | | | |
|----|--|-------------|
| 1. | One in four / $\frac{1}{4}$ / 25%✓ | (1)
L1 |
| 2. | Healthy stress is the way in which the body prepares to protect itself.✓ | (1)
L1 |
| 3. | Stress management refers to the ability to control natural stress such that it does not overwhelm a person and causes harm.✓ | (1)
L1 |
| 4. | The body prepares itself to fight infection or injury✓ | (1)
L1 |
| 5. | Older people ✓
those with chronic illnesses✓ | (2)
L1 |
| 6. | It is damage that naturally and inevitably occurs✓ as a result of normal aging.✓ | (2)
L3 |
| 7. | It is vital to ensure that there are no unhealthy changes in the heart rate and blood pressure✓ because this could lead to serious heart conditions.✓ | (2)
L3 |
| 8. | People who struggle to manage their stress easily become overwhelmed and feel that they cannot do anything about the situation✓. It is easier to allow depression to take over.✓ | (2)
L3 |
| 9. | Learner responses to be considered on their merit. Justification should be text-based with some reference to a personal viewpoint. | (3)
L4 |
| | | [15] |

7.2 Essay Writing Tasks

Guidelines and instructions for the educator on how to administer and set the essay task.

Learners should be familiar with the following types of essays:

- Narrative – to entertain or tell a story;
- Descriptive – to describe in a vivid manner;
- Discursive – to present arguments from differing viewpoints and draw a clear conclusion of your own;
- Argumentative – to argue a case for one side of a point to convince your reader of your opinion; and
- Reflective – To give emotional reaction and feeling on a specific matter.

How to select topics for the essay task:

- Familiarise yourself with the manner in which topics are phrased in the end-of-year national examinations;
- Expose learners to a variety of topics, including quotes from poems, famous people and visuals;
- Avoid one-word topics; and
- Avoid any tips and hints on how to approach the essay topic. Allow learners to interpret the topic themselves. Do not include your expectations in the topic.

General teaching guidelines and instructions:

- Guide learners on how to choose the correct topic, i.e. if the learner does not understand a word in the topic, they must avoid that topic. Also ensure that learners understand the *tone* of the topic and not just the vocabulary;
- Remind learners that they should write an original piece and not consult an outside source;
- Emphasise the importance of process writing. Learners should first plan using a method that they are comfortable with, i.e. mind mapping, brainstorming, free writing, etc.;
- Learners must write a draft. Guide learners on how to edit their draft. The final product should not be a carbon copy of the draft;
- Remind learners of the conventions of essay writing; and
- Dissuade learners from writing on inappropriate content or using inappropriate language.

- **ALL WRITING IS DONE UNDER CONTROLLED CONDITIONS IN THE CLASSROOM.**

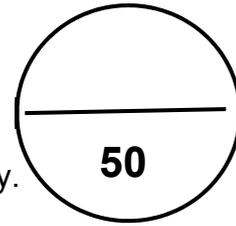
Marking guidelines and instructions

- Use the marking rubric in the addendum to mark the essay;
- For the purpose of these exemplars, specific topic guidelines will not be given as it limits creativity;
- The educator must be familiar with each descriptor on the grid;
- Be aware that learners may interpret the topics literally or metaphorically, especially with the visual stimuli. All interpretations should be given the same consideration;
- There must be a clear link between the picture and the essay in the case of the visuals;
- Read the essay **once** to get an understanding of the **content** without being influenced by the language and structure issues;
- Award a content mark out of 30, based on those descriptors in the category that best suits the essay. Consider every descriptor in the category. If the essay falls into more than one category, award the mark according to the category where the majority of descriptors apply;
- When the content of the essay is **completely** off-topic or irrelevant, consider the content to award a mark within the range of the level 1 category (do not merely award a zero mark);
- Read the essay a **second time** indicating all mistakes identified in language, grammar, sentence construction, paragraphing and structure;
- Award the language mark out of 15 according to the descriptors in the category that best suits the language used in the essay. Language includes: spelling, punctuation, choice of words, tone, register and the use of figurative language; and
- Award the structure mark out of 5 based on your impression of the coherent structure of the essay – the logical sequence within the paragraph as well as the flow of one paragraph into the next, detail, paragraphing and length.

Grade 10 Essay Task – Exemplar 1

Task number: _____

Date: _____



INSTRUCTIONS AND INFORMATION

- Choose ONE of the following topics and write an ORIGINAL essay.
- The length of your essay should be 300 – 350 words.
- Remember to plan, edit and proofread your essay. Clearly indicate planning and cross it out before submitting your final essay.
- Your essay will be assessed according to the criteria in the rubric that is included with this task.
- Provide a title for your essay, if one is not provided.

TOPICS

1. “The pessimist complains about the wind; the optimist expects it to change; the realist adjusts the sails.”
- *William Arthur Ward* (50)
2. Luck is when opportunity meets preparation. (50)
3. Being young and talented in South Africa can be beneficial. (50)
4. Let me be. (50)
5. I knew something was about to happen. As the door slowly opened, the screeching sound made my heart pound... (50)
6. I should have stayed in bed... (50)
7. The story of my life has no beginning and no end. (50)

8. The pictures reproduced below may evoke a reaction or feeling in you or stir your imagination.

Select ONE picture and write an essay in response. Write the question number of your choice and give your essay a title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

8.1



(50)

8.2



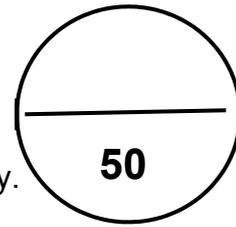
(50)

Google images

Grade 11 Essay Task – Exemplar 1

Task number: _____

Date: _____



INSTRUCTIONS AND INFORMATION

- Choose ONE of the following topics and write an ORIGINAL essay.
- The length of your essay should be 350 – 400 words.
- Remember to plan, edit and proofread your essay. Clearly indicate planning and cross it out before submitting your final essay.
- Your essay will be assessed according to the criteria in the rubric that is included with this task.
- Provide a title for your essay, if one is not provided.

TOPICS

1. The fate of a country is in the hands of its leaders. (50)
2. “The world is changed by your example, not by your opinion.”
- Paulo Coelho (*The Abolition*) (50)
3. We are all victims of fashion. We are all fashion slaves. (50)
4. “We love breaking the rules...” (50)
5. I was alone in that courtroom. I am still alone! (50)
6. Reflect on your experiences as a ‘respected part’ of a family. (50)
7. Adversity is the true test of character. (50)
8. The pictures reproduced below may evoke a reaction or feeling in you or stir your imagination.

Select ONE picture and write an essay in response. Write the question number of your choice and give your essay a title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

8.1



(50)

8.2



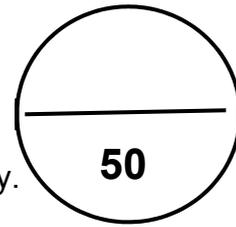
(50)

Google images

Grade 12 Essay Task – Exemplar 1

Task number: _____

Date: _____



INSTRUCTIONS AND INFORMATION

- Choose ONE of the following topics and write an ORIGINAL essay.
- The length of your essay should be 400 – 450 words.
- Remember to plan, edit and proofread your essay. Clearly indicate planning and cross it out before submitting your final essay.
- Your essay will be assessed according to the criteria in the rubric that is included with this task.
- Provide a title for your essay, if one is not provided.

TOPICS

1. 'A lion never loses sleep over the opinion of sheep'. (50)
2. Books – they let you travel without moving a step... (50)
3. If only ... (50)
4. "We are all worms, but I do believe that I am a glow-worm."
- *Winston Churchill* (50)
5. Blame culture – the art of not taking responsibility (50)
6. The ability to speak does not make you intelligent. (50)
7. The pictures reproduced below may evoke a reaction or feeling in you or stir your imagination.

Select ONE picture and write an essay in response. Write the question number of your choice and give your essay a title.

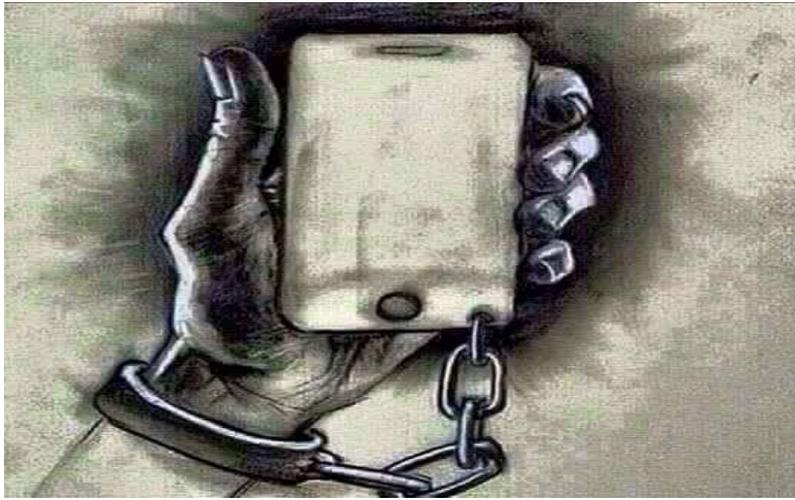
NOTE: There must be a clear link between your essay and the picture you have chosen.

7.1



(50)

7.2



(50)

7.3



(50)

7.3 Transactional Writing Tasks

Guidelines and instructions for the educator on how to administer and set the transactional writing task.

Learners should be familiar with all the types of transactional formats as prescribed in the policy documents.

- Friendly / formal letters (request / complaint / application / business / thanks / congratulations / sympathy)
- Formal and informal letters to the press
- Curriculum vitae and covering letter (asked as a combination)
- Obituary
- Agenda and minutes of meeting (asked as a combination)
- Report (formal and informal)
- Review
- Newspaper article
- Magazine article
- Written formal and informal speech
- Dialogue
- Written interview

How to select topics for the transactional task:

- Familiarise yourself with the manner in which topics are phrased in the end-of-year national examinations.
- Expose learners to a variety of formats.
- Consult the latest examination guideline for combination of topics.
- Avoid any tips and hints on how to approach the topic. Allow learners to interpret the topic for themselves, do not include your expectations in the topic.

General teaching guidelines and instructions:

- Guide learners on how to choose the correct topic, i.e. if the learner does not understand a word in the topic or know the format of the topic, not to write on that topic. Also ensure that learners understand the spirit of the topic and not just the format.
- Remind learners that they should write an original piece and not consult an outside source.

- Emphasise the importance of process writing. Learners should first plan using a method that they are comfortable with, i.e. mind mapping, brainstorming, free writing, etc.
- Remind learners of the required formats for completion of these tasks.
- Remind learners that each transactional writing task requires a specific tone and register according to the intended audience.
- Dissuade learners from writing on inappropriate content or using inappropriate language.
- **ALL WRITING IS DONE UNDER CONTROLLED CONDITIONS IN THE CLASSROOM.**

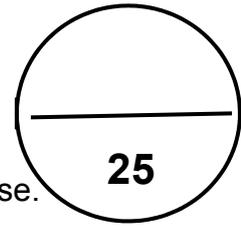
Marking guidelines and instructions

- Use the marking rubric in the addendum.
- The educator must be familiar with each descriptor on the grid.
- Read the response **once** to get an understanding of the content and format without being influenced by the language and structure issues.
- Award a content mark out of 15 based on those descriptors in the category that best suits the response. Consider every descriptor in the category. If the response falls into more than one category, award the mark according to the category where the majority of descriptors apply.
- The rubric does not allow for penalties (subtracting marks from the total) to be awarded for formatting errors. Keep in mind format is one of the descriptors of the content category and cannot be the only point of focus.
- When the content of the response is **completely** off-topic or irrelevant, consider the content to award a mark within the range of the level 1 category (do not merely award a zero mark).
- Read the response the **second time** indicating all mistakes identified in language, grammar, sentence construction, paragraphing and style.
- Award the language mark out of 10 according to the descriptors in the category that best suits the language used in the transactional task. Language includes: spelling, choice of words, tone, register and style.

Grade 10 Transactional Task – Exemplar 1

Task number: _____

Date: _____



INSTRUCTIONS AND INFORMATION

- Choose ONE of the following topics and write an ORIGINAL response.
- Learners should be familiar with all the types of transactional formats as prescribed in the policy documents.
- The length of your piece should be 180 – 200 words.
- Remember to plan, edit and proofread your response. Clearly indicate planning and cross it out before submitting your final response.
- Pay particular attention to format, language, register and audience.
- Your task will be assessed according to the criteria in the rubric that is included with this task.
- Write down the number and heading of text you have chosen, for example 1. Friendly Letter.

TOPICS

1. **DIALOGUE**

You and a friend have opposing views regarding horoscopes. Write out the conversation.

(25)

2. **REPORT**

The principal has tasked you with the responsibility of researching the safety of learners at school during the afternoon, while they take part in sport or other educational activities. Write the report based on your findings.

(25)

3. **FORMAL LETTER**

A company has donated educational material to your school.

Write a letter of appreciation to the company.

Write to: THE VISUAL MIND, Private Bag 110, Cape Town 8000.

(25)

4. **REVIEW**

You enjoy watching television. You have been asked to write a review of your favourite programme. This will be read to the class as part of a group project.

Write out the review.

(25)

5. **FRIENDLY LETTER**

Write a tactful letter to the mother of your friend, apologising for the disastrous events that occurred the day you and your friend were assigned to do her shopping.

(25)

6. **OBITUARY**

Your favourite superhero has tragically passed away. Write an obituary which you will post on social media.

(25)

7. **SPEECH**

You are turning 17 years old and your parents are going to throw a party in your honour. You will be required to make a speech at the party. Write the speech you will deliver.

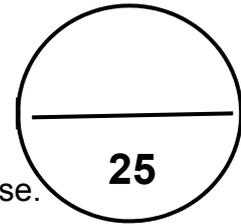
(25)

Grade 11 Transactional Task – Exemplar 1

Task number: _____

Date: _____

INSTRUCTIONS AND INFORMATION



- Choose ONE of the following topics and write an ORIGINAL response.
- Learners should be familiar with all the types of transactional formats as prescribed in the policy documents.
- The length of your piece should be 180 – 200 words.
- Remember to plan, edit and proofread your response. Clearly indicate planning and cross it out before submitting your final response.
- Pay particular attention to format, language, register and audience.
- Your task will be assessed according to the criteria in the rubric that is included with this task.
- Write down the number and heading of text you have chosen, for example 1. Friendly Letter.

TOPICS

1. LETTER OF APPLICATION

You are a learner with strong athletic abilities. You would like to coach Grade 8-9 learners at a local school. You notice that the school has advertised a part-time post for a coach who can conduct practice sessions twice a week and supervise matches on a Saturday.

Write your application letter to the principal.

(25)

2. OBITUARY

A major train accident has taken place outside your town.

A member of your family has died. Write an obituary that will appear in the local newspaper.

(25)

3. LETTER OF COMPLAINT

You recently ordered some sportswear / gear from a leading sports retailer but found that the quality was inferior to what you expected.

Write a letter to the company complaining about the goods, and enquiring how this

(25)

problem could possibly be solved.

4. **INTERVIEW**

The Minister of Education has chosen to visit your school. You, as Editor-in-Chief of your school newspaper, have been asked to interview her.

Write the interview in a dialogue format.

(25)

5. **MAGAZINE ARTICLE**

The world we live in today seems to be very pessimistic. Everywhere we look, people are fighting and complaining.

Write a magazine article where you highlight the positive things that are also happening around us, but fail to notice. Your article must be inspirational.

(25)

6. **REVIEW**

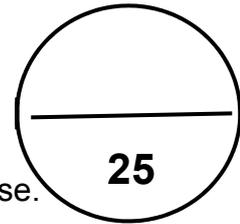
You recently attended a traditional wedding in your community.

Write a review that captures the essence of the event which will be published in the local newspaper.

(25)

Task number: _____

Date: _____



INSTRUCTIONS AND INFORMATION

- Choose ONE of the following topics and write an ORIGINAL response.
- Learners should be familiar with all the types of transactional formats as prescribed in the policy documents.
- The length of your piece should be 180 – 200 words.
- Remember to plan, edit and proofread your response. Clearly indicate planning and cross it out before submitting your final response.
- Pay particular attention to format, language, register and audience.
- Your task will be assessed according to the criteria in the rubric that is included with this task.
- Write down the number and heading of text you have chosen, for example 1. Friendly Letter.

TOPICS

1. MINUTES OF A MEETING

Your school is planning an inter-school sports day. There are many arrangements to be made. Here is an extract of the agenda for the first meeting.

AGENDA

- Schools to be invited
- Sporting activities to be included
- Schedule of times for events
- Catering
- Election of subcommittees and allocation of duties to teams.
- Other matters

Write the minutes of this meeting.

(25)

2. LETTER TO THE EDITOR

You have recently been involved in a community project.

Write a letter to the editor describing your involvement in this project.

(25)

3. **DIALOGUE**

You snuck out of the house to attend a party. On your return late in the evening, you found your parents in the kitchen having a serious conversation.

Write the conversation between your mother and father that you overheard.

(25)

4. **FORMAL LETTER**

Write a letter to the Police Commissioner in which you compliment the way that the South African Police Service handled an incident in your community.

(25)

5. **OBITUARY**

A well-known principal and motivational speaker who has played a significant role in the lives of the youth in your area has passed away.

Write an obituary for inclusion in a local newspaper.

(25)

6. **MAGAZINE ARTICLE**

Write a magazine article with the heading "LOCAL TEEN SAVES THE DAY".

(25)

7.4 Prepared Speaking Tasks

How to teach and assess a prepared speech

Speeches should be delivered in the context of real-life experience. This means selecting content which is relevant to learners' lives or things that they can relate to or are within their frame of reference.

The learners should:

1. Show evidence of planning.
2. Use communication skills such as emphasis or pause, pitch and eye contact.
3. Use an introduction and conclusion effectively.
4. Develop points logically and effectively.
5. Respond to questions on the presentation.

Encourage learners to think about what they enjoy and choose a suitable topic. Insist on planning. Possibly begin the planning in class after the discussion. Stress how a good introduction can make or break a speech. Allow the class to brainstorm some possibilities. Ensure that the conclusion is planned too. Discourage the endings that just 'happen'. Remind the learners that the conclusion is the last thing that the assessor hears before deciding on the mark.

Once the planning is complete, and the speech is long enough, ensure that all learners transfer their speeches onto cards (cardboard can be cut into little rectangles for this.) You must tell them how long you want this speech to be. Motivate your learners to practise their delivery. Speak to them about eye contact, pace, pitch and the use of pause. Remind them how important it is to bear in mind that they are communicating with an audience and to consider their impact on that audience!

The prepared speech rubric can be found in the addendum. Before the learners begin their preparation, it is necessary to spend some time going through the rubric with them so that they know how they are to be assessed. Include as many opportunities as you can in your planning for learners to practise their speaking skills in general.

Grade 10 Prepared Speech Task – Exemplar 1

Task number: _____

Date: _____

INSTRUCTIONS AND INFORMATION

- Do thorough research on your chosen topic.
(Collect and keep texts – pictures, posters, cartoons or any other audio-visual material. Display or refer to these when you present your speech.)
- Write a speech which, when read at a moderate pace, lasts at least 2 to 3 minutes. Read your speech aloud to a friend who will be able to assist you with pronunciation and fluency.
- Time your presentation.
- Ensure that your teacher will be able to follow your speech.
- Use cue cards to present your speech. Good cue cards only note the main points of the speech to help you to remember the rest of the presentation. Number your cue cards to ensure correct sequence of your speech.
- Marks will be awarded according to the extent of preparation and planning that is evident from the preparation of the speech.
- Refer to the marking rubric that will be used to assess your prepared speech / presentation. On the day of the presentation ensure that you have the following:
A copy of your final speech, your visual aids and your cue cards.
- Submit a copy of your speech for your portfolio of evidence.

POSSIBLE TOPICS

1. A dream vacation. (10)
2. All South African citizens should have to complete a year of community service. (10)
3. Music is the rhythm of the soul. (10)
4. Acronyms and abbreviations are the symptoms of 'lazy speak'. (10)
5. Sport – profession or recreation. (10)
6. Do what is right; not what is easy. (10)

7. We are the YouTube generation. (10)
8. Urban Legends. (10)
9. My bucket list. (10)
10. Notorious criminals of the 20th century. (10)
11. Everybody needs / loves a hero, and mine is ... (10)
12. A topic of your own choice – approved by the teacher. (10)

Grade 11 Prepared Speech Task – Exemplar 1

Task number: _____

Date: _____

INSTRUCTIONS AND INFORMATION

- Do thorough research on your chosen topic.
(Collect and keep texts – pictures, posters, cartoons or any other audio-visual material. Display or refer to these when you present your speech.)
- Write a speech which, when read at a moderate pace, lasts at least 3 to 4 minutes. Read your speech aloud to a friend who will be able to assist you with pronunciation and fluency.
- Time your presentation.
- Ensure that your teacher will be able to follow your speech.
- Use cue cards to present your speech. Good cue cards only note the main points of the speech to help you to remember the rest of the presentation. Number your cue cards to ensure correct sequence of your speech.
- Marks will be awarded according to the extent of preparation and planning that is evident from the preparation of the speech.
- Refer to the marking rubric that will be used to assess your prepared speech / presentation. On the day of the presentation ensure that you have the following:
A copy of your final speech, your visual aids and your cue cards.
- Submit a copy of your speech for your portfolio of evidence.

POSSIBLE TOPICS

1. Evil prospers when good people say nothing. (10)
2. South Africa – land of contrasts. (10)
3. The power of positive thinking. (10)
4. Money first, academic achievement second? (10)
5. Socialism – the solution to all problems? (10)
6. Should juveniles be tried and treated as adults? (10)
7. I can resist everything except temptation. (10)
8. The right to freedom of speech. (10)
9. Public vs. private transport. (10)
10. A topic of your own choice – approved by the teacher. (10)

Grade 12 Prepared Speech Task – Exemplar 1

Task number: _____

Date: _____

INSTRUCTIONS AND INFORMATION

- Do thorough research on your chosen topic.
(Collect and keep texts – pictures, posters, cartoons or any other audio-visual material. Display or refer to these when you present your speech.)
- Write a speech which, when read at a moderate pace, lasts at least 4 to 5 minutes. Read your speech aloud to a friend who will be able to assist you with pronunciation and fluency.
- Time your presentation.
- Ensure that your teacher will be able to follow your speech.
- Use cue cards to present your speech. Good cue cards only note the main points of the speech to help you to remember the rest of the presentation. Number your cue cards to ensure correct sequence of your speech.
- Marks will be awarded according to the extent of preparation and planning that is evident from the preparation of the speech.
- Refer to the marking rubric that will be used to assess your prepared speech/ presentation. On the day of the presentation ensure that you have the following:
A copy of your final speech, your visual aids and your cue cards.
- Submit a copy of your speech for your portfolio of evidence.

POSSIBLE TOPICS

1. Extremes. (10)
2. Conspiracy theories – fact or fiction? (10)
3. FOMO (fear of missing out). (10)
4. The role of the media is defining what is true... (10)
5. Famous villains from the screen. (10)
6. The principles I want to live by. (10)
7. Do fairy tales have truth? (10)
8. “Nothing changes the gender equation more significantly than women’s economic freedom.” Gloria Steinem (10)
9. News channels have turned into entertainment channels. (10)
10. This is my culture... (10)
11. A topic of your own choice – approved by the teacher. (10)

7.5 Unprepared Speaking Tasks

INSTRUCTIONS TO THE TEACHER

- Prepare a number of relevant topics which lend themselves to impromptu speaking. See the topic bank attached to the document for some ideas.
- Consider the context of your learners and cater for a variety of interests.
- Be wary of overused topics such as cellphones, abortion, death penalty.
- Design a clear and practical system to ensure no learner has more time than another to plan and to deliver the speech.
- Decide how to assign the topics by a process of random selection, e.g. where learners draw a number from a bag showing the order in which they will speak **and** a letter of the alphabet (this letter will later translate to one of the topics which you have selected and typed alphabetically). **You may have your own ingenious, simple strategy.**
- **NB Ensure that no learner sits with the randomly chosen topic for longer than 5 minutes before delivering their speech.**
- Explain to the learners how the task will be administered.
- Make sure the learners see the rubric and understand how they will be assessed against the set criteria.

Grade 10 Unprepared Speech Task – Exemplar 1

Task number: _____

Date: _____

Prepare a speech on one of the following topics. Your oral should be two to three minutes long. Please carefully follow the instructions below:

How to prepare your speech

- Consider the topic carefully.
- On a paper jot down a few notes to organise your thoughts regarding the topic. You will be given 5 minutes to do this.
- You may not use any resources, not even your friend's ideas.
- Your speech should last between 2 and 3 minutes.
- Ensure that your teacher is easily able to follow your speech.
- Refer to the marking rubric that will be used to assess your unprepared speech.
- Provide the teacher with your notes as evidence of your speech.
- The introduction should be interesting.
- Make every effort to be coherent, make an impact on the audience and remain confident throughout.
- Use jargon your audience understands.
- Remember the power of pause.

TOPIC

--

(15)

Grade 11 Unprepared Speech Task – Exemplar 1

Task number: _____

Date: _____

Prepare a speech on one of the following topics. Your oral should be two to three minutes long.

Please carefully follow the instructions that follow:

How to prepare your speech

- Consider the topic carefully.
- On a paper jot down a few notes to organise your thoughts regarding the topic. You will be given 5 minutes to do this.
- You may not use any resources, not even your friend's ideas.
- Your speech should last between 2 and 3 minutes.
- Ensure that your teacher is easily able to follow your speech.
- Refer to the marking rubric that will be used to assess your unprepared speech.
- Provide the teacher with your notes as evidence of your speech.
- The introduction should be interesting.
- Make every effort to be coherent, make an impact on the audience and remain confident throughout.
- Use jargon your audience understands.
- Remember the power of pause.

TOPIC

--

(15)

Grade 12 Unprepared Speech Task – Exemplar 1

Task number: _____

Date: _____

Prepare a speech on one of the following topics. Your oral should be two to three minutes long. Please carefully follow the instructions that follow:

How to prepare your speech

- Consider the topic carefully.
- On a paper jot down a few notes to organise your thoughts regarding the topic. You will be given 5 minutes to do this.
- You may not use any resources, not even your friend's ideas.
- Your speech should last between 2 and 3 minutes.
- Ensure that your teacher is easily able to follow your speech.
- Refer to the marking rubric that will be used to assess your unprepared speech.
- Provide the teacher with your notes as evidence of your speech.
- The introduction should be interesting.
- Make every effort to be coherent, make an impact on the audience and remain confident throughout.
- Use jargon your audience understands.
- Remember the power of pause.

TOPIC

--

(15)

Unprepared Speech Topic Bank

1. We live in a violent society. (15)
2. Beauty lies in the eye of the beholder. (15)
3. Fast foods. (15)
4. Physical education. A subject in schools? (15)
5. Social media: a double-edged sword. (15)
6. Is school preparing me for the real world? (15)
7. Is crime an option? (15)
8. We are victims of fashion. (15)
9. Every action has a consequence. (15)
10. Happiness is... (15)
11. Should music be made available free of charge? (15)
12. Movies celebrate criminals and their crimes. (15)
13. Traditional remedies and beliefs. (15)
14. Gambling makes the poor poorer. (15)
15. Television – the educator of the masses. (15)
16. Schools create giant sports people but destroy our cultural heritage. (15)
17. Are machines taking over our brain function? (15)

18. Is it true that crime does not pay? (15)
19. Laughter is the best medicine. (15)
20. What challenges do the youth face in the modern times? (15)
21. Should sport be a compulsory part of school life? (15)
22. How should the school curriculum be changed to suit the modern times? (15)
23. Should drivers' education form part of the school curriculum? (15)
24. Should schools still emphasise university studies or should we focus on getting more artisans? (15)
25. How can immigration (legal and illegal) be controlled? (15)
26. Is there still a need for Life Orientation as a school subject? (15)
27. How can we prevent crime at school? (15)
28. WIFI should be free in public places. (15)
29. Is culture dying in our society? (15)
30. To succeed you must take the risk. (15)
31. Is honesty a dying value in our society? (15)
32. Pick yourself up, dust yourself off and start all over again. (15)
33. Doing the right thing does not always make you popular. (15)
34. Am I my brother's keeper? (15)

35. Think before you speak. (15)
36. Beauty pageants: is it a way to objectify women? (15)
37. Is it better to date someone attractive and popular or someone intelligent and smart? (15)
38. Curfew: is it effective in keeping teens out of trouble? (15)
39. Sport stars are given too much importance in society. (15)
40. Who are more complicated: men or women? (15)
41. The success of education lies in the hands of the learner. (15)
42. Advertising – information or manipulation. (15)
43. Competition is an essential element in learning. (15)
44. Learners tend to forget their responsibilities, but remember their rights. (15)
45. Humour is a survival skill. (15)
46. What human quality does the world need more of and why? (15)
47. When lying seems like a good idea. (15)
48. My biggest concern for the future is... (15)
49. If I were an animal I'd be a... (15)
50. The more we communicate, the less we really say. (15)
51. The most important lesson of my life so far... (15)

52. Team sports build strong individuals. (15)
53. The worst chore in the entire household has to be... (15)
54. The person I'd like to meet (living or dead). (15)
55. Advice for any fairy-tale character. (15)

Annexure A Essay Assessment Rubric

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	28-30 -Outstanding/striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well-organised and coherent, including introduction, body and conclusion	22-24 -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well-organised and coherent, including introduction, body and conclusion	16-18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion	10-12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	4-6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	25-27 -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent, including introduction, body and conclusion	19-21 -Well-crafted response -Relevant and interesting ideas -Well-organised and coherent, including introduction, body and conclusion	13-15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	7-9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0-3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and	14-15 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language, -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling - Very skilfully crafted	11-12 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Language is effective and a consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well-crafted	8-9 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Appropriate use of language to convey meaning -Rhetorical devices used to enhance content	5-6 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Very basic use of language -Diction is inappropriate -Very limited vocabulary	0-3 -Language incomprehensible -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible

conventions, punctuation, grammar, spelling 15 MARKS	Lower level			
	13	10	7	4
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS	5	4	3	2
	1-0			

Annexure B Transactional Writing Assessment Rubric

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT	13-15	10-12	7-9	4-6	0-3
Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context	-Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate	-Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well-elaborated and details support topic -Appropriate format with minor inaccuracies	-Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some	-Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Has vaguely applied necessary rules of format	-Response reveals no knowledge of features of the type of text -Meaning is obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Has not applied necessary rules of format

	format	7-8	inaccuracies	-Some critical oversights	0-2
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 10 MARKS	9-10 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	7-8 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally, grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	5-6 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3-4 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0-2 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

Annexure C Prepared Speech Assessment Rubric

CRITERIA	Code 7 - Outstanding 8 - 10	Code 6 - Meritorious 7	Code 5 - Substantial 6	Code 4 - Adequate 5	Code 3 - Moderate 4	Code 2 - Elementary 3	Code 1 - Not achieved 0 - 2
Research skills	-Convincing evidence that a wide range of interesting and relevant sources have been consulted -A wide range of new and interesting facts and examples make the presentation impressive	-Sound evidence that a wide range of interesting and relevant sources have been consulted -New and interesting facts and examples contribute to a well-structured presentation	-Good evidence that a wide range of interesting and relevant sources have been consulted -Interesting facts and examples contribute to a well-structured presentation	-Satisfactory evidence that relevant sources have been consulted -Presentation is interesting and some new and interesting facts and examples have been given	-Some evidence that relevant sources were used -Presentation is adequate but without the spark of new ideas, facts or information	-Limited evidence of partial use of sources -Little evidence of research owing to lack of new ideas, facts or information	-If sources were used, there is little or no evidence in the presentation -Hardly any new ideas Any research done does not contribute to the effectiveness of the presentation
Planning and organisation of contents	-Thoroughly planned according to task, audience, context and format -Striking introduction which immediately grasps audience attention -Brilliant development of ideas and argument -Contents reflects outstanding creativity, originality and mature insight -Skillful ending thoroughly drawn together	-Very well-planned according to task, audience, context and format -Very good and appropriate introduction which immediately arouses interest -Very good, and sustained development of ideas and argument -Contents reflects creativity originality and some insight -Very good conclusion	-Well-planned according to task, audience, context and format -Good and appropriate introduction which arouses interest -Good, and sustained development of ideas and argument -Content reflects creativity originality and some insight -Good conclusion	-Satisfactory planning according to task, audience, context and format -Reasonably good introduction which still arouses interest -Good development of argument which can be followed easily -Contents fairly original, but not always creative and insight sometimes lacking -Reasonably good ending, but sometimes lacks cohesion	-Adequate planning according to task, audience, context and format -Introduction adequate which arouses some interest -Adequate development of ideas and argument but has problems with cohesion -Contents shows some originality, but not always creative and lacks insight -Adequate conclusion, but lacks cohesion	-Evidence of some planning according to task, audience, context and format -Some evidence of introduction, but barely arouses interest -Some arguments can be followed, but others are inconsistent / can barely be followed -Contents is barely original and lacks creativity or originality -Hardly any evidence of a conclusion	-No evidence of planning according to task, context audience or format -Introduction poor and arouses no audience interest -Cannot sustain argument Shows little understanding of topic -Contents poor, boring and banal -Conclusion lacking
Tone, speaking and	-Natural delivery, a fluent, skilled and	-Very good presenter, natural and fluent	-Good presenter, fluent presentation;	-Reasonably fluent presenter, sometimes	-Sometimes fluent, but presentation lacks	-Hesitant, lacks expression, lacks	-Inappropriate tone, style and register

presentation skills	animated presenter, appropriate style and register	presentation; appropriate style and register	appropriate style and register	shows hesitation, style and register mostly appropriate	appropriate style and register	fluency, mostly inappropriate style and register	-Sloppy indistinct articulation mostly inaudible -Almost non-existent eye contact, inappropriate facial expression and body language -No audience contact -Totally dependent on notes		
	-Clearly audible articulation -Eye contact, facial expressions, gestures and body language outstanding, functional and convincing -Audience interest sustained throughout -Notes used effectively and with confidence	-Largely audible articulation -Eye contact, facial expressions, gestures and body language largely functional and convincing -Audience interest sustained. -Notes used effectively	-Reasonably clear articulation, audibility -Eye contact, facial expressions, gestures and body language reasonably convincing -Most members of the audience follow -Some dependency on notes but still good contact with the audience	-Adequately audible and clear articulation -Adequate eye contact, facial expressions, gestures and body language but not always convincing -Mixed reaction from the audience -Use of notes often detract from presentation	3	4	5	6	7
Critical awareness of language usage	-Thorough, mature vocabulary and creative language use -Outstanding language manipulation to evoke audience response -Exceptional awareness of, and sensitivity to respectful language use on cultural issues	-Very good, mature vocabulary and creative language use -Very good language manipulation to evoke audience response -Very good awareness of, and sensitivity to respectful language use on cultural issues	-Good vocabulary and creative language use -Good language manipulation to evoke audience response -Good awareness of, and sensitivity to respectful language use on cultural issues	-Reasonably mature vocabulary and creative language use -Reasonable language manipulation to evoke audience response -Reasonable awareness of, and sensitivity to respectful language use on cultural issues	-Adequate vocabulary and language use -Some language manipulation to evoke audience response -Moderate awareness of, and sensitivity to respectful language use on cultural issues	-Limited vocabulary and language use -Struggles to manipulate language to evoke audience response -Seldom aware or sensitive or respectful to language use on cultural issues	-Very limited vocabulary and language -Unable to manipulate language -Hardly ever aware of sensitive or respectful language use on cultural issues		
	8 - 10	7	6	5	4	3	0 - 2		
Choice, design and use of audio and/or visual aids	-Excellent and tastefully appropriate choice and presentation of visual aids -Visual aids make an	-Very good and appropriate choice and use of visual aids -Presenter is able to use visual aids	-Good and appropriate choice and use of visual aids -Presenter is able to use visual aids to	-Visual aids are mostly relevant to the topic -Most of the visual aids used contribute to the success of the	-Visual aids adequately used, but not always totally appropriate -Visual aids do not always contribute to	-Seldom uses visual aids -Use of aids sometimes clumsy and not functional	-Makes no use of visual aids		
	8 - 10	7	6	5	4	3	0 - 2		

	impact on the audience and effectively contribute to the success of the presentation	effectively to enhance the presentation	enhance the presentation	presentation	presentation	
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[10 x 5 = 50 / 5 = 10]

Annexure D Unprepared Speaking Assessment Rubric

CRITERIA	Code 7 - Outstanding 8 - 10	Code 6 - Meritorious 7	Code 5 - Substantial 6	Code 4 - Adequate 5	Code 3 - Moderate 4	Code 2 - Elementary 3	Code 1 - Not achieved 0 - 2
Content	Able to select information and organise it in a logical manner. Speaks on the topic without lapses.	Able to select information and organise it in a fairly logical manner. Speaks on the topic with minor lapses.	Able to select sufficient information and organise it. Speaks on the topic with only occasional lapses..	Able to select appropriate information but cannot always organise it. Speaks occasionally off the topic.	Able to select some information but presents it in an unorganised manner. Sometimes speaks off the topic.	Able to select minimal information which is unorganised. Speaks off the topic.	Unable to select appropriate information. Speaks off the topic.
Presentation: Tone, body language and audience contact	Use of tone and body language is fully appropriate. Excellent communication with the audience / teacher is maintained.	Use of tone and body language is appropriate. Very good communication with the audience / teacher is maintained.	Use of tone and body language is mostly appropriate. Communication with the audience / teacher is moderately maintained.	Use of tone and body language is appropriate. Communication with the audience / teacher is moderately maintained.	Use of tone and body language is partially appropriate. Communication with the audience / teacher is erratic.	Use of, tone and body language is mostly inappropriate resulting in little communication with audience / teacher.	Use of tone and body language is inappropriate resulting in no communication with audience / teacher.
Critical awareness of language	Excellent ability to manipulate language.	Very good ability to manipulate language.	Good language manipulation.	Reasonable language manipulation.	Some language manipulation.	Struggles to manipulate language.	Unable to manipulate language.

[10 x 3 = 30 / 2 = 15]

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