



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL CURRICULUM STATEMENT
GRADES 10-12 (GENERAL)**

LEARNING PROGRAMME GUIDELINES

**LANGUAGES:
ENGLISH**

**HOME LANGUAGE
FIRST ADDITIONAL LANGUAGE
SECOND ADDITIONAL LANGUAGE**

JANUARY 2008

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SECTION 1

INTRODUCTION

1.1 INTRODUCING THE NATIONAL CURRICULUM STATEMENT

1.1.1 BACKGROUND

In 1995 the South African government began the process of developing a new curriculum for the school system. There were two imperatives for this. First, the scale of change in the world, the growth and development of knowledge and technology and the demands of the 21st Century required learners to be exposed to different and higher level skills and knowledge than those required by the existing South African curricula. Second, South Africa had changed. The curricula for schools therefore required revision to reflect new values and principles, especially those of the Constitution of South Africa.

The first version of the new curriculum for the General Education Band, known as Curriculum 2005, was introduced into the Foundation Phase in 1997. While there was much to commend the curriculum, the concerns of teachers led to a review of the Curriculum in 1999. The review of Curriculum 2005 provides the basis for the development of the Revised National Curriculum Statement for General Education and Training (Grades R-9) and the National Curriculum Statement for Grades 10-12.

1.1.2 THE NATIONAL CURRICULUM STATEMENT

The National Curriculum Statement consists of 29 subjects. Subject specialists developed the Subject Statements which make up the National Curriculum Statement. The draft versions of the Subject Statements were published for comment in 2001 and then re-worked to take account of the comments received. In 2002 twenty-four subject statements and an overview document were declared policy through Government Gazette. In 2004 five subjects were added to the National Curriculum Statement. The National Curriculum Statement now consists of the Subject Statements for the following subjects:

- Languages – 11 official languages (each counted as three subjects to cater for the three levels Home Language, First Additional Language and Second Additional Language); 14 non-official languages
- Mathematics; Mathematical Literacy; Physical Sciences; Life Sciences; Computer Applications Technology; Information Technology
- Accounting; Business Studies; Economics
- Geography; History; Life Orientation; Religion Studies
- Consumer Studies; Hospitality Studies; Tourism
- Dramatic Arts; Dance Studies; Design; Music; Visual Arts
- Agricultural Sciences, Agricultural Management Practices, Agricultural Technology

- Civil Technology; Mechanical Technology; Electrical Technology; Engineering Graphics and Design

1.1.3 NATIONAL SENIOR CERTIFICATE

The *National Senior Certificate: A Qualification on Level 4 of the National Qualifications Framework (NQF)* provides the requirements for promotion at the end of Grades 10 and 11 and the awarding of the National Senior Certificate at the end of Grade 12. This document replaces two of the original National Curriculum Statement documents: the *Overview* and the *Qualifications and Assessment Policy Framework*.

1.1.4 SUBJECT ASSESSMENT GUIDELINES

The Subject Assessment Guidelines set out the internal or school-based assessment requirements for each subject and the external assessment requirements. In addition, the *National Protocol for Recording and Reporting (Grades R-12)* (an addendum to the policy, *The National Senior Certificate*) has been developed to standardise the recording and reporting procedures for Grades R to 12. This protocol came into effect on 1 January 2007.

1.2 INTRODUCING THE LEARNING PROGRAMME GUIDELINES

1.2.1 PURPOSE AND CONTENT OF THE LEARNING PROGRAMME GUIDELINES

The Learning Programme Guidelines aim to assist teachers and schools in their planning for the introduction of the National Curriculum Statement. The Learning Programme Guidelines should be read in conjunction with the National Senior Certificate policy and the National Curriculum Statement Subject Statements.

Section 2 of the Learning Programme Guidelines suggests how teaching the particular subject may be informed by the principles which underpin the National Curriculum Statement.

Section 3 suggests how schools and teachers might plan for the introduction of the National Curriculum Statement. The Department of Education encourages careful planning to ensure that the high skills, high knowledge goals of the National Curriculum Statement are attained.

The Learning Programme Guidelines do not include sections on assessment. The assessment requirements for each subject are provided in the Subject Assessment Guidelines which come into effect on 1 January 2008.

1.2.2 WHAT IS A LEARNING PROGRAMME

INTRODUCTION

A Learning Programme assists teachers to plan for sequenced learning, teaching and assessment in Grades 10 to 12 so that all Learning Outcomes in a subject are achieved in a progressive manner. The following three phases of planning are recommended:

- Phase 1 – develop a *Subject Framework* for grades 10 to 12
- Phase 2 – develop a *Work Schedule* for each grade
- Phase 3 – develop *Lesson Plans*

It is recommended that the teachers of a subject at a school or cluster of schools first put together a broad subject outline (Subject Framework) for the three grades to arrive at an understanding of the content of the subject and the progression which needs to take place across the grades (see Section 3.3.1). This will assist with the demarcation of content for each grade. Thereafter, teachers of the subject teaching the same grade need to work together to develop a year long Work Schedule. The Work Schedule should indicate the sequence in which the content and context will be presented for the subject in that particular grade (see Section 3.3.2). Finally, individual teachers should design Lesson Plans using the grade-specific Work Schedule as the starting point. The Lesson Plans should include learning, teaching and assessment activities that reflect the Learning Outcomes and Assessment Standards set out in the Subject Statements (see Section 3.3.3). Learning Programmes should accommodate diversity in schools and classrooms but reflect the core content of the national curriculum.

An outline of the process involved in the design of a Learning Programme is provided on page 6.

DESIGNING A LEARNING PROGRAMME

A detailed description of the process involved in the design of a Learning Programme is provided in Sections 3.3.1 – 3.3.3 of the Learning Programme Guidelines. The first stage, the development of a Subject Framework does not require a written document but teachers are strongly advised to spend time with subject experts in developing a deep understanding of the skills, knowledge and values set out in the Subject Statements. The quality and rigour of this engagement will determine the quality of teaching and learning in the classroom.

Once the Subject Framework has been completed, teachers should develop Work Schedules and Lesson Plans. Examples of Work Schedules and Lesson Plans are provided in the Learning Programme Guidelines. Teachers are encouraged to critically engage with these formats and develop their own.

• Developing a Subject Framework (Grades 10-12)

Planning for the teaching of subjects in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the steps recommended should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, requisitioning, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the contexts or themes; electives etc. to be covered in the three grades for each subject
- A three-year assessment plan for the subject
- The list of LTSM required for the subject

- **Designing Work Schedules**

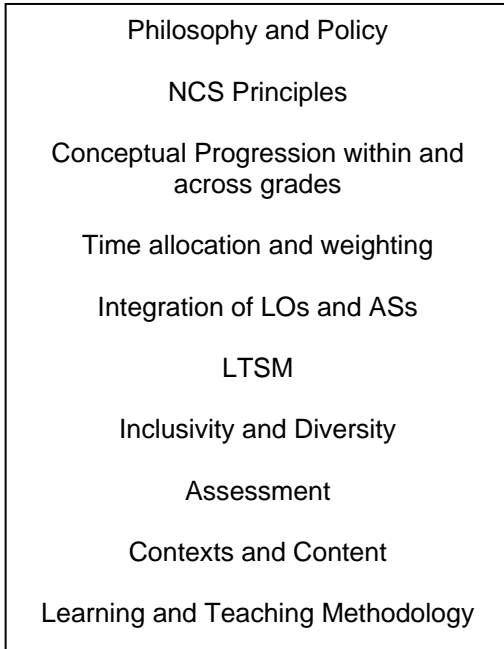
This is the second phase in the design of a Learning Programme. In this phase teachers develop Work Schedules for each grade. The Work Schedules are informed by the planning undertaken for the Subject Framework. The Work Schedules should be carefully prepared documents that reflect what teaching and assessment will take place in the 36-40 weeks of the school year.

- **Designing Lesson Plans**

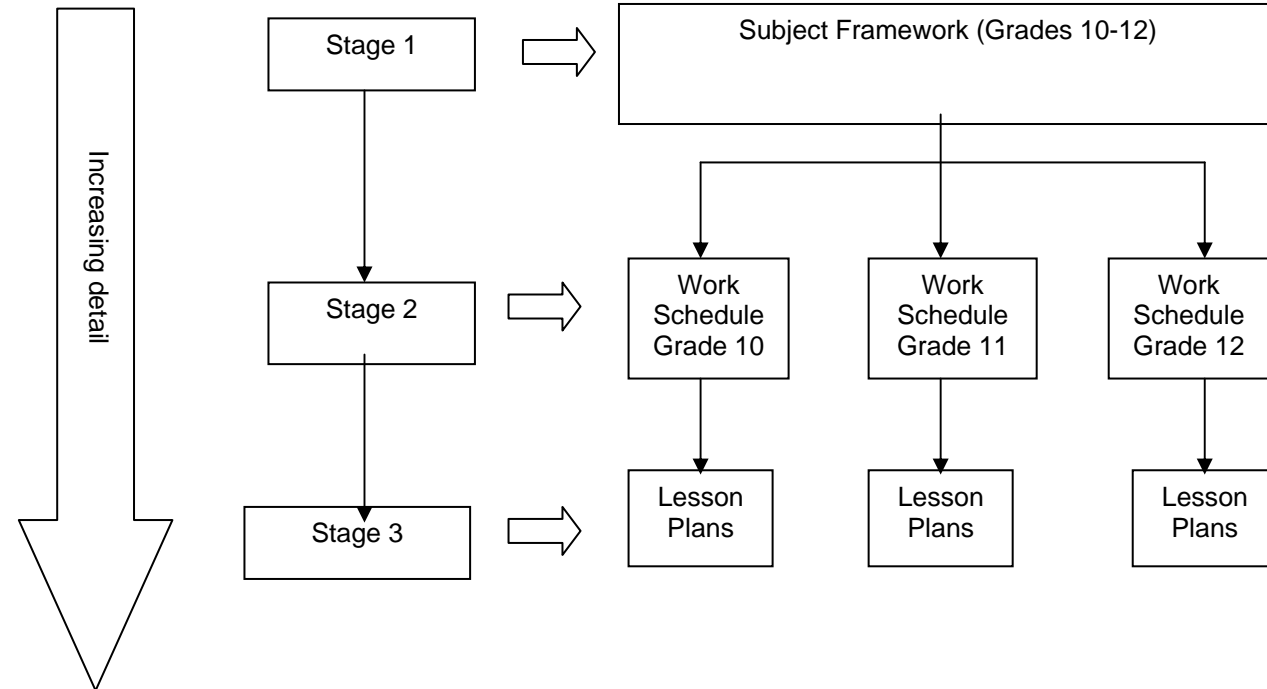
Each grade-specific Work Schedule must be divided into units of deliverable learning experiences, that is, Lesson Plans. Lesson Plans are not equivalent to periods in the school timetable. Each Lesson Plan should contain a coherent series of teaching, learning and assessment activities. A Lesson Plan adds to the level of detail for each issue addressed in the Work Schedule. It also indicates other relevant issues to be considered when teaching and assessing a subject.

FIGURE 1: RELATIONSHIP BETWEEN THE 3 STAGES OF PLANNING WHEN DEVELOPING A LEARNING PROGRAMME

ISSUES TO BE CONSIDERED



STAGES



SECTION 2 INTRODUCING LANGUAGES

2.1 WHAT IS LANGUAGE?

Language is a tool for thought and communication. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others and to manage their world. Language proficiency is central to learning across the curriculum as learning takes place through language.

2.1.1 What are the Languages in the NCS?

The Languages in the National Curriculum Statement include all the official South African languages. The Subject Statements for Home Language, First Additional Language and Second Additional Language may also be adopted for approved non-official languages.

Language level terms in the National Curriculum Statement Grades 10-12 (General) for Languages differ from the terms used in *Report 550* (see **Table 2.1**).

Table 2.1: Differences of language level terms between *Report 550* and the National Curriculum Statement Grades 10-12 (General) for Languages

<i>Report 550</i>	National Curriculum Statement Grades 10-12 (General) for Languages
First Language	Home Language
Second Language	First Additional Language
Third Language	Second Additional Language

The offering of Languages in the National Curriculum Statement is governed by national policy in the form of the *Language in Education Policy* and *The Norms and Standards for Languages*. These stipulate that all learners must offer tuition in at least two official languages until the end of Grade 12.

The Department of Education's *Language in Education Policy* promotes **additive multilingualism**. This means that learners must learn additional languages while maintaining and developing their home language(s) at a high level. Additive multilingualism makes it possible for learners to transfer skills, such as reading, writing and speaking, from the language in which they are most proficient to their additional languages.

Languages in the NCS include all eleven official languages as Home, First Additional and Second Additional Languages. All learners in Grades 10-12 must study at least two official languages with one language at Home Language level and the other at either First Additional or Home Language level and one of these must be the Language of Learning and Teaching. These two languages are included in the compulsory component of the National Curriculum Statement.

Languages in the NCS also include non-official languages (foreign languages) which can be offered as Home Language, First Additional Language and Second Additional Language.

All languages can be offered on the following levels:

- **Home Language:** The learners' home language needs to be promoted, fostered and developed to provide a sound foundation for learning additional languages. It may be used as the Language of Learning and Teaching. Listening and speaking skills are developed and refined but the emphasis at this level is on developing the learners' reading and writing skills.
- **First Additional Language:** Learning a First Additional Language promotes multilingualism and intercultural communication. It may be used as the Language of Learning and Teaching. The skills of listening, speaking, reading and writing are equally emphasised.
- **Second Additional Language:** Learning a Second Additional Language furthers multilingualism and intercultural communication. Although reading and writing skills are developed at this level, the emphasis is on developing listening and speaking skills.

2.1.2 Language Standardisation

The *Language Standardisation Policy July 2001* outlines the process for standardising the teaching, learning and assessment of official languages. The aim is to bring about uniformity in all official and non-official languages in the National Curriculum Statement Grades 10-12 (General) for Languages. When teaching, learning and assessing languages, emphasis will be placed on the communicative approach, text-based approach and different forms of literacy including visual literacy.

2.2 WHAT IS THE RELATIONSHIP BETWEEN LANGUAGE AND THE NATIONAL CURRICULUM STATEMENT PRINCIPLES?

In the spirit of the Constitution of South Africa, the curriculum aims to heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights. The National Curriculum Statement is based on the following principles:

- Social transformation
- Outcomes-based education
- High knowledge and high skills
- Integration and applied competence
- Progression
- Articulation and portability
- Human rights, inclusivity and environmental and social justice
- Valuing indigenous knowledge systems
- Credibility, quality and efficiency

Language proficiency is fundamental to accomplishing these principles. Multilingualism breaks down boundaries and recognises and respects different languages and cultures.

2.2.1 Social transformation

The Languages curriculum aims to raise awareness of the positive value of cultural and linguistic diversity and to foster respect for the languages and cultures of other people. The Assessment Standards for Languages encourage learners to be sensitive to cultural, ethnic, racial, class and

gender issues. Learners are encouraged to challenge bias, stereotypes and discrimination found in texts.

Learners are given the opportunity to learn official languages and non-official languages as Home Language or First Additional Languages and Second Additional Languages because learning languages other than their home language(s) teaches respect for languages and cultures of other people and enables learners to participate in their communities and the world at large.

The curriculum for Languages presents learners with opportunities to study events, literature, experiences, issues and problems critically and from different perspectives. The new curriculum encourages learners to become familiar with and to use new technology, such as electronic media. By using new technologies in the Languages classroom, teachers can better prepare learners for international cross-cultural interaction which is increasingly required for success in academic, vocational or personal life.

2.2.2 Outcomes-based education

Language teachers should find it easy to adopt an outcomes-based approach and its methodologies as they have always worked towards competency in the language. They are accustomed to producing the evidence required to demonstrate the skills of speaking, listening, writing or presenting, reading or viewing and the appropriate use of structures and conventions.

Knowledge, skills, values and attitudes find expression in texts. Communicative language teaching and a text-based approach are familiar to teachers and are the embodiment of an outcomes-based education approach.

The text-based approach

*(The word 'text' is used in the widest possible sense – it includes **written, oral, audio-visual and multimedia** texts, such as posters, advertisements, radio and television programmes, and a range of different written texts.)*

A text-based approach to language learning explores the interaction between the text and the learner. The purpose of a text-based approach is to enable learners to become competent, confident and critical readers, writers, viewers and designers of texts. It involves reading, viewing and analysing texts to understand how they are produced and how they impact on their audience. It also involves producing different kinds of texts for particular purposes and audiences. This approach is informed by an understanding of how texts are constructed.

Texts are produced for particular contexts; that is, with particular purposes and audiences in mind. Different kinds of texts that follow particular conventions in terms of structure, grammar and vocabulary can be distinguished and these are referred to as **genres**. For instance, the structure and language of a play differ from those found in a poem or a short story. In the same way, a report differs from a procedure (set of instructions) or from a letter of complaint. These differences can be accounted for in terms of their different audiences and purposes. The **register** of texts also differs along a continuum from less to more formal according to the social relationship of the participants. Learners need to be able to understand and produce a range of different genres, using format, layout, structure, grammar and register appropriately.

Texts reflect the cultural, social and political contexts in which they are created. The language used in texts carries messages regarding the cultural and social values and political views of the writers and thus texts are not neutral. Learners need to be able to interpret and respond to the values,

attitudes and indigenous knowledge systems reflected in texts. For example, in Learning Outcome 2, learners are expected to explain how language and images may reflect and shape values and attitudes. They are expected to identify and explain socio-cultural or political values, attitudes and beliefs, such as attitudes regarding gender, class, age, power, human rights, inclusivity and environmental issues that are either explicit or implicit in texts.

In a text-based approach, language is explored in texts and texts are explored relative to their contexts. The approach pays attention to formal aspects of language (grammar and vocabulary) but these are viewed in terms of their effects and not studied or analysed in an isolated way. Learners need to understand metalanguage to discuss texts; they need the words to describe different aspects of grammar, vocabulary and style and how these function in texts.

The communicative approach

The communicative approach in languages provides learners with extensive opportunities to acquire the language skills necessary to perform certain required functions in society. The learner is provided with many opportunities to practise or produce the language by solving problems and interacting in social or practical situations.

During this process, learners make mistakes as part of their learning. Mistakes may be corrected but the main focus is on communicative competence. This approach mirrors the acquisition of a home language and the manner in which older children or adults in the family help the child to acquire the home language but do not impede progress by an over-insistence on correctness.

Learners of a new language must be given enough practice in class, as they are unlikely to have enough exposure to the language at home. Home language speakers and additional language speakers need to use and discuss language in an academic way (metalanguage).

The implications of the communicative approach for classroom practice are:

- Language skills should be taught in an integrated way as this is how language is used in real life.
- Learners should be given ample opportunities to use language in class: to listen and speak and to read or view and write language. This means maximising opportunities for learners to practise oral language skills using group or pair activities and to practise reading through a range of individual activities.
- Learners should use language in situations that require them to interact and communicate real feelings, ideas and information for real purposes. This can include activities where there is an information gap; different groups of learners have different information that they need to share to achieve a common goal.
- Texts used as the basis for learning activities, such as current newspaper or magazine articles, advertisements, pamphlets, stories, radio programmes, should be authentic. Texts from a range of different genres and modes, such as oral, written or multimedia, should be used and can be linked through **themes**.
- Language errors are regarded as part of the language learning process. The focus is on effectively communicating meaning rather than on using the correct form of the language.
- Language structures should be taught in context. While assessing learners' writing, a teacher may realise that they have difficulty in using a tense correctly. The teacher can then focus the learners' attention on the correct use of the tense in a text and then provide opportunities for practice using the tense in different, authentic writing activities.
- The fear of making mistakes inhibits language learning. Learners should be relaxed and enjoy what they do.

2.2.3 High knowledge and high skills

A grasp of language is imperative for high knowledge and skills, as language is the vehicle of thought, communication and negotiation.

The Subject Statements for Languages aim to develop high-level knowledge and skills in learners. The Assessment Standards describe what a learner should know and be able to demonstrate at a specific grade. By using a wide variety of texts and producing texts in different contexts, a high level of competence is demanded from a learner's knowledge and application of the language. A text-based approach to teaching language enables learners to become competent, confident and critical readers, writers, viewers and developers of texts.

A text-based approach involves listening to, reading, viewing, interpreting, analysing, evaluating, explaining and synthesising texts to understand how they are produced and what their effects are. Through this critical interaction, learners develop the ability to evaluate texts. This involves producing different kinds of texts for particular purposes, target groups and contexts. Consequently, all learners must have a clear and accurate knowledge of language structures and conventions.

2.2.4 Integration and applied competence

Applied competence in language teaching aims at integrating three distinct competences, namely practical, foundational and reflective competences. Language learning in the class should prepare learners to communicate effectively in society and should provide opportunities to practise and develop all language skills and knowledge in an integrated way. Thus although a particular learning activity may focus on a particular language skill, skills should be developed in one area to support development in other areas.

The four Language Learning Outcomes address the skills of listening and speaking, reading and viewing, writing and presenting and knowledge about language and how it functions. Skills and knowledge are interdependent and integrated when language is used to communicate effectively for a range of purposes and audiences. For example, when participating in a discussion participants are both listening and speaking; when compiling a report on that discussion, participants both read and write; and in both instances, participants draw on their knowledge of grammar and adjust their register to suit the particular audience.

The teacher should integrate all aspects of language learning through the creation and interpretation of texts. This means that the teaching of language skills and knowledge of grammar is text-based and integrated. Learners can read a magazine article, discuss issues arising from the article, report their findings to the class, focus on an aspect of language use (e.g. new vocabulary) in the article, and write a letter to the magazine in response to the article. In addition, the content of the texts provides learners with the opportunity to develop their knowledge and values.

2.2.5 Progression

For learners to progress from simple to more complex knowledge and skills, their language competence must progress concomitantly.

Suitable genres or types of texts are listed in the Languages Subject Statements. These include a wide range of oral, written, visual, audio, audio-visual and multimedia texts, both factual and imaginative. The same genres may appear from Grade 10 to Grade 12 but these should progressively be more challenging from one grade to the next. For example, different novels from

the same genre could be used for Grade 10, 11 and 12 where Grade 10 learners could describe the mood of the story, Grade 11 learners could explain it and Grade 12 learners could interpret it. The language level and ideas in the texts should be accessible to the learners but provide sufficient challenge to extend and develop their language proficiency. Learners should produce progressively more sophisticated and challenging texts from grade to grade. For example, in creative writing learners could write narrative and descriptive essays in Grades 10 and 11 and they could write argumentative and discursive/expository essays in Grade 12.

The choice of texts can provide learners with the opportunity to explore important social, religious, political, economic, environmental and human rights **issues** such as HIV/Aids, gender equality, children's rights, the environment, racism and globalisation. Texts should allow learners to explore these issues in relation to their own lives and experiences but also to expand their horizons and vision.

Texts around the same **theme** may be selected to provide coherence to the Learning Programme. For example, a particular theme in a novel such as gender inequality, could be explored in different texts, such as newspaper and magazine articles, song lyrics, radio programmes, poems, advertisements, posters, television programmes and so on, and provide the basis for the production of texts by learners in the form of oral discussion, interviews, television talk shows, poems, posters, essays, stories, letters to the press etc.

Learners should read or view, listen to and produce as wide a **range of texts** as possible. Learners do not all have to use the same texts – groups or individuals may work with different texts according to their interests or language proficiencies. This allows for diversity of skills and interests among learners and the opportunity for differentiation for those who need more support and enrichment of gifted learners. Increasingly complex and dense texts should be introduced to learners.

In addition to the texts selected by the teacher, learners should also have the opportunity to select their own reading materials for **independent reading**. Extensive reading for pleasure is a critically important source of written language input for learners and will help them improve their language skills and vocabulary, broaden their general knowledge and prepare them for learning across the curriculum.

When planning for progression and when choosing appropriate texts, all Language teachers in a grade should plan suitable themes together and ensure that the choice and use of texts support the gradual development of the language skills of the learner.

Many **textbooks** provide ready-made Learning Programmes that provide a useful core of texts, learning activities and assessment strategies for teachers. Teachers should add their own selection of texts to these to provide links with current events or local concerns.

2.2.6 Articulation and portability

The language curriculum in Grades 10-12 uses the same design feature as that in the General Education and Training. The General Education and Training Band Learning Outcomes are organised according to language skills namely speaking, listening, reading, viewing, writing and presenting and language structures and conventions. These skills ensure articulation and portability between the General Education and Training language curricula and Grades 10-12.

2.2.7 Human rights, inclusivity and environmental and social justice

Language rights are an aspect of human rights. All eleven languages spoken in South Africa enjoy official status to promote the self-esteem of all citizens. Through the diversity of languages and our belief in ourselves, expressed through language, South Africans can develop a nation that is proud of its origins, cultures, beliefs and traditions.

In order to promote human rights, learners require the support necessary for language development.

In the past, languages in South Africa did not enjoy the same status. Learners and teachers need to be aware of the historical disadvantage African languages have suffered. Afrikaans and English were given special privileges both in terms of language teaching and their traditions and cultures. These inequalities are addressed by new national language policies. Schools should not further entrench the inequalities of the past by, for example, only teaching African languages as second or third additional languages and giving more time and attention to English and Afrikaans.

A further problem in terms of language and human rights is that a large majority of learners in our country are not taught through the medium of their home language. Most learners use English as the Language of Learning and Teaching. Schools which use any language other than the learners' home language as the Language of Teaching and Learning, should assist learners to improve their Language of Learning and Teaching to the highest level possible so that the difficulty of using an additional language in other subjects is minimised. This implies a considerable amount of cross-curricular work in the Language Learning Programmes and non-language teachers must also be attentive to the issue of language competency.

There should be an inclusive approach to languages and language speakers. To prevent language becoming a barrier to learning, teachers must be aware of how concepts are presented.

Learners should be able to use language to assert their own rights, to show respect for the rights of others, to challenge infringements of human rights and to fulfil personal and civic responsibilities. Literacy (reading, writing and viewing) provides access to information, lifelong learning and work opportunities. It is also an important tool to understand and assert one's human rights. Therefore, it is a key aspect of social justice. Schools must enable learners to achieve high levels of literacy in order to develop an understanding of social and environmental justice.

If the teaching of literacy is firmly rooted in the world of the learners, they will make sense of their world and bring this knowledge to their reading of texts. Through reading, viewing and listening to texts, learners are able to reinterpret their world and use this knowledge to 'rewrite' their world in ways that contribute to social and environmental justice.

For this to happen, learners must learn to listen, read and write in a language that is an integral part of their world. They will then be able to transfer the critical literacy they have acquired in their home language to their additional languages.

By enabling learners to acquire critical literacy, teachers make an important contribution to social and environmental justice. Therefore, they should choose texts that enable learners to engage critically with their world, for example texts about access to the resources in our society (health services, water, wealth etc.) and the way in which these resources are used. These texts will support the themes used for teaching and learning. The themes are derived from the Critical and Developmental Outcomes and thus support movement towards the educational and social vision expressed in the South African constitution.

2.2.8 Valuing indigenous knowledge systems

Through language, learners can make sense of the world. Listening, speaking, reading, viewing and writing broaden learners' knowledge of the wide variety of indigenous knowledge systems within South Africa. Learners need to be able to articulate indigenous knowledge systems in whichever language they use.

The Subject Statements for Languages acknowledge the rich history and heritage of this country through its integrated text-based approach. Many visual, audio, audio-visual and multimedia texts with different perspectives have been included for every grade to assist problem solving and information gathering in Languages.

2.2.9 Credibility, quality and efficiency

If the National Curriculum Statement is to achieve international credibility, the quality of language learning and teaching needs to measure up to standards recognised internationally.

The Languages Subject Statements Grades 10-12 (General) aim to achieve credibility through providing Learning Outcomes and Assessment Standards that are comparable in quality, breadth and depth to those of other countries. The Learning Outcomes for Languages, namely: listening and speaking, reading and viewing and writing deal with skills that are universally taught in all languages in the world.

2.3 PROFILE OF A LANGUAGE LEARNER

The learner entering Grade 10 already has skills, knowledge and insight of contexts and content of at least a home language and a first additional language. Some learners could possibly have taken a second additional language in Grades R-9.

The kind of learner envisaged at the end of Grade 12 will be inspired by a respect for the values captured in the constitution such as democracy, human rights and social justice. Such a learner will respond accordingly in society.

The General Education and Training Band should produce learners who are already accomplished in the skills of speaking, listening, reading, viewing, writing, presenting and using language structures and conventions in texts at the following language levels:

Home Language

The General Education and Training Band should produce learners who are already accomplished in speaking, listening, reading, viewing, writing and presenting and using language structures and conventions in texts. During the course of Grades 10-12, the learners will be exposed to increasingly complex texts and will be required to produce more demanding functional and creative texts. This will improve critical awareness and reading and writing, a particular focus of Home Language. This will help prepare learners for both the workplace and higher education.

First Additional Language

The General Education and Training Band should produce First Additional Language Learners whose competencies in the target language are close to the level of their home language as a result of a sound additive multilingual approach. Many of the learners have used and continue to use the First Additional Language as a Language of Learning and Teaching and thus need a high level of competence in the language. All the language skills are equally important.

Second Additional Language

In the General Education and Training Band, all learners should have encountered an official language as a Second Additional Language. They should be reasonably competent in speaking and reading but will need to develop writing and language skills.

At the end of Grade 12 Language learners must be able to:

- demonstrate the Critical and Developmental Outcomes and the Language Learning Outcomes;
- effectively and confidently participate in a wide range of communication situations;
- orally and in writing, express own feelings, opinions, viewpoints, ideas, attitudes and values and react to those of others;
- interpret, analyse, evaluate, explain and question a wide variety of texts across the curriculum while listening and speaking, reading and viewing and writing and presenting;
- accurately and appropriately produce a wide variety of texts in different contexts;
- use the structures and conventions of language confidently, effectively and expressively to create meaning;
- express advanced cognitive skills by using language;
- take independent decisions about their future;
- successfully access learning;
- think logically and analytically and demonstrate holistic and lateral thinking; and
- transfer skills from known contexts to unknown contexts through the use of language.

The relationship between the NCS Grades R-9 (Schools) and the NCS Grades 10-12 (General) Language curricula

It is necessary to understand the relationship between the National Curriculum Statement Grades R-9 (Schools) and the National Curriculum Statement Grades 10-12 (General) Language curricula. Table 2.2 outlines the knowledge, skills and values in the two curricula. It also shows the links between the Learning Outcomes of the NCS Grades R-9 (Schools) and the Learning Outcomes of the NCS Grades 10-12 (General) for Languages.

Table 2.2: Links between Learning Outcomes of NCS Grades R-9 (Schools) and Learning Outcomes of NCS Grades 10-12 (General)

National Curriculum Statement Grades R-9 (Schools)	National Curriculum Statement Grades 10-12 (General)
<p>Learning Outcome (LO) 1: Listening The learner will be able to listen for information and enjoyment and respond appropriately and critically in a wide range of situations. Links with NCS: LO 1</p>	<p>Learning Outcome (LO) 1: Listening and Speaking The learner is able to listen and speak for a variety of purposes, audiences and contexts. Links with NCS: LO 1, 2</p>
<p>Learning Outcome 2: Speaking The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations. Links with NCS: LO 1</p>	<p>Learning Outcome 1: Listening and Speaking The learner is able to listen and speak for a variety of purposes, audiences and contexts. Links with NCS: LO 1, 2</p>
<p>Learning Outcome 3: Reading and Viewing The learner will be able to read and view for information and enjoyment and respond critically to the aesthetic, cultural and emotional values in texts. Links with NCS: LO 2</p>	<p>Learning Outcome 2: Reading and Viewing The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts. Links with NCS: LO 3</p>
<p>Learning Outcome 4: Writing The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes. Links with NCS: LO 3</p>	<p>Learning Outcome 3: Writing and Presenting The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts. Links with NCS: LO 4</p>
<p>Learning Outcome 5: Thinking and Reasoning The learner will be able to use language to think and reason as well as to access, process and use information for learning. Links with NCS: LO 1 - 4</p>	
<p>Learning Outcome 6: Language Structure and Use The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts. Links with NCS: LO 4</p>	<p>Learning Outcome 4: Language The learner is able to use language structures and conventions appropriately and effectively. Links with NCS: LO 6</p>

2.4 RELATIONSHIP BETWEEN LANGUAGE LEARNING OUTCOMES AND CRITICAL AND DEVELOPMENTAL OUTCOMES

The four language Learning Outcomes in Grades 10-12 support the **Critical** and **Developmental Outcomes** in the following ways:

- The Learning Outcomes help develop the language skills and knowledge necessary for effective communication.
- Problem solving and critical awareness are improved by developing an imaginative, creative learner who has an enquiring mind. Critical awareness ensures that the learner is not gullible in a world that often attempts to exploit naiveté.
- The ability to manage oneself and others and develop as an entrepreneurial self-starter is enhanced by the analytic skills gained in Languages.
- Language competencies, such as the abstract language skills required for academic learning across the curriculum, and the aesthetic appreciation and enjoyment of texts are developed so that learners can listen, speak, read or view and write or present with confidence. These skills and attitudes form the basis of lifelong learning.
- Learners use language appropriately in real-life contexts taking into account audience, purpose and context.
- Learners justify their own ideas, views and emotions confidently to be independent and analytical thinkers.
- Learners use language and their imagination to represent and explore human experience. Through interacting with a wide range of texts, learners are able to reflect on their own lives and experiences and consider alternative worldviews.
- Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.
- Learners will recognise the unequal status of different languages and language varieties. They will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.
- Learners use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the ‘information age’ and prepares the learner for the workplace.
- Learners recognise that knowledge is socially constructed through the interaction between language and thinking.
- Learners express reasoned opinions on ethical issues and values. To develop their own value system, learners engage with texts concerning human rights and responsibilities such as the rights of children, women, the disabled, the aged and issues linked to race, culture, ideology, class, belief systems, gender, HIV/Aids, freedom of expression, censorship and the environment.

2.5 WAYS TO ACHIEVE LANGUAGE LEARNING OUTCOMES

The purpose of language teaching is for learners to demonstrate competence in the four Languages Learning Outcomes. These form the framework around which the Learning Programmes are built and all activities and accompanying assessment should support the learner to demonstrate increasing competence.

2.5.1 Learning Outcome 1: Listening and Speaking

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

The following should be done to help learners achieving this Learning Outcome:

- To demonstrate listening skills, learners should produce written evidence in the form of answers to questions, summaries, notes, etc.
- Teachers should stimulate oral participation by using written, oral and multimedia texts, such as radio and television programmes and photographs.
- Topics should be chosen which stimulate discussion on ethical and socio-cultural issues of relevance such as human rights, gender issues, general environmental issues, HIV/Aids and other diseases, inclusivity, tolerance and moral fortitude. The choice of such topics will develop critical awareness in learners.
- Listening and speaking should develop awareness of other people and cultures and promote general sensitivity in social situations. This can be achieved by constructive group work.
- Careful planning and research should precede any oral presentation. Oral presentations should be enriched by constantly improved techniques. Prepared and unprepared oral presentations can be used to enhance very important listening skills.
- Listening and speaking skills should always link with the skills of reading or viewing, writing or presenting and the improved use of language structures.

2.5.2 Learning Outcome 2: Reading and Viewing

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

The following should be done to help learners achieving this Learning Outcome:

- This Learning Outcome should aim at developing learners who are independent and enthusiastic readers and are thus able to engage in lifelong learning. Texts chosen should be relevant to the learners.
- In order to read with confidence and enjoyment, learners must develop reading strategies. They should be able to:
 - match different ways of reading to different texts and purposes, such as skimming newspaper headlines for the main ideas; scanning a telephone directory for a number; reading instructions slowly and with care or reading a poem with enjoyment;
 - develop and evaluate own reading speed;
 - use strategies to work out or find the meanings of words and phrases such as working out the meaning from the context; using word formation or using a dictionary; and
 - use content pages, indexes, reference books, library catalogues, internet searches, etc.
- Learners should, according to specific language level and grade, also be knowledgeable about different genres of non-fiction and fiction such as crime stories, science fiction, romances and biographies. They should be exposed to the work of different authors and be able to select texts that they will enjoy.
- Learners should evaluate meaning and language critically in all texts and learn to appreciate and critique them.

- Important literary works of the language should be shared with the learner who responds analytically and creatively. The extent to which this happens will differ according to the level of language. In a Second Additional Language, fewer and less taxing texts are studied.
- The beauty of the language as expressed through its various literary and stylistic devices is experienced. The level of analysis and engagement will differ according to the level at which the language is studied.
- Effective reading and viewing skills provide learners with the means to access information and thus is central to their functioning in a work environment.
- Viewing implies engagement with visual aspects of texts, such as pictures, symbols, graphs, cartoons, comic strips, posters and advertisements, and is an aspect that is often neglected in language teaching. Critical viewing is important in a world driven by multimedia and visual stimuli.

2.5.3 Learning Outcome 3: Writing and Presenting

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

Writing and designing texts is a process and learners need the opportunity to put this process into practice. They should:

- decide on the purpose and audience of a text to be written and/or designed;
- brainstorm ideas using, for example mind maps, flow charts or lists;
- consult relevant sources, select relevant information and organise ideas;
- produce a first draft which takes into account purpose, audience, topic and genre;
- read drafts critically and get feedback from others (classmates);
- edit and proofread the draft;
- produce a well-designed final version.

Note!

- Learners should write every day. Learners should often be given the opportunity to write freely without an assessment requirement.
- In more formal writing, teachers are advised to assess a particular skill or sub-skill being dealt with during that particular stage of the process. For example, all language skills need not be addressed during each step of the process.
- Peers should also learn to edit one another's work as this interaction is an important part of the process of writing and improves own and other's awareness of the process.
- An important aspect of this Learning Outcome is the presentation of written work. It can be shared with peers, teachers, the school as a whole, parents or a wider range of stakeholders. The learner should take pride in a rounded, complete product.
- Learners should be informed about the characteristics and requirements of different kinds of creative texts. A short description of the kinds of essays that learners are required to write is provided below.

Kinds of essays

(a) Narrative essay

A narrative essay tells a story or tells of a past event. It can be written from any perspective.

Example topics:

- We were having a wonderful time. There was good food, good music and good company. Suddenly there was an earth-shaking crash. Write about the incident.
- The best story my grandfather told me.

Consider the following when writing a narrative essay:

- The story must have a strong story line and be convincing even if it is fiction.
- A narrative essay is usually written in the past tense.
- The introductory paragraph should capture the reader's attention.
- A good story often has a point to make.
- An unusually interesting ending gives a story the final touch.
- The reader's interest must be maintained until the end. The style, rhetorical devices and action must ensure sustained interest.
- A successful narrative vividly highlights sensory details such as sight, sound, taste, smell and tactile sensations.
- A narrative essay often has a strong descriptive element.

(b) Descriptive essay

In a descriptive essay, the writer describes something to allow the reader to experience the topic being described as vividly as possible. Someone or something can be described.

Example topics:

- The dentist's waiting room. Describe your feelings and impressions.
- Describe a stormy night.

Consider the following when writing a descriptive essay:

- The writer should create a picture in words.
- Words and expressions are chosen carefully to achieve the desired effect.
- Images of sight, sound, hearing, taste and touch can be used to make the description vivid.
- Figures of speech are used in original ways.
- Learners should ideally have experience of the topic. It is very difficult to describe something without having firsthand knowledge.

(c) Expository essay

Expository writing communicates ideas or information in a logical way. This is a factual essay in which the writer explains ideas or gives facts in a systematic way. An expository essay is well researched and ideas are supported by facts and figures.

Example topics:

- More than a thousand people are killed in road accidents during the December holiday. How can this carnage on our roads be stopped?
- Discuss how you would go about collecting funds for the matric farewell party.

Consider the following when writing an expository essay:

- A thorough understanding of the topic is required.
- Good research is vital as statements have to be supported by facts.
- As the reader may not have a specialised understanding of the topic, the writer should clarify any concepts which may be unfamiliar.
- Ideas must be organised logically and take the reader from the known to the unknown.
- An expository essay is generally written in the present tense.

(d) Argumentative essay

In an argumentative essay the writer has a specific opinion or viewpoint and argues to defend or motivate his or her position. The opinion of the writer should be clear throughout. This is a subjective essay in which the writer tries to convince the reader to share his or her point of view.

Examples topics:

- Television kills creativity. Do you agree?
- The future of South Africa depends on foreign investment. Give your views.

Consider the following when writing an argumentative essay:

- The essay should start with the writer's view of the topic in an original and striking way.
- The writer should give a range of arguments to support and substantiate his or her view.
- The writer focuses on points for OR against a statement.
- An argumentative essay can be subjective and strong opinions are expressed. A variety of rhetorical devices and persuasive techniques should be used.
- The language used is emotive and can be emotional but should not be rude.
- The conclusion should be a strong, clear and convincing statement of the writer's opinion.

(e) Discursive essay

A discursive essay is objective and aims to give a balanced view of both sides of an argument. The writer considers various aspects of the topic under discussion and presents opposing views impartially. The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well balanced and clearly analysed in the course of the essay.

Example topics:

- Write an essay in which you give arguments for and against abortion.
- Learners should be able to choose their own prescribed books for literature. Discuss this statement looking at both sides of the argument.

Consider the following when writing a discursive essay:

- The writer should understand and be able to reflect both sides of the argument in an impartial and well informed way.
- The writing must be lucid, rational and objective. Calm, well-reasoned and well-supported statements should be made.
- The tone should be unemotional and convincing without being condescending.
- The writer may give an indication of his or her opinion at the end of the essay but this should only be done in conclusion.

(f) **Reflective essay (Home and First Additional Language)**

In a reflective essay the writer contemplates an idea and gives his or her emotional reactions and feelings. The writer could, for example, reflect on dreams or aspirations.

Examples topics:

- This is how I remember the best teacher I ever had.
- Give your views on life and how it should be lived.

Consider the following when writing a reflective essay:

- A reflective essay is subjective.
- Feelings and emotions play a major role.
- A substantial part of the essay may be descriptive. These descriptions should be vivid and aim to recreate recollections or feelings of the writer in the reader.
- The ideas, thoughts or feelings expressed should reveal sincerity and personal involvement.

2.5.4 Learning Outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively.

In home language use, a high degree of accuracy and appropriateness is expected. This should not be dealt with in isolation but in terms of language-in-action (in other words, language in texts and context). At additional language levels, accuracy and appropriateness remain important but at a less demanding level. The communicative approach to language teaching should be used.

- The learner should realise that critical and analytical thinking, sensitivity to others and sound language development has its foundation in the choice of the appropriate word, sentence structure, tone and register.
- The learner develops critical awareness to language by understanding the nuances of both word choice and sentence construction.
- Spelling is important. Learners develop own spelling and vocabulary lists assisted by regular use of the dictionary.
- The learner should be able to speak about language and have knowledge of the relevant language terminology (metalanguage).
- Accurate language use enhances communication.

2.5.5 Literacy

The four Learning Outcomes also have the function of developing literacy through constant interaction.

People often distinguish between different kinds of literacy:

- **Literacy** – the ability to process and use information for a variety of purposes and contexts and to write for different purposes. It is the ability to decode texts and to make sense of the world.
- **Information literacy** – the ability to access information from a wide range of oral, written and multimedia texts.
- **Visual literacy** – the ability to understand and produce visual texts such as pictures, photographs, films and cartoons.
- **Media literacy** – the ability to understand and produce texts based on media, such as television, video, newspapers, magazines and advertising.

- **Computer literacy** – the ability to use computers and to understand and create texts using a computer, such as computer games; multimedia texts that incorporate written text, visual images and sound; graphic texts and e-mails.
- **Critical literacy** – the ability to understand and analyse how texts (oral, visual, audio, audio-visual, written, multi-modal) construct meaning and their effects. The teaching of critical literacy should be rooted in the world of the learner. Learners make sense of their world and bring this knowledge to their reading of texts. This does not mean that texts should be limited to those about learners’ immediate world – texts should constantly extend learners’ experience. Learners will make sense of these texts from the perspective of their world but texts will also enable them to reinterpret and rewrite their world. In order to develop critical literacy:
 - Learners should draw on existing knowledge to make sense of texts.
 - Teachers should appreciate that there is more than one interpretation of a text.
 - Teachers should ensure that learners understand the literal meaning of texts – the information contained in the text such as when, where and how did this happen, who did it and why.
 - Teachers should ask questions that give learners the opportunity to respond personally to texts such as:
 - ‘Have you ever had an experience like that?’
 - ‘Have you ever felt like that?’
 - Teachers should ask questions that enable learners to think critically about texts, such as:
 - ‘From whose point of view was the text written or the photo taken?’
 - ‘Are there alternative points of view?’
 - ‘Why was this one chosen?’
 - Teachers should give learners opportunities to rewrite texts to create alternative possibilities.
 - Texts that deal with the same issue from differing points of view should be compared and critiqued.

2.5.6 Integration

Integration is achieved within and across subjects. The four Language Learning Outcomes address the skills of listening and speaking, reading and viewing, writing and presenting and knowledge about language and how it functions. Skills and knowledge are interdependent and integrated when language is used to communicate effectively for a range of purposes and audiences.

The teacher should integrate all aspects of language learning through the creation and interpretation of texts. Languages can also be integrated with other subjects for purposes of enrichment.

Diagrams 2.1 and 2.2 give examples of how the Learning Outcomes and Assessment Standards can be integrated within Languages and with other subjects.

Diagram 2.1: An example of integrating Learning Outcomes and Assessment Standards within Languages

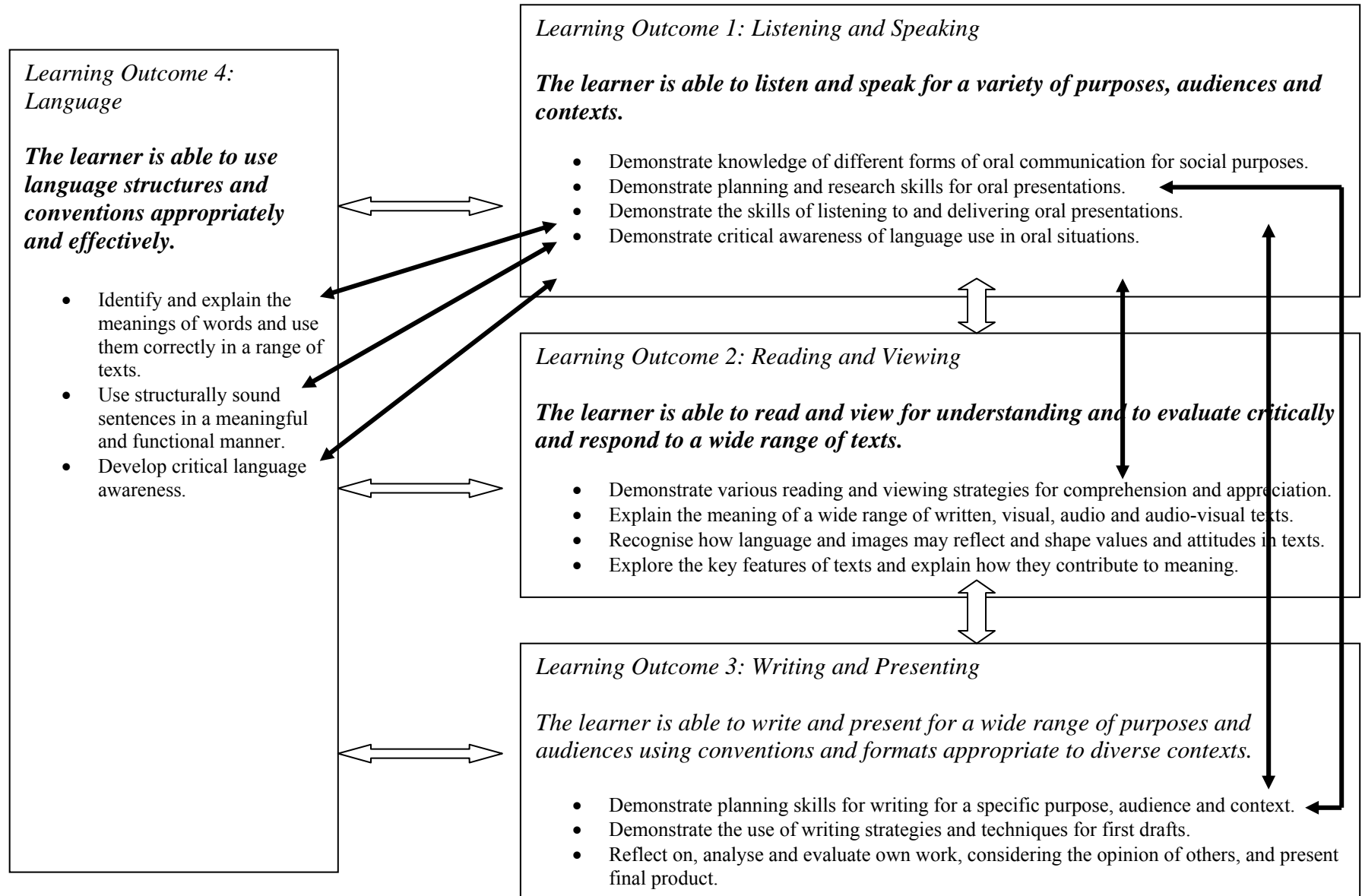
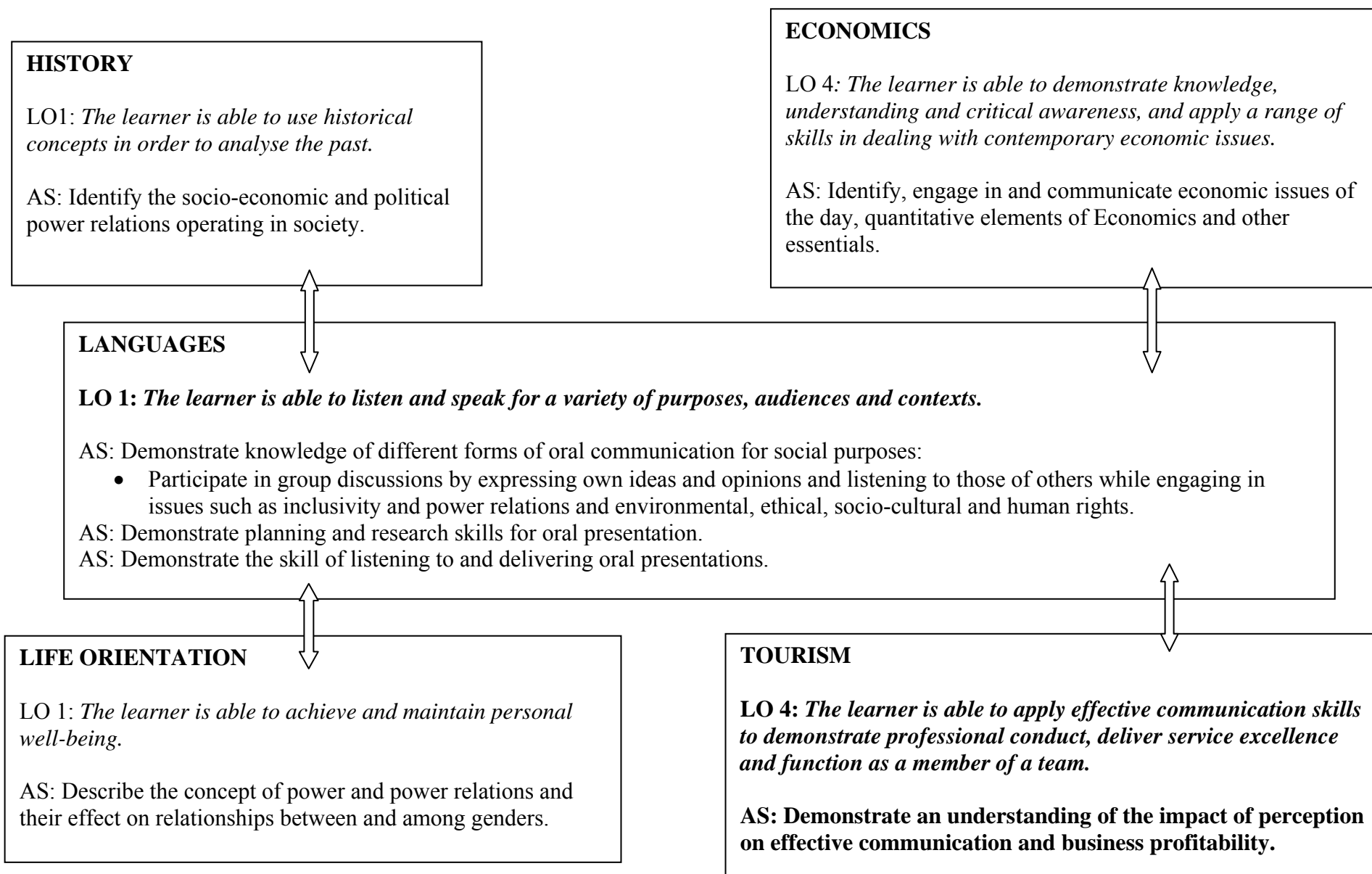


Diagram 2.2: An example of integrating Learning Outcomes and Assessment Standards of Languages with other subjects



SECTION 3

DESIGNING A LEARNING PROGRAMME FOR LANGUAGES

3.1 INTRODUCTION

To design a Learning Programme for Language means to translate the Learning Outcomes and Assessment Standards for the specific language, as spelt out in the National Curriculum Statement Grades 10-12 (General), into planned learning, teaching and assessment activities for Grades 10, 11 and 12. When designing a Learning Programme for Language, three stages of planning are followed; that is, a **Subject Framework (Grades 10-12)**, a **Work Schedule per grade** and **Lesson Plans**.

All teachers in Grades 10-12 who teach a particular language must develop the **Subject Framework** together. They design a structured and systematic plan that focuses on the conceptual progression of the key skills, knowledge, values and attitudes of the Learning Outcomes and Assessment Standards across the three grades. Contexts, National Curriculum Statement principles, relevant policies, assessment and resources need to be considered in the development of a Learning Programme for Languages.

An individual teacher or a group of language teachers in a particular grade draws up a **Work Schedule** which outlines the teaching and learning that will happen in a grade over a period of a year. This is the year plan. The Work Schedule is drawn directly from the grade-specific sections of the Subject Framework (Grades 10-12) for Language. The Work Schedule should show how all the Learning Outcomes and Assessment Standards will be integrated, paced and assessed for a particular grade.

The **Work Schedule** interprets the Learning Outcomes and Assessment Standards in the National Curriculum Statement into planned learning activities. It is a planning tool that:

- takes into account the time available for the subject in the course of a school year;
- considers the relative importance of the skills and knowledge to be taught and reflects this in the time allocated to the various sections of the work;
- clearly outlines the knowledge, skills, values and attitudes to be attained;
- outlines the assessment (see Subject Assessment Guidelines for Languages Grades 10 – 12), and in broad terms, describes what learners are expected to achieve;
- considers the learners' specific needs;
- identifies the resources to be used to support teaching and learning; and
- considers national priorities and developmental needs of learners, such as HIV/Aids issues.

Teacher or classroom planning shows details of how each **Lesson Plan or activity** will be developed and how each item of content will be included during the year to achieve the intended Learning Outcomes in the National Curriculum Statement Grades 10-12 (General). The planning should show:

- what learners will learn (i.e. Learning Outcomes in the context of content selection of the particular grade - KSVs);
- what key questions will guide the learning experience or programme;
- what resources are needed and how much time is available;
- how teachers will manage learning (methods and learning activities); and

- what tests, tasks or other assessment activities will provide evidence of learning (see Subject Assessment Guidelines for Languages Grades 10 – 12).

Plans should be done in writing and filed. Written plans can be re-used and shared. Reflection notes on teaching should be used to reflect and replan to enhance teaching and learning.

3.2 ISSUES TO ADDRESS WHEN DESIGNING A LEARNING PROGRAMME

The issues to be addressed in the development of a Language Learning Programme are presented in a tabular format to indicate the implications of each issue at each of the three stages of the development of a Learning Programme.

3.2.1 Policies and principles

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
<p>While the various policies that impact on curriculum implementation and the NCS principles are not recorded on the planning sheets of a Learning Programme, evidence of their use will be seen in the planning product. Therefore, they need to be taken into account throughout the planning process from Stages 1-3.</p> <p>NCS:</p> <ul style="list-style-type: none"> • Principles: Refer to Section 2.3 to see how Language supports the application of the nine principles of the NCS. • Critical Outcomes and Developmental Outcomes: Refer to Section 2.5 to see how Language supports the application of the Critical and Developmental Outcomes. <p>Other Policies and Legislation:</p> <ul style="list-style-type: none"> • White Paper 6, Language in Education Policy, Religion and Education Policy, HIV/Aids: indicate how diversity can be accommodated and therefore, have implications for LTSM and teaching methods in Languages. • White Paper 7 indicates how computers should be used in the classroom, and therefore, has implications for LTSM and teaching methods in Languages. 		

3.2.2 Conceptual progression

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
<p>Progression is evident across Grades 10-12 showing that KSVs are dealt with increasing depth of difficulty and progression is evident in how the Learning Outcomes and Assessment Standards are recorded on the planning sheet.</p> <p>Progression is shown across Grades 10-12 by studying the Assessment Standards per Learning Outcome across these three grades.</p> <p>The KSVs for Languages are embedded in the Learning Outcomes and Assessment Standards – and show increasing depth of difficulty (progression).</p> <p>Therefore, when planning for progression all language teachers in Grades 10-12 should plan appropriate content and contexts (texts and themes) for learners in different grades.</p>	<p>Progression is evident within a grade as KSVs are dealt with at increasing depth of difficulty within a particular grade.</p> <p>When teachers in a grade develop a Work Schedule, they should plan suitable content and contexts (texts and themes) together and ensure that the choice and use of texts support the gradual development of the learner to demonstrate the Learning Outcomes.</p> <p>All the Learning Outcomes and Assessment Standards cannot be done in a sequential manner but should be integrated throughout the year.</p>	<p>Groupings of ASs are taken directly from the WS to ensure progression within individual classroom.</p> <p>HINT: If there are ten or more groupings, use one grouping of Assessment Standards from the Work Schedule to develop a Lesson Plan.</p>

3.2.3 Content and contexts

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
<p>For CONTENT, unpack the Learning Outcomes and Assessment Standards to identify the KSVs contained in each.</p> <p>For CONTEXT, identify the situation or condition in which content (i.e. KSVs) will be dealt with.</p> <p>Progression across Grades 10-12 is also evident in the CONTEXT contained in each of the Assessment Standards.</p> <p>The context could be different types of texts such as magazines, books, pictures, newspaper articles, radio news, interviews, etc.</p> <p>Decide on the types of texts to be used by the teacher and to be produced by the learners.</p>	<p>Review and refine CONTENT and CONTEXTS (types of texts) based on integration of Learning Outcomes and Assessment Standards for a particular grade. Refer to the Subject Framework for guidance.</p>	<p>Carried over from Work Schedule - address the chosen grouping of Assessment Standards in a series of coherent activities within a Lesson Plan or in a series of coherent Lesson Plans which each includes one or more activities.</p> <p>There is no policy on how many groupings of Assessment Standards must be made or on how many activities or Lesson Plans must be developed to address groupings.</p>

3.2.4 Integration

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
<p>Integration may be considered in broad terms during discussions at this stage.</p> <p>Themes chosen should be related to other subjects, especially those that are taught in a school, to strengthen the vocabulary and the teaching of language across the curriculum.</p>	<p>Identify integration of LOs and ASs within the subject and with other subjects.</p> <p>This will require the review and refinement of the CONTENT and CONTEXTS discussed in the Subject Framework.</p> <p>Refer to Sections 2.3.4 and 2.6.6 to see examples of integration and applied competence within Languages and across other subjects in the NCS.</p>	<p>Groupings of LOs and ASs carried over from the Work Schedule. activities in the Lesson Plan are developed using the particular LOs and ASs that have been grouped together.</p> <p>The four Language Learning Outcomes address the skills of listening and speaking, reading and viewing, writing and presenting and knowledge about language and how it functions. Skills and knowledge are interdependent and integrated when language is used to communicate effectively for a range of purposes and audiences. For example, when participating in a discussion participants are both listening and speaking; when compiling a report on that discussion, participants both read and write; and in both instances, participants draw on their knowledge of grammar and adjust their register to suit the particular audience.</p> <p>The teacher should integrate all aspects of language learning through the creation and interpretation of texts.</p> <p>This means that the teaching of language skills and knowledge of grammar is text-based and integrated. Learners can read a magazine article, discuss issues arising from the article, report their findings to the class, focus on an aspect of language use (e.g. new vocabulary) in the</p>

		article and write a letter to the magazine in response to the article.
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3.2.5 Time allocation and weighting

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
<p>4.5 hours per week are allocated per Language in the NCS. Working on an estimate of 40 weeks being available for contact time in the school year, the time available for a Language is approximately 180 hours per grade in one school calendar year.</p> <p>The weighting of the 4 Learning Outcomes for Languages in Grades 10-12 (General) is as follows:</p> <p><i>Home Language:</i> Listening and speaking (LO 1) skills will be further developed and refined but the emphasis at this level will be on developing the learners' reading (LO 2) and writing (LO 3) skills.</p> <p><i>First Additional Language:</i> There will be an equal emphasis on the skills of listening and speaking (LO 1), reading (LO 2) and writing LO 3).</p> <p><i>Second Additional Language:</i> Although reading (LO 2) and writing (LO 3) skills will be developed, at this level the emphasis will be on developing listening and speaking (LO 1) skills.</p> <p>Note! Language structures (LO 4) cut across all Learning Outcomes of Home Language, First Additional Language and Second Additional Language.</p>	<p>The time to be spent on each LO and AS will depend on how it is emphasised in each language level.</p> <p>Make sure to give each LO coverage – this weighting can be indicated in WEEKS/MONTHS/TERMS – policy does not stipulate the unit in which time must be indicated. In Language, texts and/or themes are used to sequence the content for a particular grade.</p>	<p>Indicated by pacing of groupings of Assessment Standards on Work Schedule – use this to guide the amount of time spent on activities to address the Assessment Standards that have been grouped together for that particular lesson.</p> <p>All four Learning Outcomes are continuously interwoven in each lesson or series of lessons</p>

3.2.6 Learning and Teaching Support Material (LTSM) (Resources)

The following provide a broad indication of the criteria one needs to use when selecting and/or developing LTSM for Languages:

- Adequately cover the four Learning Outcomes for Languages, along with their respective Assessment Standards
- Cover the approach to language teaching, for example communicative and text-based approaches
- Layout and/or design of LTSM
- Themes to be covered

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
Consider general resources that will be used in the teaching, learning and assessment of each Learning Outcome for each year – these will assist with the acquisition and availability of LTSM for the school. Themes to be covered will determine the types of resources to be used. For example, relevant text types (genres) for each grade are required for the delivery of all Learning Outcomes and must be of an appropriate level for the development of learners.	Mention more grade-specific resources by using all the Learning Outcomes and Assessment Standards as guide to what will be required to address them. Mention the themes to be covered and the types of texts to be used by the teacher and to be produced by the learner.	More classroom-specific resources related to the activities contained within a Learning Programme. This is determined by the LOs and ASs and the theme to be dealt with. The LTSM chosen must facilitate the achievement of these particular Learning Outcomes and Assessment Standards in the classroom. The choice of textbooks and other LTSM will also be determined by what the learners and the teacher will be doing during the lesson; amount of time needed for the activities; learning styles to be addressed, such as visual or tactile, etc.

3.2.7 Assessment

In Home and First Additional Languages learners are expected to complete 16 tasks in Grades 10 & 11 and 14 tasks in Grade 12. Of these, two are examinations and at least two should be controlled tests. The remaining tasks need to be spread across writing, literature, language and oral skills and knowledge.

In Second Additional Languages learners are expected to complete 13 tasks in Grades 10 & 11 and 12 tasks in Grade 12.

In all Languages, Grade 12 learners are also expected to complete an external examination over and above the tasks indicated above.

Sections 3, 4 and 5 of the Assessment Guidelines for Languages Grades 10 – 12 reflect all assessment tasks in detail.

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
Use the Subject Assessment Guidelines for Languages to develop a three-year assessment plan (see Subject Assessment Guidelines for Languages Grades 10 – 12) and make sure to differentiate across the 3 grades – this also assists in pointing out progression across Grades 10-12. Choose types of texts to be used and produced by learners. These types of texts are found in the Languages Subject Statements. The choice of Learning Outcomes and Assessment Standards will determine the choice of texts and the type of assessment tasks to be done by learners, such as learner interviews, debates, demonstrations (learners perform or publish a product in front of a specific audience), retelling, discussions, presentations, formal speeches, literary trials (e.g. trial of Lady Macbeth and Macbeth), research on	Use the Subject Assessment Guidelines for Languages to provide a grade-specific indication of the forms of assessment that can be used for programme of assessment tasks for the particular grade by using the grouping of LOs and ASs arrived at as a guide to what form of assessment will be best suited to address them (see Subject Assessment Guidelines for Languages Grades 10 – 12). The form of assessment chosen must facilitate the achievement of the particular LOs and ASs in the classroom.	Mention more classroom-specific assessment strategies, such as methods, forms and tools that will be used to assess learner performance in each separate activity (see Subject Assessment Guidelines for Languages Grades 10 – 12). HINT: Not all activities need to be assessed – some daily assessment tasks will be used to informally assess learner progress. Some can take place at the beginning, during or at the end of a lesson. The choice of an assessment strategy is determined by the LOs and ASs that have been grouped together for a particular Lesson Plan. The assessment strategy chosen must facilitate the achievement of these particular LOs and ASs in the classroom.

<p>folklore, journal writing, group writing (e.g. creative/ transactional/ visual and multimedia texts), note taking, and organising information graphically (e.g. mapping, webbing and analysing).</p> <p>The same genres may appear from Grade 10 to Grade 12 but these should progressively be more challenging from one grade to the next.</p> <p>The language level and ideas in the texts should be accessible to the learners but provide sufficient challenge to extend and develop their language proficiency.</p> <p>Learners should produce progressively more sophisticated and challenging texts from grade to grade.</p>		
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The Subject Assessment Guidelines for Languages Grades 10 – 12 reflect possible daily assessment tasks along with the three-year assessment plan for Grades 10 – 12.

3.2.8 Inclusivity and diversity

The National Curriculum Statement (NCS) Grades 10-12 (General) for Languages and its outcomes-based approach accommodates all learners, including those who experience barriers to learning. Furthermore, the National Curriculum Statement allows for flexibility in accommodating learner diversity. Teachers should be aware of the following when planning and designing learning activities:

- Context and content of the learning unit should extend learners’ understanding and give them access to new areas of experience and knowledge.
- Activities should be appropriate to the learner’s age, interests, strengths and prior achievements.
- The pace of the learning and assessment activity should vary according to needs of the learners.
- Methods of instruction should meet the varying needs and learning styles of individual learners.
- Various strategies for learning, such as pairs or groups, should be introduced.
- The manner in which the learners are required to respond should vary according to need.
- The structure of assessment should be such that all learners participate and fully demonstrate their potential.
- Opportunities for further development should be explored.
- Materials that enhance rather than impede learning should be supplied.
- Tasks should be appropriate.
- The amount of time allocated to any activity should vary according to the needs of the learner.
- The management and organisation of the classroom should ensure effective learning.

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
<p>Approaches to inclusivity and diversity should be evident in the identification of content, context, forms of assessment and LTSM (Resources). Diversity needs to be accommodated for in the following areas:</p> <ul style="list-style-type: none"> • Learning styles: provide optional activities or different ways of doing same activity. • Pace of learning: provide for both slower and faster learners by providing optional extra activities, additional reading or research. • Differences in levels of achievement: provide optional extra activities, challenges and materials that cater for these differences between learners. • Language diversity: the modes of communication used should not place learners at a disadvantage - consider the use of a variety of assessment strategies and strategies such as code switching. The terms ‘describe’, ‘recount’, ‘tell’, ‘retell’, ‘paraphrase’, ‘talk’, ‘say’, ‘speak’, ‘discuss’, ‘explain’, ‘ask’ and ‘converse’ should be understood as including all forms of verbal and non-verbal communication, including signed communication and communication aids. Similarly, the word ‘oral’ includes sign language and any alternative communication methods which may be relevant. The terms ‘listen’, ‘look’, ‘read’ and ‘view’ include forms of communication such as lip-reading and watching sign language. • Visually impaired learners may need materials and books in formats such as Braille, audiotape, large print, tactile material and drawings. The concept ‘visualise’ may be expressed physically. References to ‘read’ include resources such as Braille and talking books. • Gender diversity: ensure that teachers do not inadvertently allow or contribute to gender discrimination. • Cultural diversity: recognise, celebrate and be sensitive to this when choosing content with which to address LOs and ASs related to culture, religion and sex education. 		<p>This is catered for as EXPANDED OPPORTUNITIES in the Lesson Plan. Enrichment is provided for gifted learners and remediation or other relevant opportunities for learners requiring additional support. It is not necessary to develop an activity to cater for each type of diversity which arises in the classroom – teachers may find it possible to cater for different diversities within one activity with effective planning. There are, however, exceptions that may need to be catered for individually.</p>

The following examples of diversity need to be managed when planning a Learning Programme:

Language and terminology

Language is often a major barrier, especially at the entry level of Grade 10. However, over the three years, learners are expected to become competent in both the written and oral modes of at least two official languages.

Prior learning

Learners come to the learning situation from diverse background experiences. Learners should be encouraged to value and share their experiences. Teachers need to assess the needs of the learners and build Learning Programmes on their prior learning.

Resources

Where material resources are hard to find, teachers and learners need to be resourceful and innovative to find substitutes and variations. For Learning Programmes, teachers should look beyond the classroom for other resources.

Rural and urban contexts

Learning Programmes should be adapted to suit urban or rural contexts. For example, in rural areas without electricity, radio could be used to assess the impact of mass media in terms of the use of language, voice, sounds, music and visualisations. Teachers need to expose learners to both rural and urban realities by arranging excursions and exchanges and twinning rural and urban schools.

Vision impairment

Learners may have varying degrees of difficulty with print, graphics or small objects. To assist such learners:

- Additional help may be required to find resources for research or materials for performances or presentations.
- Suitable methods, instruments and processes have to be selected for assessment purposes in all the Learning Outcomes.
- Braille, typing and/or verbal explanations may be needed in the place of visual presentations.
- A ‘Buddy System’ can be started by grouping sighted learners with visually-impaired learners.
- Print has to be bold for the visually impaired when visuals are presented to classes, and verbal explanations should accompany all pictures.

Hearing impairment

Learners may have varying degrees of difficulty in hearing. To assist such learners:

- Step-by-step demonstrations, visuals or sign language have to be supplied when verbal instructions are given.
- A ‘Buddy System’ can be started so that able learners can assist hearing-impaired learners.
- Deaf learners can respond to rhythms by feeling the vibrations on the floor. This skill can be used in movement classes and other practical explorations.
- Allow the learner to use sign language or alternative communication skills to answer or communicate, remembering that sign language has a limited vocabulary and learners will have difficulties to communicate abstract and theoretical concepts.
- Body language, dramatisations and mime can be used rather than verbal expression.

Mobility and fine motor skills restrictions

- Allowing for restrictions placed on the learner by physical constraints, the teacher will expect the learner to demonstrate within his/her capacity.
- Each learner should be judged on his or her own performance and expression and not in comparison with others.
- If the physical constraint is such that the learner cannot perform a certain activity, the activity has to be substituted by another appropriate activity.
- A ‘Buddy System’ can be used to group learners.

Gifted learners

Gifted learners should not be neglected and they should be extended and challenged in various ways. Giftedness takes a wide variety of forms, many of which can find expression in most activities.

3.2.9 Learning and teaching methodology

STAGE 1 (SF)	STAGE 2 (WS)	STAGE 3 (LP)
While it may be considered in broad terms during discussions at these two stages, it is not necessary to record teaching methods. Approaches to language teaching and learning should be considered such as communicative approach and text-based approach and process writing.		This is catered for as TEACHING METHOD in the Lesson Plan. It provides an indication of how teaching and learning will take place in each activity – i.e. how each activity will be presented in the classroom.

In the NCS grades 10-12 (General) for Languages the following approaches are of importance:

The **text-based approach** and the **communicative approach** are both dependent on the continuous use and production of texts.

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

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

3.2.10 Choosing themes

Language skills cannot be taught and learnt in a vacuum. Themes, together with the Learning Outcomes and Assessment Standards and texts, provide content and contexts for teaching, learning and assessment.

Themes and topics should be chosen with the **Critical** and **Developmental Outcomes** in mind and linked to the prescribed works for the particular grade. Additional texts can be chosen to link with the prescribed works as part of the Learning Programme. The following themes and topics are suggestions:

- Self-management, for example, how to be successful in life, individual values and attitudes
- Problem solving, for example, how to deal with crime in our community
- Community responsibilities, for example, HIV/Aids and other health risks
- Responsible behaviour in science and technology, for example, arguments for and against cloning
- Arts and culture, for example, indigenous arts and culture versus international arts and culture
- The local, national and international environment, for example, global warming, globalisation, access to resources, poverty, the media
- Entrepreneurship, e.g. how to run a business
- Educational and career opportunities, e.g. gender stereotypes in careers

3.3 DESIGNING A LEARNING PROGRAMME

3.3.1 Subject Framework (Grades 10-12) for a Language

Planning for the teaching of Language in Grades 10 to 12 should begin with a detailed examination of the scope of the subject as set out in the Subject Statement. No particular format or template is recommended for this first phase of planning but the five steps below should be used as a checklist.

Although no prescribed document is required for this stage of planning, school-wide planning (timetables, ordering, teacher development, classroom allocation) as well as the development of grade-specific work schedules would benefit from short documents which spell out:

- The scope of the subject – the knowledge, skills and values; the content; the texts or themes; etc. to be covered in the three grades
- A three-year assessment plan - Programme of Assessment in Grades 10 – 12 (see Subject Assessment Guidelines for Languages Grades 10–12)
- The list of LTSM required

1 Clarify the Learning Outcomes and Assessment Standards.

The essential question for Language is: What Learning Outcomes do learners have to master by the end of Grade 12 and what Assessment Standards should they achieve to show that they are on their way to mastering these outcomes?

All learning, teaching and assessment opportunities must be designed down from what learners should know, do and produce by the end of Grade 12. The Learning Outcomes and Assessment Standards that learners should master by the end of Grade 12 are specified in the Language Subject Statement.

2 Study the conceptual progression across the three grades.

Look at the verbs, adjectives and concepts listed in each of the Assessment Standards for Language across the three grades. Progression should be clearly evident across Grades 10-12.

3 Identify the content to be taught.

Analyse the Assessment Standards of each Learning Outcome to identify the skills, knowledge and values to be addressed in each grade (see **Annexure A**). Also consider the content and context in which they will be taught.

4 Identify three-year plan of assessment.

Consider what forms of assessment will be best suited to each of the Learning Outcomes and Assessment Standards and list these for the three grades. This ensures that assessment remains an integral part of the learning and teaching process in Language and that learners participate in a range of assessment tasks (see Subject Assessment Guidelines for Languages Grades 10 – 12).

5 Identify possible LTSM (resources).

Consider which LTSM will be best suited to the learning, teaching and assessment of each Learning Outcome per grade using the skills, knowledge and values as guidance and list these per grade.

The **Subject Framework** consists mainly of two parts: Content Analysis and the three-year assessment plan for Grades 10 – 12. Only Part 1 – Content Analysis is provided in **Annexure A** as Part 2 - three-year assessment plan for Grades 10 – 12 is featured in the Subject Assessment Guidelines for Home-, First - and Second Additional Languages.

3.3.2 Designing Work Schedules for the Language

Using the considerations and decisions arrived at in the deliberations on a Subject Framework for the Language, learning, teaching and assessment in the Language in the three grades are unpacked in grade-specific Work Schedules. This is the second stage in the design of a Learning Programme. The following steps provide guidelines to design a Work Schedule per grade for the Language:

1 Package the content.

Study the Learning Outcomes and Assessment Standards prescribed for the particular grade in Language and group these according to natural and authentic links. Revisit the content and context discussed in the Subject Framework for the particular grade, and refine it according to the skills, knowledge and values that appear in each grouping of Learning Outcomes and Assessment Standards.

2 Sequence the content.

Determine the order in which the groupings of Learning Outcomes and Assessment Standards as arrived at in Step 1 will be presented in the particular grade in Language. Besides the conceptual progression in the Assessment Standards for Language, *context* can also be used to sequence the groupings in Language.

3 Pace the content.

Determine how much time in the school year will be spent on each grouping of Learning Outcomes and Assessment Standards as arrived at in Step 1 in the particular grade.

4 Review forms of assessment.

Revisit the forms of assessment discussed for the particular grade in the Subject Framework, and refine them to address the skills, knowledge and values of each grouping of Learning Outcomes and Assessment Standards as arrived at in Step 1. (See the Subject Assessment Guidelines for Languages.)

5 Review LTSM.

Revisit the LTSM (resources) discussed for the particular grade in the Subject Framework, and refine them to address the skills, knowledge and values of each grouping of Learning Outcomes and Assessment Standards as arrived at in Step 1.

Table 3.1 provides an example of a template for a Work Schedule for Language.

Table 3.1: Example of a Work Schedule template for Language

WORK SCHEDULE									Grade: _____	Year: _____
<i>CONTENT AND CONTEXTS</i>										
	1	2	3	4	5	6	7	8	9	10
DURATION										
LEARNING OUTCOMES ASSESSMENT STANDARDS	1									
	2									
	3									
	4									
INTEGRATION WITH OTHER SUBJECTS										
TEXTS USED										
TEXTS PRODUCED										
<i>ASSESSMENT</i>										
LTSM (RESOURCES)										

Under each chosen theme, the teacher chooses the relevant Assessment Standards for each Learning Outcome and in so doing integrates all four Learning Outcomes.

3.3.3 Designing Lesson Plans for a Language

Each grade-specific Work Schedule for the Language must be divided into units of deliverable learning experiences, i.e. Lesson Plans. A Lesson Plan is not bound by the length of time allocated to a language period in the school timetable. Its duration is dictated by how long it takes to complete the coherent series of activities contained in it. A Lesson Plan adds another level of detail to each aspect addressed in the Work Schedule. It also indicates other relevant aspects to be considered when teaching and assessing the Language. The following planning process indicates how Lesson Plans for the Language can be designed:

1 Indicate the content, context, Learning Outcomes and Assessment Standards.

Copy this information from the Work Schedule for the particular grade.

2 Develop activities and select teaching method.

Decide how to teach the Learning Outcomes and Assessment Standards indicated in Step 1 and develop the activity or activities that will facilitate the development of the skills, knowledge and values in the particular grouping. Thereafter, determine the most suitable teaching method(s) for the activities and provide a description of how the learners will engage in each activity.

3 Consider diversity.

Explore the various options available within each activity that will allow expanded opportunities to those learners that require individual support. The support provided must ultimately guide learners to develop the skills, knowledge and values indicated in the grouping of Learning Outcomes and Assessment Standards being addressed in the individual activities.

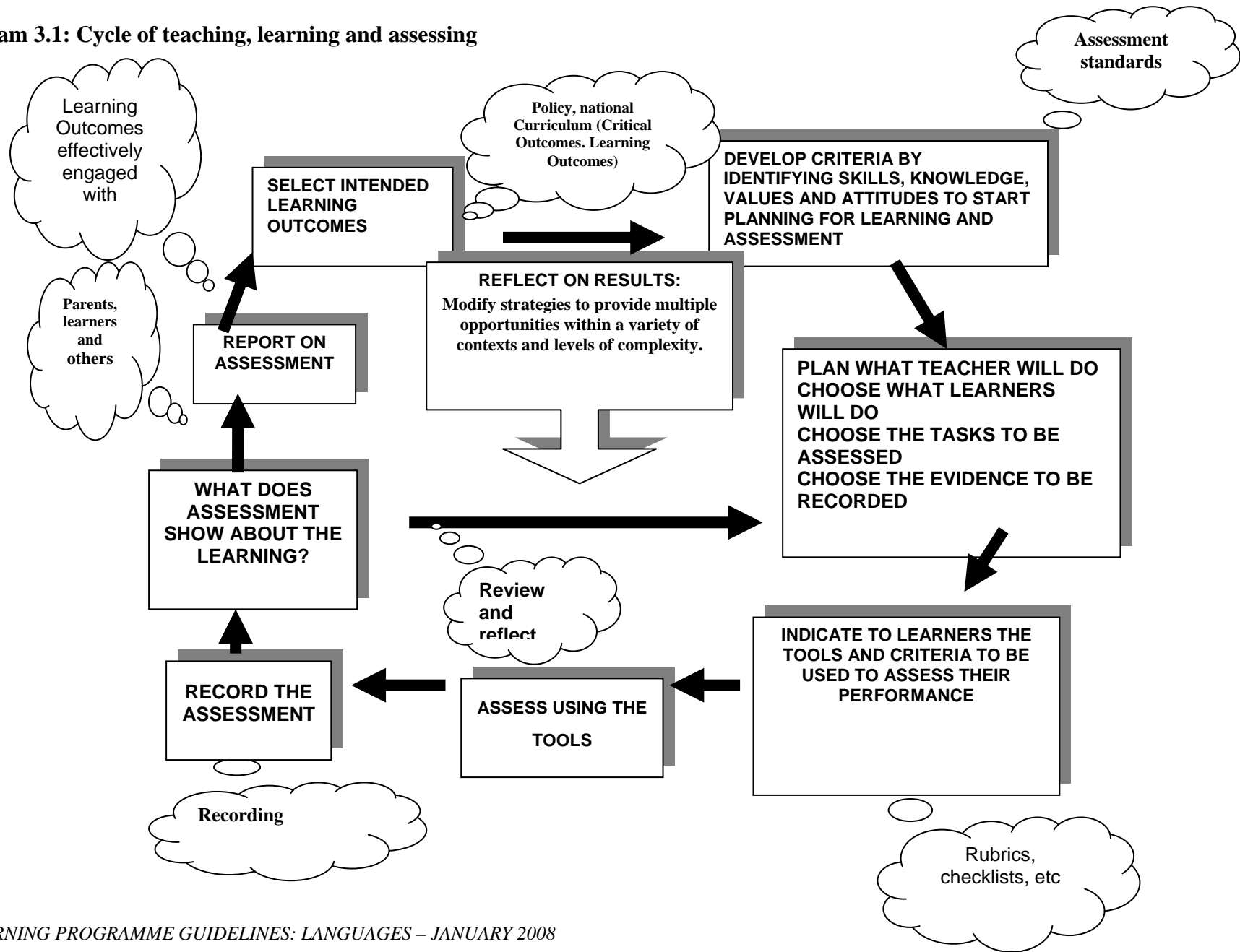
4 Review assessment and LTSM (resources).

Indicate the details of the assessment strategy and LTSM to be used in each activity. See **Annexure B** for guidance on rubrics.

5 Allocate time.

Give an indication of how much time will be spent on each activity in the Lesson Plan using the grouping of Learning Outcomes and Assessment Standards as a guide.

Diagram 3.1: Cycle of teaching, learning and assessing



3.3.4 Reflection and review of the Language Learning Programme

After the Learning Programme has been presented, the teacher must reflect on what worked, how well it worked and what could be improved. Teachers need to note things while the experience is still fresh in their minds, so that if necessary, they can adapt and change the relevant part of the Language Learning Programme for future implementation.

Teachers should make use of the reflective cycle in planning. The identification of *learning needs* usually precedes the learning that takes place. By monitoring and assessing the progress of learners, teachers can identify further areas to be developed as part of the learning.

ANNEXURE A

SUBJECT FRAMEWORK

PART 1: CONTENT ANALYSIS OF FIRST ADDITIONAL LANGUAGE GRADES 10-12

Learning Outcome 1: Listening and Speaking

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

AS	Grades 10 - 12	KNOWLEDGE, SKILLS & VALUES (Conceptual Progression indicated by the verbs, adjectives, adverbs and concepts in bold print)	CONTENT	RESOURCES
	We know this when the learners:			
1	demonstrate knowledge of different forms of oral communication for social purposes:	<ul style="list-style-type: none"> ○ learn about and share ideas, show an understanding of concepts, comment on experiences, defend a position, make an unprepared response, tell a story; ○ initiate and sustain conversation by (developing – Gr. 10) demonstrating (Gr. 11–12) appropriate turn-taking conventions, filling in gaps, and encouraging where appropriate; ○ give and follow directions and instructions (Gr. 10) with growing accuracy (Gr. 11)/ (with accuracy - Grade 12); ○ interact (effectively – Gr. 12) in group discussions by expressing own ideas and opinions and listening to and respecting those of others, while engaging with a range of issues such as inclusivity and power relations, and environmental, ethical, socio-cultural and human rights issues; ○ participate in discussions (panel discussions – Gr. 11-12), debates, (forums Gr. 12) and formal meetings, following correct procedures; ○ introduce a speaker (Gr. 10) (appropriately - Gr. 11-12) and offer a vote of thanks; ○ conduct straightforward interviewing skills and report on findings where appropriate. – Gr. 10 / apply interviewing skills and report on findings where appropriate – Gr. 11-12. 	Turn-taking conventions Formal and informal speeches Dialogues Interviews Introduction of speaker Vote of thanks Congratulations Tribute Debates Discussions Panel discussions (Grades 11-12) Forums (Gr.12): Reports Express own ideas/comment Directions Instructions Defend a position Tell a story Group discussions	Oral, visual, audio and audio-visual and multi-media texts Transactional texts Creative texts Reference and informational texts Texts for enrichment

2	demonstrate planning and research skills for oral presentations:	<ul style="list-style-type: none"> ○ research a topic by referring to a range of supplied and relevant sources (Gr. 10)/ research a topic by referring to a range of sources – Gr. 11-12; ○ organise material coherently by choosing main ideas and details or examples for support - Grade 10/ organise material coherently by choosing main ideas and relevant and accurate details or examples for support - Gr. 11 - 12; ○ identify and choose (appropriate Gr. 11-12) formats, vocabulary, and language structures and conventions ; ○ prepare adequate (effective - Gr. 11-12) introductions and endings; ○ incorporate appropriate visual, audio and audio-visual aids such as charts, posters, photographs, slides, images, music, sound and electronic media. 	Research for oral presentation Visual, audio and audio-visual aids such as charts, posters, photographs, slides, images, music, sound and electronic media	
3	demonstrate the skills of listening to and delivering fluent and expressive oral presentations:	<ul style="list-style-type: none"> ○ use (and evaluate – Gr. 12) familiar rhetorical devices such as rhetorical questions, pauses and repetition; ○ use and respond appropriately (effectively – Gr. 12) to tone, voice projection, pace, eye contact, posture and gestures; ○ pronounce words without distorting meaning; ○ demonstrate comprehension of oral texts by recording main and/or supporting ideas by making notes, checklists, summaries, paraphrases and/or by retelling (and explaining Gr. 11 – 12); ○ listen critically and respond to questions for clarification. 	Rhetorical questions Pauses Repetition; Tone Voice projection Pace Eye contact Posture and gestures; Pronunciation of words Notes, checklists, summaries, paraphrases Retelling Explanations Questions for clarification.	Oral, visual, audio and audio-visual and multi-media texts Transactional texts Creative texts Reference and informational texts Texts for enrichment
4	demonstrate critical awareness of language use in oral situations:	<ul style="list-style-type: none"> ○ use (and evaluate – Gr. 12) styles and registers to suit purpose, audience and context ; ○ recognise, and explain language varieties with growing understanding and appreciation – Gr. 10 / recognise, understand and appreciate language varieties Gr. 11 - 12; ○ identify and use some persuasive techniques in familiar situations- Gr. 10 / identify and use a range of persuasive techniques – Gr. 11 – 12); ○ distinguish between facts and opinions – Gr. 10/ distinguish between facts and opinions and give 	Styles and registers Language varieties Persuasion modes Facts and opinions Inferences and judgements Deliberate inclusion or exclusion of information Language forms such as technical language and jargon Relationship between language and culture, and language and power	Oral, visual, audio and audio-visual and multi-media texts Transactional texts Creative texts Reference and informational texts Texts for enrichment

		<p>evidence - Gr. 11 / distinguish between facts and opinions and give evidence even when only implied - Gr. 12;</p> <ul style="list-style-type: none"> ○ make inferences and judgements and motivate - Gr. 10/ make inferences and judgements and motivate with evidence - Gr. 11 / make inferences and judgements and motivate with convincing evidence - Gr. 12; ○ explore – Gr. 10 / explain how meaning may be distorted by the deliberate inclusion or exclusion of information - Gr. 11 – 12; ○ recognise (and evaluate – Gr. 12) the effects of language forms such as technical language and jargon; ○ recognise / (explain - Gr. 12) the relationship between language and culture, and language and power; ○ recognise and challenge obvious emotive and manipulative language, bias, prejudice and stereotyping such as in propaganda and advertising. 	Emotive and manipulative language, bias, prejudice and stereotyping such as in propaganda and advertising.	
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Learning Outcome 2: Reading and Viewing

The learner is able to read and view for understanding and to evaluate critically and respond to a wide range of texts.

A	Grades 10 - 12	KNOWLEDGE, SKILLS & VALUES (Conceptual Progression indicated by the verbs, adjectives, adverbs and concepts in bold print)	CONTENT	RESOURCES
	We know this when the learners:			
1	Demonstrate various reading and viewing strategies for comprehension and appreciation:	<ul style="list-style-type: none"> ○ ask questions to make (obvious – Gr. 10) predictions; ○ skim texts to identify main ideas by reading titles, introductions, first paragraphs and introductory sentences of paragraphs; ○ scan texts for supporting details; ○ read fluently and attentively according to purpose and task; ○ summarise main and supporting ideas in point form, sentences – Gr. 10 and paragraphs – Gr. 11 – 12); ○ infer the meaning of unfamiliar words or images in selected contexts by using knowledge of grammar, word-attack skills, contextual clues, sound, colour, design, placement and by using the senses – Gr. 10 / infer the meaning of unfamiliar words or images in familiar contexts by using knowledge of grammar, word-attack skills, contextual clues, sound, colour, design, placement and by using the senses – Gr. 11 / infer the meaning of 	Predictions Skimming (main ideas, titles, introductions, first paragraphs and introductory sentences) Scanning (supporting details) Silent reading (according to purpose and task) Summary (main and supporting ideas in point form, sentences and paragraphs) Knowledge of grammar, word attack skills, contextual clues, sound, colour, design, placement and using of senses; Rereading Reviewing Revising	Transactional and creative texts Literary texts: <i>Novel, short story, folklore/folk tale, short essay</i> <i>Poetry</i> <i>Drama and film study</i> Visual, audio and multi-media texts: <i>Film study, television and radio drama</i>

		<p>unfamiliar words or images in familiar and unfamiliar contexts by using knowledge of grammar, word-attack skills, contextual clues, sound, colour, design, placement and by using the senses – Gr. 12;</p> <ul style="list-style-type: none"> ○ reread, review and revise to promote understanding. 		
2	<p>explain the meaning of a wide range of written, visual, audio and audio-visual texts – Gr. 10/ evaluate the meaning of a wide range of written, visual, audio and audio-visual texts – Gr. 11 - 12:</p>	<ul style="list-style-type: none"> ○ find (relevant - Gr. 12) information and detail in texts; ○ recognise (and explain - Gr. 12) how selections and omissions in texts can affect meaning; ○ distinguish between fact and opinion, and give own response Gr. 10 / distinguish between fact and opinion, and motivate own response Gr. 11 – 12); ○ recognise (explain – Gr. 12) the difference between direct and implied meaning; ○ recognise – Gr. 10 (explain – Gr. 11 – 12) the writer’s/narrator’s/character’s viewpoint and give supporting evidence from the text; ○ recognise (explain – Gr. 12) the socio-political and cultural background of texts; ○ recognise and explain the effect of a range of figurative and rhetorical language and literary devices such as metaphor, simile, personification, metonymy, onomatopoeia, symbol, hyperbole, contrast, sarcasm and irony, on the meaning of texts - Gr. 10 / recognise and explain the effect of a range of figurative and rhetorical language and literary devices such as metaphor, simile, personification, metonymy, onomatopoeia, symbol, hyperbole, contrast, sarcasm, irony, satire and anticlimax on the meaning of texts – Gr. 11 / recognise and explain the effect of a wide range of figurative and rhetorical language and literary devices such as metaphor, simile, personification, metonymy, onomatopoeia, symbol, puns, hyperbole, contrast, sarcasm, caricature, irony, satire, paradox, antithesis and anticlimax on the meaning of texts – Gr. 12 ○ explain the writer’s (inferences – Gr. 12 and) conclusions and compare with own; ○ interpret familiar graphic texts - Gr. 10 / interpret and evaluate a range of graphic texts - Gr. 11 / interpret and evaluate a wide range of graphic texts; ○ give and motivate personal responses to texts (with conviction – Gr.12). 	<p>Selections and omissions in texts Fact and opinion Direct and implied meaning Writer’s/narrator’s/character’s viewpoint Socio-political and cultural background of texts Figurative and rhetorical language and literary devices such as metaphor, simile, personification, metonymy, onomatopoeia, symbol, hyperbole, contrast, sarcasm, irony, satire and anticlimax Puns, caricature, paradox and antithesis - Gr.12 Writer’s conclusions Writer’s inferences – Gr. 12 Graphic texts Personal responses to texts.</p>	<p>Transactional and creative texts Literary texts: <i>Novel, short story, folklore/folk tale, short essay</i> <i>Poetry</i> <i>Drama and film study</i> Visual, audio and multi-media texts: <i>Film study, television and radio drama</i></p>

3	recognise how language and images may reflect and shape values and attitudes in texts:	<ul style="list-style-type: none"> ○ recognise (and explain – Gr. 11 - 12) socio-cultural and political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues; ○ recognise (and explain - Gr. 11 – 12) the nature of bias, prejudice and discrimination . 	<p>Values and attitudes: Socio-cultural and political values, attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues Nature of bias, prejudice and discrimination</p>	<p>Transactional and creative texts Literary texts: <i>Novel, short story, folklore/folk tale, short essay</i> <i>Poetry</i> <i>Drama and film study</i> Visual, audio and multi-media texts: <i>Film study, television and radio drama</i></p>
4	explore the key features of texts and explain how they contribute to meaning (<i>these features should never be dealt with in isolation</i>):	<p>Δ transactional and creative texts:</p> <ul style="list-style-type: none"> ● identify and explain the purpose, structure and language use in texts across the curriculum such as reports, procedures, retelling, explanations, descriptions and expositions; ● identify and explain the impact of techniques such as the use of font types and sizes, headings and captions (with assistance – Gr. 10). <p>Δ literary texts: <i>novel, short story, folklore/folk tale, short essay:</i></p> <ul style="list-style-type: none"> ● describe (explain – Gr. 11 – 12 and interpret – Gr. 12) development of plot, subplot, conflict, character, and role of narrator where relevant; ● identify and explain messages and themes and relate them to selected passages in the rest of the text / explain and interpret messages and themes and their significance in the rest of the text - Gr. 12 ; ● describe – Gr. 10 (explain – Gr. 11) (interpret – Gr. 12) how background and setting relate to character and/or theme; ● describe – Gr. 10 (explain – Gr. 11) (interpret – Gr. 12) mood, time-line, (ironic twists – Gr. 11-12) and ending. 	<p>Transactional and creative texts: Purpose, structure and language use in texts across the curriculum such as reports, procedures, retelling, explanations, descriptions and expositions Impact of techniques such as the use of font types and sizes, headings and captions</p> <p>Literary texts: <i>Novel, short story, folklore/folk tale, short essay:</i> Plot, subplot, conflict, character, and role of narrator Messages and themes Background and setting relating to character and/or theme Mood, time-line, ironic twists (Gr. 11 – 12) and ending.</p>	<p>Transactional and creative texts Literary texts: <i>Novel, short story, folklore/folk tale, short essay</i> <i>Poetry</i> <i>Drama and film study</i> Visual, audio and multi-media texts: <i>Film study, television and radio drama</i></p>

		<p><i>Poetry:</i></p> <ul style="list-style-type: none"> recognise – Gr. 10 (explain – Gr. 11) (interpret – Gr. 12) how word choices, figures of speech, imagery and sound devices affect mood, meaning and theme; recognise (explain – Gr. 12) how lines, stanza forms, rhyme, rhythm, other repetition techniques and punctuation affect meaning. <p><i>Drama and film study:</i></p> <ul style="list-style-type: none"> recognise (and explain – Gr. 11 – 12) how dialogue and action are related to character and theme; describe – Gr. 11 (explain - Gr. 11- 12 and interpret – Gr. 12) plot, subplot, character portrayal, conflict, dramatic purpose (and dramatic irony – Gr. 11- 12); recognise – Gr. 10 (explain – Gr.11 – 12 and interpret – Gr. 12) dramatic structure and stage directions. <p>Δ visual, audio and multi-media texts: <i>Film study, television and radio drama:</i></p> <ul style="list-style-type: none"> identify and describe - Gr. 10 message and theme / identify and explain - Gr. 11 message and theme / identify and interpret - Gr. 12 message and theme; recognise – Gr. 10 (explain – Gr. 11 – 12) the effect of visual, audio and audio-visual techniques such as the use of colour, subtitles, dialogue, music, sound, lighting, editing, framing, styles of shot, composition, camera movement, camera techniques, foregrounding and backgrounding. 	<p><i>Poetry:</i></p> <p>Word choices, figures of speech, imagery and sound devices affecting mood, meaning and theme</p> <p>Lines, stanza forms, rhyme, rhythm, other repetition techniques and punctuation affecting meaning</p> <p><i>Drama and film study:</i></p> <p>Dialogue and action relating to character and theme;</p> <p>Plot, subplot, character portrayal, conflict, dramatic purpose and (dramatic irony – Gr. 11 – 12);</p> <p>Dramatic structure and stage directions.</p> <p>Visual, audio and multi-media texts: <i>Film study, television and radio drama:</i></p> <p>Message and theme;</p> <p>Effect of visual, audio and audio-visual techniques such as the use of colour, subtitles, dialogue, music, sound, lighting, editing, framing, styles of shot, composition, camera movement, camera techniques, foregrounding and backgrounding.</p>	
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Learning Outcome 3: Writing and Presenting

The learner is able to write and present for a wide range of purposes and audiences using conventions and formats appropriate to diverse contexts.

A	Grades 10 - 12 We know this when the learners:	KNOWLEDGE, SKILLS & VALUES (Conceptual Progression indicated by the verbs, adjectives, adverbs and concepts in bold print)	CONTENT	RESOURCES
1	Demonstrate planning skills for writing for a specific purpose, audience and context:	<ul style="list-style-type: none"> ○ explain the requirements of different tasks - Gr. 10/ explain the requirements of a range of tasks - Gr. 11 / explain the requirements of a wide range of tasks – Gr. 12 ; ○ identify the target audience and the specific purpose such as narrating, entertaining, persuading, arguing, explaining, informing, (interpreting – Gr. 12), describing and manipulating; ○ identify and explain types of texts to be produced such as imaginative, informational, creative, transactional and multi-media texts; ○ decide on and apply the appropriate style, point of view and format of texts; ○ research topics from familiar sources and record findings – Gr. 10 / research topics from a variety of sources and record findings – Gr. 11 / research topics from a wide variety of sources and record findings – Gr. 12; ○ locate, access, select, organise and integrate relevant data from familiar sources / locate, access, select, organise and integrate relevant data from a variety of sources / locate, access, select, organise and integrate relevant data from a wide variety of sources; ○ convert information from one familiar form to another, such as from a graph to a paragraph; ○ develop coherent ideas and organise these by using techniques such as mind maps, diagrams, lists of key words and flow charts; ○ use some visual and design elements appropriately - Gr. 10 / use a range of visual and design elements appropriately- Gr. 11 / use a wide range of visual and design elements appropriately - Gr. 12. 	<p>Planning and writing for: Transactional texts: Advertisements Brochures Curriculum Vitae Dialogues Diary entries E-mail messages Faxes Formal and informal letters to the press Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters Filling in forms Friendly letters Invitation cards Magazine articles Memoranda Minutes and agendas Newspaper articles Obituaries Pamphlets Postcards Reports (formal and informal) Reviews SMS Creative texts: Narrative, descriptive, reflective, discursive, expository and argumentative compositions Responses to literature</p> <p>Reference and informational</p>	Transactional texts Creative texts Reference and informational texts Oral, visual and multi-media texts

			<p>texts: Dictionary entries (personalised spelling lists and word definitions) Directions Instructions Mind-maps and flow-diagrams Notes Research projects Summaries Oral, visual and multi-media texts: Advertisements Dialogues Flyers Formal and informal speeches Interviews Posters Presentations with graphic / sound effects Research projects Slogans</p>	
2	demonstrate the use of writing strategies and techniques for first drafts:	<ul style="list-style-type: none"> ○ use main and supporting ideas from the planning process - Gr. 10 / use main and supporting ideas effectively from the planning process – Gr. 11 - 12 ; ○ experiment with format and style for creative purposes; ○ identify and use stylistic and rhetorical devices appropriately such as figurative language, word choice, vivid description, personal voice and style, tone, symbol, colour, placement and sound; ○ use a variety of sentence types, and sentences of different lengths and structures appropriately; ○ apply paragraph conventions to ensure coherence by using topic sentences, introduction and ending, logical progression of paragraphs, cause and effect, comparison and contrast; ○ use conjunctions, pronouns and adverbs to ensure cohesion. 	Main and supporting ideas Format and style Stylistic and rhetorical devices appropriately such as figurative language, word choice, vivid description, personal voice and style, tone, symbol, colour, placement and sound Sentence types Paragraph conventions ensuring coherence by using topic sentences, introduction and ending, logical progression of paragraphs, cause and effect, comparison and contrast Conjunctions, pronouns and adverbs ensuring cohesion	Transactional texts Creative texts Reference and informational texts Oral, visual and multi-media texts

3	reflect on, analyse and evaluate own work, considering the opinion of others, and present final product:	<ul style="list-style-type: none"> ○ use set criteria for evaluation of own and others' writing for improvement – Gr. 10 / use set criteria for overall evaluation of own and others' writing for improvement – Gr. 11 - 12; ○ improve coherence and cohesion in overall structure; ○ consider (evaluate – Gr. 12) whether content, style, register and effects are appropriate to purpose, audience and context, and adjust where necessary; ○ sustain own point of view/perspective and arguments with growing confidence – Gr. 10 / sustain own point of view/perspective and arguments with confidence – Gr. 11 / sustain own point of view/perspective and arguments confidently and competently – Gr.12; ○ refine word choice and sentence and paragraph structure, and eliminate obvious errors, (slang – Gr. 11- 12), offensive language (and unnecessary jargon – Gr. 11- 12 ; ○ when refining, demonstrate sensitivity to human rights, social, cultural, environmental and ethical issues such as gender, race, disability, age, status, poverty, lifestyles, ethnic origins, religion, globalisation, HIV and AIDS and other diseases; ○ prepare a final draft by proofreading and editing; ○ present final product paying attention to appropriate presentation style such as a neatly presented text or a striking, colourful poster. 	<p>Reflection, analysis and evaluation process: Set criteria (rubric) Coherence and cohesion Content, style, register and effects appropriate to purpose, audience and context Own point of view/perspective and arguments Word choice and sentence and paragraph structure Eliminate obvious errors, slang, offensive language and unnecessary jargon Sensitivity to human rights, social, cultural, environmental and ethical issues such as gender, race, disability, age, status, poverty, lifestyles, ethnic origins, religion, globalisation, HIV and AIDS and other diseases Proofreading Editing</p>	<p>Transactional texts Creative texts Reference and informational texts Oral, visual and multi-media texts</p>
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Learning Outcome 4: Language

The learner is able to use language structures and conventions appropriately and effectively.

AS	Grades 10 - 12 We know this when the learners:	KNOWLEDGE, SKILLS & VALUES (Conceptual Progression indicated by the verbs, adjectives, adverbs and concepts in bold print)	CONTENT	RESOURCES
1	identify and explain the meanings of words and use them correctly in a range of texts – Gr. 10/ identify and explain the meanings of words and use them correctly in a wide range of texts - Gr. 11 – 12:	<ul style="list-style-type: none"> ○ apply knowledge of (basic – Gr. 10) (important – Gr. 11) (a range of – Gr. 12) spelling patterns, rules and conventions for new (and/or complex words – Gr. 11 – 12) and compile a personal spelling list; ○ use (a range of – Gr. 12) common abbreviations and acronyms correctly; 	<p>Spelling: Spelling patterns, rules and conventions Abbreviations and acronyms Meanings and pronunciation Formation of words:</p>	<p>Integrated Language textbooks Relevant texts</p>

		<ul style="list-style-type: none"> ○ use dictionaries and a thesaurus for different purposes such as researching meanings and pronunciation – Gr. 10 / use dictionaries and a thesaurus effectively for different purposes such as researching meanings and pronunciation – Gr. 11 - 12; ○ apply knowledge of roots, prefixes and suffixes to determine the meaning (and function of a range – Gr. 12) of new words ; ○ use gender, plurals and diminutives of nouns correctly; ○ use the comparative and superlative degrees of adjectives and adverbs correctly; ○ recognise – Gr. 10 (identify – Gr. 11), (explain – Gr. 12) how languages borrow words from one another; ○ distinguish between commonly-confused polysemes, homophones and homonyms and use them with growing accuracy – Gr. 10 (correctly – Gr. 11 - 12); ○ use one word for a phrase and a range of (familiar – Gr. 10) synonyms, antonyms and paronyms correctly. 	roots, prefixes and suffixes Parts of speech: Nouns: gender, plurals and diminutives Adjectives (comparative and superlative degrees) Adverbs Borrowed words Semantics: polysemes, homophones and homonyms synonyms, antonyms and paronyms	
2	use structurally sound sentences in a meaningful and functional manner :	<ul style="list-style-type: none"> ○ identify and use parts of speech such as nouns, verbs, pronouns, adjectives and adverbs in (selected – Gr. 10), (a range of – Gr. 11), (a wide range of – Gr. 12) texts accurately and meaningfully; ○ use verb forms and auxiliaries to express tense and mood in familiar contexts with increasing accuracy; ○ use negative forms correctly; ○ use subject, object and predicate correctly; ○ use simple sentences appropriately and correctly and construct acceptable (clear and effective – Gr. 12) compound and complex sentences by using clauses, phrases and conjunctions; ○ recognise and use different sentences types such as statements, questions, commands and instructions with growing accuracy (correctly – Gr. 11 - 12); ○ use active and passive voice appropriately (and motivate their use – Gr.12); ○ use direct and indirect speech correctly (and for required effect - Gr. 11 – 12); ○ use correct word order in sentences (with growing accuracy - Gr. 10 – 11) and understand how word order can influence meaning; 	Parts of speech: nouns verbs (verb forms and auxiliaries to express tense and mood, negative forms) pronouns adjectives adverbs Sentence constructions and types: Subject, object and predicate Statements, questions, commands and instructions Constructing acceptable compound and complex sentences by using clauses, phrases and conjunctions Correct word order Active and passive voice	Integrated Language textbooks Relevant texts

		<ul style="list-style-type: none"> ○ use concord with increasing accuracy / use concord correctly – Gr. 12; ○ use punctuation correctly and for different purposes such as to clarify meaning, show grammatical relationships and add emphasis - Gr. 10 / use punctuation correctly and for a range of purposes such as to clarify meaning, show grammatical relationships and add emphasis – Gr. 11/ use punctuation correctly and for a wide range of purposes such as to clarify meaning, show grammatical relationships and add emphasis – Gr. 12; ○ use (a range – Gr. 11), (a wide range – Gr. 12) of figurative language such as idioms, idiomatic expressions and proverbs appropriately; ○ translate short sentences from target language into home language and vice versa - Gr. 10 / translate sentences from target language into home language and vice versa - Gr. 11 / translate short paragraphs from target language into home language and vice versa - Gr. 12. 	<p>Direct and indirect speech</p> <p>Punctuation marks Emphasis</p> <p>Figurative language such as idioms, idiomatic expressions and proverbs</p> <p>Translations</p>	
3	develop critical language awareness:	<ul style="list-style-type: none"> ○ identify – Gr. 10 (explain – Gr. 11 - 12) denotation and connotation (and implied meaning - Gr. 12).; ○ explore – Gr. 10 (explain – Gr. 11- 12), (interpret – Gr. 12) how the implicit and explicit messages, values and attitudes reflect the position of the speaker/receiver/reader/viewer; ○ identify and challenge obvious bias and stereotyping, and emotive, persuasive and manipulative language – Gr. 10 / identify and challenge bias and stereotyping, and emotive, persuasive and manipulative language, and explore alternative ways of expression – Gr. 11 / identify and challenge subtle bias and stereotyping, and emotive, persuasive and manipulative language, and produce alternative ways of expression – Gr. 12 	<p>Denotation and connotation Implied meaning – Gr. 12 Implicit and explicit messages, values and attitudes reflecting the position of the speaker/receiver/ reader/ viewer</p> <p>Bias and stereotyping, and emotive, persuasive and manipulative language Alternative ways of expression – Gr. 11-12</p>	<p>Integrated Language textbooks Relevant texts</p>

ANNEXURE B ASSESSMENT RUBRICS IN LANGUAGES

RUBRICS

These are particularly useful for Languages as they eliminate subjectivity through firm adherence to benchmarks and clearly defined standards.

All Rubrics are based on an analytical approach. Sometimes rubrics are simple and designed to assess only certain parts of the whole. These are commonly known as analytical rubrics. More complex rubrics, where all aspects are assessed, are known as holistic rubrics.

A rubric is a tool for assessing learner performance that:

- describes a continuum of performance quality that ranges from poor to excellent;
- consists of a set of criteria that defines a task in its entirety and by which a task (assignment, project, essay, oral presentation, research task, portfolio) will be evaluated, considering both the process and the Learning Outcomes;
- lists the criteria needed to perform a task and describes exactly what constitutes acceptable performance for each element;
- describes excellent performance that exceeds the level of acceptable work and inadequate performance that does not yet meet the minimum level of performance;
- usually uses a grid or table format; and
- can be adapted to individual styles and needs as there are many different ways to create a rubric.

The key features of a rubric are:

- Rubrics are analytical rather than quantitative, because the focus is on the analysis of the performance rather than giving a mark.
- A rubric gives learners information about their work, and therefore, is a useful tool to assess the performance of peers and themselves.
- A learner does not ‘fail’ when falling short of the expected level or required level of achievement – he or she has to try again to improve those elements that are not yet acceptable. If this cannot be done, the learner cannot be credited as having achieved the Assessment Standards.
- A rubric sets out the required Assessment Standard for each of the elements of the task.

How to design a rubric

Follow these basic steps to design a rubric:

- Decide what the task is and what kind of evidence of performance should be assessed.
- Decide on the criteria or elements of the task (the different parts of the performance to be assessed; knowledge and skills to be mastered; where personal opinions, values or insight should be expressed etc.).
- Condense the most important ideas into a shorter list of clear main parts of the task (the performance criteria).

- Describe the different levels of competence (inadequate, partial, adequate, satisfactory, meritorious, outstanding).
- Start by describing the level of performance that is the minimum performance to be acceptable (adequate) and then describe performance that is better than average and less than adequate.
- Add the detail for each level of performance so that the learners are able to understand what is expected. Learner performance is assessed according to the level of the rubric at which they best fit).
- Check and verify the rubric – apply and test the criteria by going back to the original intentions of the task and get other teachers to apply the rubric to determine if they get the same results.

How to use a rubric

- As a rubric describes the levels at which a learner should achieve the various criteria of a specific task, it should be made available to or discussed with learners when a task is given. The learners should know what is required to reach a certain level of performance.
- When using analytical rubrics like those below, the teacher considers each assessment criteria reflected in the first column in turn and decides at which level a learner has achieved the specific criteria. A learner may not have achieved all the criteria mentioned at a level – in this case, decide on a level in terms of the ‘best fit’ – where most criteria are met.
- As the teacher assesses a learner in terms of the different criteria, it may be found that the achievement varies in terms of level (a learner may achieve at level four when listening for information but may achieve at level three in terms of explaining what is heard). Although all rubrics are in essence analytical they can be used to give the teacher and the learner a holistic idea of achievement of a certain Learning Outcome (e.g. listening). A decision must then be made at which assessment level the whole text produced (e.g. oral report back) should be placed. If a learner achieved at level three in three of the criteria assessed and at level four in the two remaining criteria, level three would be the best fit.
- Rubrics can be used in different ways and should be adapted to suit the task. For example, a rubric used to assess creative writing can easily be adapted to assess an argumentative essay. One criterion of a rubric can also be extended to focus on a specific teaching point, such as writing a good introductory paragraph.
- Information gained from assessing the text produced against levels should be used for remedial or enrichment purposes to assist further progress of the learner.
- The information may also be used to report to stakeholders who are interested in the learner’s progress.

See the Subject Assessment Guidelines for further information.