

GRADE 4-6 FIRST ADDITIONAL LANGUAGE

SECTION 4

ASSESSMENT

4.1 INTRODUCTION

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners. It involves four steps: generating and collecting evidence of achievement; evaluating evidence; recording the findings and using information to understand and thereby assist the learner's development in order to improve the process of learning and teaching.

Assessment should be both informal (Formative and Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment in Languages is ongoing and supports the growth and development of learners. It is an integral part of teaching and learning as it provides feedback for teaching and learning. It should be incorporated in teaching and learning instead of being dealt with as a separate entity. Furthermore, integrated assessment of various language aspects should be practiced. For example, we could start off with a reading aloud of a given text and use the very text for reading comprehension. Language Structure and Conventions activities could also be dealt with based on the same text. Post-reading the text learners could be asked to respond to the text by, for example, writing a letter about the issues raised in the text or to write some creative response to the content of the text. To wrap up this activity, discussions could be held about the topic and in this way we address all of the language skills in one fluent, integrated activity.

Assessing the different language skills should not be seen as separate activities but one integrated activity. Assessment rubrics should thus address the different language skills in the task.

Learners' *listening skills, oral competence, ability to answer questions, participation in discussions* and *written recording skills* where necessary should be observed daily.

It is important, too, that learners' *understanding of what they are reading* is assessed and not just their ability to recognise or decode words. Assessment of reading should therefore also take place regularly and not just be a once-off assessment. Formal reading assessment should focus on reading aloud as well as activities which help you to determine how much the learner has understood, for example, retelling a story or answering questions (listening comprehension).

Assessment of written work will focus primarily on the learner's ability to convey meaning, as well as how correctly they have written, for example, correct language structures and use, spelling and punctuation. All assessment should recognise that language learning is a process and that learners will not produce a completely correct piece of work the first time round. Therefore the various stages in the writing process should also be assessed.

When giving a formal assessment task, there will be a focus on a particular skill, for example, Listening and Speaking or Reading or Writing. However, because language learning is an integrated process, more than one skill will be used. The Language Structures and Conventions should be assessed in context. It must be ensured that assessment is not only done as written work, but allows for practical and oral work too. It is important to assess what learners understand and not what they can just memorise, so assess skills in context as much as possible, e.g. learners may spell all their words correctly during a test on Friday, but are

they able to use those same words correctly spelt when writing or recording their personal news or a story?

Teaching and assessment of languages should make provision for inclusion of all learners, and strategies should be found to assist all learners to access or produce language texts. Some students experiencing barriers may not be able to attain some of the aims as they are presented in the Curriculum and Assessment Policy Statement. Special attention should be given to learners who are experiencing dyslexic condition.

The programme of assessment allows for summative assessment, which could take the form of a test or examination, at the end of every term. The work on which assessment is conducted must have been covered during the term. The assessment items must be pitched at different cognitive levels to ensure validity.

4.2 Assessment for learning or formative or Informal or daily assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning.

Informal assessment or assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. Curriculum coverage will be measured through verification of the **informal activities / formative assessment** in exercise books, homework books, classwork books or any other book used by a learner and compared against the Annual Teaching Plan.

Only informal assessment activities completed by a learner should be considered as evidence. This can be done through observations, discussions, practical demonstrations, learner–teacher conferences, informal classroom interactions,

etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing.

Assessment of language competence will be in the form of observation, written exercises, oral activities and presentations, written tests, reading aloud and other forms of assessment. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom and you may use many of your learning activities to assess learners' performance informally. In some cases, you might want to set specific assessment type of activities to motivate your learners to learn, such as regular spelling texts. Learners or teachers can mark these assessment tasks.



It is suggested that you use the first two-weeks of the term to do a baseline assessment of learners. You should use the activities given in the first two-weeks of the teaching plans to do this assessment. This will enable you to establish the kind of attention your learners will need as you proceed.

Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. Teachers may however wish to keep their own informal records of how individual learners are progressing in the different aspects of the subject to assist with planning and ensuring that individual learners develop the required skills and understanding. The results of daily assessment tasks are not taken into account for promotion and certification purposes.

The curriculum coverage tool should be completed in full and submitted to the provincial coordinator for consolidation and safekeeping by the province for

auditing and verification purposes. All tools must be signed and stamped by the school principal.

The tables below provide guidance on the number of proposed informal / formative activities that a learner should do in a two week cycle, month, term and year. This will enable monitoring of curriculum coverage at all levels (school, circuit, district, province and national).

Curriculum Coverage Tracking Report Sheet			
Language skills and activities to cover curriculum content		YES	NO
Listening and Speaking	<ul style="list-style-type: none"> • Listening and speaking activities • Reading aloud activities  		
Reading and Viewing	<ul style="list-style-type: none"> • Reading aloud activities  		
	Reading comprehension activities <ul style="list-style-type: none"> • Literary text • Multimedia text (visual) • Summary 		
	Literature activities <ul style="list-style-type: none"> • Poetry • Short stories • Folktales • Drama • Novel 		
Writing and Presenting	<ul style="list-style-type: none"> • Paragraphing activities • Transactional text activities • Essay writing activities • Creative (story and poem) writing activities 		
Language Structures and Conventions	Language Structures and Conventions activities <ul style="list-style-type: none"> • Word level (vocabulary development and dictionary use) • Phrases • Clauses • Sentences • Paragraphing • Critical language awareness 		

CAPS ANNUAL TEACHING PLAN														
SUGGESTED MINIMUM NUMBER OF INFORMAL / FORMATIVE ACTIVITIES COMPLETED BY THE LEARNER														
Informal / Formative Activities	Total	Term 1 10 weeks			Term 2 8 weeks			Term 3 10 weeks			Term 4 8 weeks			Breakdown of Activities
		Jan	Feb	Mar	April	May	June	July	Aug	Sept	Oct	Nov	Dec	
Total number of informal activities: <u>Languages</u>	120	33 activities			27 activities			33 activities			27 activities			<ul style="list-style-type: none"> • 33 activities for Term 1 • 27 activities for Term 2 • 33 activities for Term 1 • 27 activities for Term 2
Total number of <u>Listening and Speaking (Oral)</u> informal activities	36	2	4	4	2	4	2	2	4	4	2	4	2	<p>There should be a total of 36 informal activities to cover enough depth of Listening and Speaking skill over 36 weeks period for Terms 1-4</p> <ul style="list-style-type: none"> • 1 Oral informal activity per week <ul style="list-style-type: none"> ○ 18 listening and speaking activities ○ 18 reading aloud activities
Total number of <u>Reading Comprehension</u> informal activities	18	1	2	2	1	2	1	1	2	2	1	2	1	<p>There should be a total of 18 reading comprehension informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> • Reading comprehension activities should be as follows: <ul style="list-style-type: none"> ○ 6 x Literary text; ○ 6 x Visual text; and ○ 6 x Summary. • Barrett taxonomy of 40:40:20 should be applied <p>Coverage of different reading comprehension strategies</p>

Total number of <u>Literature</u> informal activities	12	1	1	1	1	1	1	1	1	1	1	1	1	1	<p>There should be a total of 12 literature informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> • 3 x literature informal activities per term, on the following: <ul style="list-style-type: none"> ○ Poetry ○ Short stories ○ Folktales ○ Drama ○ Novel • For extended reading there should be a reading card that prescribes the number of pages that learners should read per day per Grade (Homework to inculcate the culture of reading). <ul style="list-style-type: none"> ○ Grade 4 – 7-10 pages; ○ Grade 5 – 10-12 pages; and ○ Grade 6 – 12-15 pages. <p>The reading card should have a signature of the parent, guardian, or an elder brother / sister / cousin / neighbour, etc. (to accommodate different family contexts).</p>
Total number of <u>Writing</u> informal activities	18	1	2	2	1	2	1	1	2	2	1	2	1	<p>There should be a total of 18 writing informal activities to cover the 36 week period for Terms 1-4</p> <ul style="list-style-type: none"> • 1 essay / story / poem informal writing activity per term = total of 4 for Terms 1- 4. • 14 informal writing activities that include paragraphing and different transactional texts. Each final product should be preceded by a process writing and should be marked. 	

Total number <u>Language</u> <u>Structures and</u> <u>Conventions</u> informal activities	36	2	4	4	2	4	2	2	4	4	2	4	2	There should be a total of 36 Language Structures and Conventions informal activities to cover the 36 week period for Terms 1-4 <ul style="list-style-type: none"> • 1 Language Structures and Conventions informal activity per week to cover: <ul style="list-style-type: none"> ○ Word level ○ Phrases ○ Clauses ○ Sentences ○ Paragraphing Critical language awareness
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4.3 Formal Assessment Task

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and *formally recorded* by the teacher for progression purposes. All Formal Assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained.

Formal assessment tasks provide teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject. Examples of formal assessments include tests, examinations, practical tasks, projects, oral presentations, demonstrations (such as retelling a story, matching), performances (such as acting out), essays, participation in oral tasks (such as dialogues, conversations, discussions), written tasks (such as completing a worksheet, writing paragraphs or other types of texts), etc.

The purpose of designing a Programme of Assessment (POA) is to ensure validity, reliability, fairness and sufficiency of assessment by giving explicit guidance on the types of activities and the percentage allocated to each language skill within a task. It also addresses the focus of assessment, i.e. the way tasks should be addressed.

In formal assessment, use memoranda, rubrics, checklists and rating scales as well as other appropriate assessment tools to observe, assess and record learners' levels of understanding and skill. Choose an assessment tool that is most appropriate for the type of activity. For example, a rubric is more suitable than a memorandum for a creative writing piece. A memorandum is better suited to a spelling test or a reading comprehension activity.

4.3.1 Formal Assessment Tasks requirements for Home Language

All assessment in the Intermediate Phase is internal. However the province or district or circuit can choose to do common assessment for their schools. The formal Programme of Assessment for Grades 4-6 comprises eight formal assessment tasks:

- Seven (7) formal assessment tasks that make up 75% of the promotion mark; and
- One end-of-the-year examination for the final 25%.

The June examination is part of the 75%.

Formal assessment tasks must assess a range of aspects of the language skills so that key aspects will be assessed over the course of the term and the year. Each formal assessment task should be made up of activities that assess Listening and Speaking, Reading and Viewing, Writing and Presenting, and Language Structures and Conventions, and should take place over a period of days.

- Ensure that these activities (reading aloud, summary, essay, etc.) have been informally assessed and feedback given to the learner before they are formally assessed.
- The forms of assessment used should be age and developmental level appropriate.
- The design of these tasks should cover the content of the subject and include a variety of tasks designed to achieve the objectives of the subject.
- It should be based on the knowledge and skills done during that term.
- Use the term plans for each grade to select the kind of activities and the set of skills required for each part of the formal assessment task. For

example, if you set a creative writing piece in Grade 4, Term 1 and want learners to write a poem, you can only expect them to 'write sentences of the same length that rhyme', as that is what you would have taught.

- If you set an information text in the first term, they will have to write using an appropriate frame. Similarly for Listening and Speaking, you will not ask learners to give a short talk in Grade 4, Term 1, as that is only taught later on.

4.4 PROGRAMME OF ASSESSMENT

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term. A programme for assessment must be drawn up by the school indicating the dates on which tasks will be done.

Requirements for the compilation of a task is given in marks and percentages. In Writing and Presenting, parts of the planning process or the whole process should be assessed. The lengths of texts for writing as indicated in Section 3.3 should be strictly adhered to.

The following tables provide the formal assessment requirements for First Additional Language, Grades 4-6:

SUMMARY OF PROGRAMME OF ASSESSMENT

GRADES 4-6

Table 1: Number of formal assessment task in Grades 4-6 for First Additional Language

Number of Formal Assessment Tasks					
Grade	Term 1	Term 2	Term 3	Term 4	Total
Grade 4	3	1	3	1	8
Grade 5	3	1	3	1	8
Grade 6	3	1	3	1	8

Table 2: Nature of formal assessment tasks

Tasks	Nature of the tasks	Form of Assessment	Marking Tool
Oral	<ul style="list-style-type: none"> • Oral task comprises two sections (Section A-Reading Aloud and Section B-Listening and Speaking) • 1 Oral task per term • Total of 4 oral tasks per annum • Terms 2 and 4 oral tasks are used as Paper 1 for the Mid-year and the Year-end examinations • The marks that learners get in Term 2 and Term 4 will be recorded under Paper 1 • Listening and speaking sections: prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / mime 	Reading Speaking	Rubric Grid Memorandum
Reading Comprehension	<ul style="list-style-type: none"> • Reading Comprehension task comprises 4 sections <ul style="list-style-type: none"> ○ Section A - Literary text ○ Section B - Visual text ○ Section C - Summary ○ Section D - Language Structure and Conventions in context 	Test	Memorandum Rubric

	<ul style="list-style-type: none"> • 1 Reading Comprehension test in Term 1 • 1 Reading Comprehension in Term 2 as Paper 2 for the Mid-year examination • 1 Reading Comprehension test in Term 3 • 1 Reading Comprehension in Term 4 as Paper 2 for the Year-end examination 		
Response to literature study test	<ul style="list-style-type: none"> • Response to literature test comprises poetry and two genres <ul style="list-style-type: none"> ○ Section A – Poetry ○ Section B – genre 1 ○ Section C – genre 2 • 1 Response to literature test in Term 3 	Test Assignment	Memorandum Rubric
Writing	<ul style="list-style-type: none"> • Writing task comprises two sections <ul style="list-style-type: none"> ○ Transactional text ○ Essay / story • 1 Writing task in Term 1 • 1 Writing task in Term 2 plus 1 as Paper 3 for the Mid-year examination • 1 Writing task in Term 3 • 1 Writing task in Term 4 plus 1 as Paper 3 for the Year-end examination • Transactional texts: formal & informal letters to the press / formal letters of application, requests, complaint, sympathy, invitation, thanks, congratulations & business letters / friendly letters / magazine articles & columns / obituaries / reports (formal and informal) / reviews / written formal & informal speeches / curriculum vitae / editorials / brochures / written interviews / dialogues / factual recounts / procedural texts 	Project Assignment Test	Rubric

Table 3: Marks allocation for each task per grade

Grade	SBA				Examination	Total Grade Mark
	Term 1	Term 2	Term 3	SBA Total Marks	Term 4	
Grade 4	100	100	100	200	100	400
Grade 5	100	100	100	200	100	400
Grade 6	130	130	130	260	130	520

Table 4: Marks Breakdown per task

Task	Marks per Grade		
	Gr 4	Gr 5	Gr 6
Oral	30	30	35
Reading Comprehension	40	40	60
Response to literature	40	40	60
Writing	30	30	35
Total Grade Marks	140	140	190

Table 5: Marks Breakdown per activity

Marks Breakdown per activity		Marks per Grade		
Tasks	Activity	4	5	6
	Section 1	15	15	15
	Section 2	15	15	20
Reading Comprehension	Literary text	15	15	20
	Visual text	10	10	10
	Summary	5	5	10
	LSC	10	10	20
Writing	Section 1	10	10	15
	Section 2	20	20	20
Literature Study Test	Poetry	20	20	30
	Novel / Folktales	10	10	15
	S Story / Drama	10	10	15
	Total Grade Marks	140	140	190

Table 6: Format of examination papers for Grades 4-6

The suggested outline for the mid-year and the end-of-the-year examination papers for Grades 4-6 for the First Additional Language are as follows:

GRADES 4-5		
Paper	Description	Marks
1 Completed during the term	Oral <ul style="list-style-type: none"> Section A - Reading Aloud Section B - Listening and Speaking 	30
2 2 Hours	Reading Comprehension <ul style="list-style-type: none"> Section A – Literary text Section B – Visual text Section C – Summary Section D – Language Structures and Conventions in context 	40
3 1 Hour 30 min	Writing <ul style="list-style-type: none"> Section A - Transactional text Section B - Essay 	30
Total		100
GRADE 6		
Paper	Description	Marks
1 Completed during the term	Oral <ul style="list-style-type: none"> Section A: Reading Aloud 	35

	<ul style="list-style-type: none"> • Section B: Listening and Speaking 	
<p style="text-align: center;">2 2 Hours</p>	Reading Comprehension <ul style="list-style-type: none"> • Section A – Literary text • Section B – Visual text • Section C – Summary • Section D – Language Structures and Conventions in context 	60
<p style="text-align: center;">3 1 Hour 30 min</p>	Writing <ul style="list-style-type: none"> • Section A - Transactional text • Section B – Essay 	35
Total		130

Table 7: Cognitive Levels

Assessment activities must as far as possible, cater for a range of cognitive levels as shown in the table below. A variety of types of questions such as multiple choice, cloze, comparison and direct questions should be used.

Cognitive Levels table

Cognitive levels	Activity	Percentage of task
Literal (Level 1)	Questions that deal with information explicitly stated in the text. <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... 	Levels 1: 20%

Reorganisation (Level 2)	<p>Questions that require analysis, synthesis or organization of information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Summarize the main points/ideas/pros/cons/ ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	Levels 2: 20%
Inference (Level 3)	<p>Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience.</p> <ul style="list-style-type: none"> • Explain the main idea ... • Compare the ideas/attitudes/actions ... • What is the writer's (or character's) intention /attitude/motivation/reason ... • Explain the cause/effect of ... • What does an action/comment/attitude (etc.) reveal about the narrator/ writer/character ... • How does the metaphor/simile/image affect your understanding ... • What, do you think, will be the outcome/effect (etc.) of an action/a situation ... 	Level 3: 40%
Evaluation (Level 4)	<p>These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and</p>	Levels 4 and 5: 20%

<p>Appreciation (Level 5)</p>	<p>acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> • Do you think that what transpires is credible/realistic/ possible ...? • Is the writer's argument valid/logical/conclusive ... • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/implication ... • Do you agree with the view/statement/observation/ interpretation that... • In your view, is the writer/narrator/character justified in suggesting/ advocating that ... (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/motives ... show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text. <p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the</p>	
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	<p>writer's use of language (such as word choice and imagery).</p> <ul style="list-style-type: none">• Discuss your response to the text/incident/situation/ conflict/dilemma.• Do you empathise with the character? What action/decision would you have taken if you had been in the same situation?• Discuss/Comment on the writer's use of language ...• Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/metaphors/use of poetic techniques/ literary devices ...	
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Table 8: Programme of Assessment for Formal Assessment Tasks

ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 4							
TERM 1	MARK %	TERM 2	MARK %	TERM 3	MARK %	TERM 4	MARK %
TASK 1 Oral Section A Prepared reading	15	TERM 2 ORAL TASK BECOMES PAPER 1 IN TASK 4		TASK 5 Oral Section A Prepared reading	15	TERM 4 ORAL TASK BECOMES PAPER 1 IN TASK 8	
Section B Listening Comprehension	15	Section A Unprepared reading	15	Section B Prepared speech	15	Section A Unprepared reading	15
		Section B Presents a weather report	15			Section B Role plays an advert	15
Task Marks	30				30		
Weighting %	10%				10%		
TASK 2 Writing Section A Transactional text Instructional Text	10			TASK 6 Creative Writing Writes a story (project)	30		
Section B Writes an essay 2 paragraphs	20						
Task Marks	30				30		
Weighting %	10%				10%		
TASK 3 Reading Comprehension test Section A Literary text	15	TASK 4 Mid-year examination Paper 1 Oral Term 2 Oral mark is transferred into Paper 1	30	TASK 7 Response to literature test Section A: Poetry	10	TASK 8 Year-end examination Paper 1 Oral Term 4 Oral mark is used for Paper 1	30
				Section B: Folktale	15		

Section B Visual text	10	Paper 2 Reading Comprehension Section A Literary text (15 marks)	40	Section C: Short Story	15	Paper 2 Reading Comprehension Section A Literary text (15 marks)	40
Section C Summary writing	5	Section B Visual text (10 marks)				Section B Visual text (10 marks)	
Section D Language Structures and Conventions in context using both literary and visual texts	10	Section C Summary writing (5 marks)				Section C Summary writing (5 marks)	
		Section D Language Structures and Conventions in context using both literary and visual texts (10 marks)				Section D Language Structures and Conventions in context using both literary and visual texts (10 marks)	
		Paper 3 Writing Section A - Transactional text Weather chart (10 marks)	30			Paper 3 Writing Section A - Transactional text Advertisement (10 marks)	30
		Section B - Narrative /descriptive essay (20 marks)				Section B Narrative /descriptive essay (20 marks)	
Task Marks	40		100		40		100
Weighting %	10%		15%		10%		
Term Marks	100		100		100		100
SBA Marks (Term 1 + 3)			200			Examination Marks	200
SBA %			75%			Examination %	25%
Total Grade Marks					400		

ENGLISH FIRST ADDITIONAL LANGUAGE							
GRADE 5							
TERM 1	MARK %	TERM 2	MARK %	TERM 3	MARK %	TERM 4	MARK %
TASK 1 Oral Section A Prepared reading	15	TERM 2 ORAL TASK BECOMES PAPER 1 IN TASK 4 Section A Unprepared reading Section B Show and tell / interview/group discussion/performs a choral chant or poem	15 15	TASK 5 Oral Section A Prepared reading	15	TERM 4 ORAL TASK BECOMES PAPER 1 IN TASK 8 Section A Unprepared reading Section B Role plays story	15 15
Section B Listening Comprehension	15			Section B Prepared speech	15		
Task Marks	30			30	30		
Weighting %	10%				10%		
TASK 2 Writing Section A Transactional text Advertisement	10			TASK 6 Creative Writing	30		
Section B Writes an essay 3 paragraph	20			Writes a story (project)			
Task Marks	30			30			
Weighting %	10%				10%		
TASK 3 Reading Comprehension test	15	TASK 4 Mid-year examination Paper 1 - Oral Term 2 Oral mark is transferred into Paper 1	30	TASK 7 Response to literature test Section A: Poetry	10	TASK 8 End of the year examination Paper 1 - Oral Term 4 Oral mark is	30
Section A Literary text							

Section B Visual text	10	Paper 2 Reading Comprehension Section A Literary text (15 marks) Section B Visual text (10 marks)	40	Section B: 1 genre Short Story Section C: 1 genre Drama	15	transferred into Paper 1	40	
Section C Summary writing	5				15			Paper 2 Reading Comprehension Section A Literary text (15 marks) Section B Visual text (10 marks)
Section D Language Structures and Conventions in context using both literary and visual texts	10				Section C Summary writing (5 marks) Section D Language Structures and Conventions in context using both literary and visual texts (10 marks)			Section C Summary writing (5 marks) Section D Language Structures and Conventions in context using both literary and visual texts (10 marks)
		Paper 3 Writing Section A - Transactional text Instructional Text (10 marks) Section B - Narrative /descriptive essay (20 marks)	30			Section C Summary writing (5 marks) Section D Language Structures and Conventions in context using both literary and visual texts (10 marks)		
Task Marks	40		100		40		100	
Weighting %	10%		15%		10%			

Term Marks	100		100		100		100
SBA Mark		200				Examination Mark	200
SBA %		75%				Examination %	25%
Grade Mark		400					

**ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 6**

TERM 1	MARK/ %	TERM 2	MARK/ %	TERM 3	MARK/ %	TERM 4	MARK/ %
TASK 1 Oral Section A Prepared reading	15	TERM 2 ORAL TASK BECOMES PAPER 1 IN TASK 4 Section A Unprepared reading Section B Show and tell (instructional text)	15	TASK 5 Oral Section A Prepared reading	15	TERM 4 ORAL TASK BECOMES PAPER 1 IN TASK 8 Section A Unprepared reading Section B Role plays an interview	15
Section B Listening Comprehension	20		20	Section B Prepared speech	20		20
Task Marks	35						35
Weighting %	10%				10%		
TASK 2 Writing Section A Transactional text Persuasive text - Speech Section B Writes an essay 3-4 paragraphs	15 20			TASK 6 Creative Writing Writes a play script (project)	35		
Task Marks	35				35		
Weighting %	10%				10%		
TASK 3 Reading Comprehension test Section A Literary text Section B Visual text Section C Summary writing Section D Language Structures and Conventions in context using both literary and visual texts	20 10 10 20	TASK 4 Mid-year examination Paper 1 – Oral Term 2 Oral mark is transferred into Paper 1 Paper 2 Reading Comprehension Section A Literary text (20 marks) Section B Visual text (10 marks) Section C Summary writing (10 marks)	35 60	TASK 7 Response to literature test Section A: Poetry Poem 1 Poem 2 Section B: 1 genre Folktale 1 Folktale 2 Section C: 1 genre (Novel)	10 10 10 10 20	TASK 8 End of the year examination Paper 1 – Oral Term 4 Oral mark is transferred into Paper 1 Paper 2 Reading Comprehension Section A Literary text (20 marks) Section B Visual text (10 marks) Section C	35 60

		Section D Language Structures and Conventions in context using both literary and visual texts (20 marks) Paper 3 Writing Section A - Transactional text Instructional Text (15 marks) Section B - Narrative /descriptive essay (20 marks)	35			Summary writing (10 marks) Section D Language Structures and Conventions in context using both literary and visual texts (20 marks) Paper 3 Writing Section A - Transactional text Cartoon / comic strip (15 marks) Section B - Narrative / descriptive essay (20 marks)	35
Task Marks	60		130		60		130
Weighting %	10%		15%		10%		
Term Marks	130	TOTAL	130		130	Total Marks	130
SBA Marks (Term 1 +3)			260			Examination Marks	260
SBA %			75%			Examination %	25%
Grade Mark					520		
Intermediate Phase Mark					1320		

4.5 RECORDING AND REPORTING

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge as prescribed in the Curriculum and Assessment Policy Statements. Records of learner performance should provide evidence of the learner's conceptual progression within a grade and his or her readiness to progress or being promoted to the next grade. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters etc. Teachers in all grades report in percentages against the subject. Seven levels of competence have been described for each subject listed for Grades R – 12. The various achievement levels and their corresponding percentage bands are as shown in the table below.

CODES AND PERCENTAGES FOR RECORDING AND REPORTING

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

Note: The seven-point scale should have clear descriptors that give detailed information for each level.

Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

4.6 Moderation of assessment tasks

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, cluster, district, provincial and national levels. It should be conducted on an ongoing basis as tasks are completed in the classroom situation. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. This should be done at least once per term.

Moderation should ensure that all assessments are valid, fair, reliable and sufficient. Validity means that the task should measure the attainment of skills that were taught in line with the skills indicated in the CAPS document. The task must measure the level of achievement of specific skills. In setting comprehension questions for example, the learners' ability to analyse and synthesize information given in a text and not to ask questions about general knowledge related to the text should be tested.

It is a policy that moderation should be done per term in all Grades, at School level, Cluster level and District level. Moderation will be carried out to ensure that appropriate standards are maintained in the assessment process in the Province. This will be done on a sample basis at the different levels of the process.

Moderation of Assessment Tasks should take place at three levels:

LEVEL	MODERATION REQUIREMENTS
SCHOOL	<ul style="list-style-type: none"> • The Programme of Assessment should be submitted to the Subject Head and School Management Team before the start of the academic year for moderation purposes. • Each task which is to be used as part of the Programme of

	<p>Assessment should be submitted to the Subject Head for moderation before learners attempt the task.</p> <ul style="list-style-type: none"> • Teacher Files and Evidence of learner performance should be moderated twice a year by the Subject Head or his/ her delegate.
CLUSTER/ DISTRICT	<ul style="list-style-type: none"> • Teacher Files and a sample of Evidence of learner performance must be moderated at least twice a year.
PROVINCIAL/ NATIONAL	<ul style="list-style-type: none"> • Teacher Files and a sample of evidence of learner performance must be moderated once a year.

Moderators at school level must give quality comments based on the requirements above to ensure that the assessment practice at school is enhanced. Moderation cannot simply be a monitoring exercise to check that the number of tasks have been done or that a memorandum has been applied correctly. In Languages it means that the moderator will give good comment, among other things, on the levels of questioning in comprehension testing; the frequency of extended writing; the quality of assessment instruments and the developmental opportunities afforded and the teacher's engagement with learner workbooks and evidence of learner performance.

The moderation process must also ensure that the ratings given are consistent across all classes in the grade, and all grades in the phase. For example, a rating of 3 given by one teacher should represent the same level of skill and knowledge as the same rating given by another teacher. It is therefore important for Subject Heads to do internal moderation regularly.

4.7 General

This document should be read in conjunction with:

4.7.1 *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and*

4.7.2 The policy document, *National Protocol for Assessment Grades R – 12.*