



**education**

Department of Education  
REPUBLIC OF SOUTH AFRICA

# **NATIONAL CURRICULUM STATEMENT GRADES 10-12**

## **LANGUAGES**

### **TEACHER TRAINING MANUAL 2006**

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## **NOTE:**

**APPENDICES referred to in this Manual are to be found in the NCS Teacher Resource Manual 2006: Languages**

# PROGRAMME

**PERIOD:** Monday to Friday

**DURATION:** 36-37 hours

## 5-DAY PROGRAMME FOR TEACHERS

SESSION	ACTIVITY	TIME	DAY
<b>1. Introducing the National Curriculum Statement (NCS) and the National Senior Certificate (NSC)</b>	Introduction of training participants	3-4 hours	Monday Morning
	Overview of the week of training / documents provided		
	Introduction to the NCS and NSC		
<b>Breakaway into Language Groups</b>			
<b>2. Introducing the Subject Statement</b>	Introduction	20 hours	Monday Afternoon – Wednesday Afternoon
	Subject Content and Approach		
	Conclusion / Wrap-up		
<b>3. Planning for Teaching Languages in the NCS</b>	The Planning Cycle	8 hours	Thursday (Full day)
	The Grade 11 Work Schedule		
	Critique of the Grade 11 Work Schedule		
	Development of the first Lesson Plan for Grade 11		
<b>4. Annual Assessment Plan</b>	Introduction	5 hours	Friday (Morning)
	Annual assessment plan		
	Conclusion / Wrap-up		

**SESSION 1 –**  
**Introducing the National Curriculum Statement (NCS) and the**  
**National Senior Certificate (NSC)**  
**(3-4 hours)**

**ACTIVITY 1: Introduction of participants**

**FORM OF ACTIVITY:** Introductions

**ACTIVITY 2: Overview of the week of training / documents provided**

**FORM OF ACTIVITY:** Presentation

**RESOURCES:** The 5-day training programme (PowerPoint)  
A hard copy of each document referred to-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment
- Higher Education admission requirements

**CONTENT:** Training programme for the week and house rules  
Documents making up the National Curriculum Statement  
policy and documents supporting the National Curriculum  
Statement policy – purpose and status of each

**ACTIVITY 3: Introduction to the NCS and NSC**

**Part 1:** 20 Questions

**FORM OF ACTIVITY:** Test and discussion

**RESOURCES:** PowerPoint Presentation, Laptop, Data Projector

**CONTENT:** Questions focusing on the NCS and NSC

**INSTRUCTIONS:** Allow the participants to record their responses to each  
question as individuals.  
Discuss the answers with the group as a whole, inviting  
participants to offer answers before discussing them.

## **Part 2:**

### **NCS and NSC**

**FORM OF ACTIVITY:** Presentation and discussion

**RESOURCES:** PowerPoint Presentation, Laptop, Data Projector, a hard copy of each document referred to in the presentation-

- National Senior Certificate Policy
- Subject Statement
- Subject Assessment Guidelines
- Learning Programme Guidelines
- National Protocol on Assessment

**CONTENT:** Overview of the NCS, including principles and Critical and Developmental Outcomes  
National Senior Certificate: Requirements, structure and details

## **Part 3:**

### **Requirements for Higher Education study**

**FORM OF ACTIVITY:** Open-book activity and presentation

**RESOURCES:** PowerPoint Presentation, Laptop, Data Projector, HE admission requirements

**CONTENT:** Requirements for certificate, diploma and degree programmes

### **Introduction**

- While the Higher Education document is not part of NCS policy, it provides teachers with indicators on required learner performance in NCS subjects for entry into Higher Education.
- The 3-year NSC programme is the key to Higher Education study and teachers need to be aware of the admission requirements for different programmes offered at Higher Education Institutions.

### **INSTRUCTIONS:**

#### **Open-book activity**

- Ask participants to study the HE document and identify the requirements for certificate, diploma and degree programmes.

#### **Report back and discussion**

- Allow one person to report back.
- Present the requirements (see PowerPoint Presentation).
- Discuss the designated list of subjects, noting that learners already have 3 of the designated subjects in their NSC package – **two languages** and Mathematics or Mathematical Literacy.

## SESSION 2 – Introducing the Subject Statement (20 hours)

### ACTIVITY 1: Introduction to Languages (1 hour)

**FORM OF ACTIVITY:** Interactive puzzle, discussion and presentation

**RESOURCES:** Copy of puzzle (Appendix 1), PowerPoint Presentation, Laptop, Data Projector, Subject Statement, electronic copy of all documents on CD:

- The Constitution of the Republic of South Africa 1994,
- Bill of Rights
- Language in Education Policy
- Language Standardisation Policy 2001
- Policy Guidelines to Orals and Continuous Assessment in Languages 2001

**CONTENT:**

- Overview of the subject: Definition, purpose and scope of the subject – its origin
- Learning Outcomes for the subject – briefly refer to relationship with the Critical and Developmental Outcomes and the NCS principles
- Brief overview of subject developments, i.e. new content (Report 550 to National Curriculum Statement)
- Point out how the Assessment Standards for Languages give an indication of the teaching, learning and assessment approach to be used in the classroom – for example the verbs and the nouns contained in each Assessment Standard give a general indication of the skills and knowledge to be displayed by learners when engaging in an activity related to that Assessment Standard.
- Mention of supporting policies relevant to the subject and how they support the implementation of the subject Languages (do not engage in them)
- Time allocation and placement of Languages in the school timetable

### **Introduction:**

- The Learning Outcomes and the Assessment Standards in the Subject Statement (Languages) provide the content and context for teachers to provide quality language teaching and learning in schools.
- It is imperative that teachers have a thorough understanding of all the content and concepts contained in the Subject Statement (Languages).
- The next activity has been designed to identify the key content of the Subject Statement (Languages).

### **INSTRUCTIONS:**

- Participants engage with Subject Statement to find the information required to complete the Mind map puzzle.
- Participants with information discuss the placement of the information with the participants seated on their left and right.
- Participants with information are requested to come to the front.
- Seated participants assist and direct participants with information as to where to place the information on the blank mind map.

### **ACTIVITY: Report back**

- Participants pin information to the mind map directed by other participants.

### **Report back and discussion:**

- Facilitator allows for questions and discussion.
- Facilitator points out the link between the mind map and the content of chapter 1 and 2 of the Subject Statement (Language).

### **ACTIVITY 2: Languages subject content and approach (18 hours)**

**NOTE:** Each Learning Outcome for Languages will first be dealt with individually while addressing both the subject content and the subject approach in a dedicated Learning Outcome activity (Parts 1-4). Thereafter integration across the Learning Outcomes will be dealt with in a separate activity (Part 5).

**PART 1:**  
**LO1 – Listening and Speaking**  
**(4¼ hours)**

**FORM OF ACTIVITY:** Presentation, interactive, report back and discussion

**RESOURCES:** Video taped interview, PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

**CONTENT:** Content of Learning Outcome 1 (Listening and Speaking), progression, integration and approach to teaching, learning and assessment

**Subject Content**  
**(2 hours)**

**INSTRUCTIONS:**

- Facilitator leads participants through a critical study of the Grade 10-12 subject content for Languages as provided for the Learning Outcome in the Subject Statement (Chapter 3) and Learning Programme Guidelines (**Annexure A**).
- Facilitator shows participants where content is to be found and what content is to be taught per grade for the Learning Outcome.
- Facilitator and participants identify what content is new or is unknown to participants.
- Participants are requested to identify gaps in the suggested content and to name these gaps.
- Participants decide whether progression is evident within the Assessment Standards across the three grades. Examples of such progression are to be identified.
- Participants decide whether any of the content should be re-organised to display progression across the grades. Examples of such progression are to be identified.

**Subject Approach**  
**(1½ hours)**

**ACTIVITY 1: Demonstration of an interview**

Teaching strategy: Demonstration  
Learning strategy: Observation, listening



**INTEGRATION:** Learning Outcomes 1,2,3,4

**ASSESSMENT STANDARDS:**

Learning Outcome 1:	<b>AS 1 (1,2,3,4,5,6,7,8)</b> <b>AS 2 (1,2,3,4)</b> <b>AS 3 (1,2,3,4,5)</b> <b>AS 4 (1,3,4,5)</b>
Learning Outcome 2:	AS 2 (10) AS 3 (1, 7)
Learning Outcome 3:	AS 2 (3) AS 3 (3,6)
Learning Outcome 4:	AS 3 (1,2,3)

**INSTRUCTIONS:**

- Facilitators present mock interview. (Questions – **Appendix 2**)
- Participants observe, take notes and make comments.
- Facilitator leads participants into activity 2.

**ACTIVITY 2: Viewing of recorded interview**

Teaching strategy:	DVD presentation (audio-visual)
Learning strategy:	Listening, viewing, note taking, using a checklist, comparing and contrasting, drawing up a list
Assessment method:	Peer/self assessment
Assessment tool:	Checklist

**INTEGRATION:** Learning Outcomes 1,2,3,4

**ASSESSMENT STANDARDS:**

Learning Outcome 1:	<b>AS 1 (1,2,3,4,5,6,7,8)</b> <b>AS 2 (1,2,3,4)</b> <b>AS 3 (1,2,3,4,5)</b> <b>AS 4 (1,3,4,5)</b>
Learning Outcome 2:	AS 2 (10) AS 3 (1, 7)
Learning Outcome 3:	AS 2 (3) AS 3 (3,6)
Learning Outcome 4:	AS 3 (1,2,3)

## **INSTRUCTIONS:**

- Participants view a recorded interview (provided as electronic copy on CD/transcript **Appendix 3**).
- Using a checklist (**Appendix 4**), facilitator and participants determine whether there are links between the interview and the content indicated for the Assessment Standard. (i.e. What integration is possible within the Learning Outcome?)
- Participants identify the skills, knowledge and values a learner must be able to know, do and value after exposure to the content in this Learning Outcome.

### **ACTIVITY 3: Report back – Group work**

Teaching strategy:

Report back and discussion

Learning strategy:

Report back, discussion, turn-taking

## **INSTRUCTIONS:**

- Participants report back to plenary on the link between the content indicated for each Assessment Standard and the possible integration demonstrated in the interview.
- Participants present lists of skills, knowledge and values.
- Facilitator(s) draw(s) up a list of common skills, knowledge and values.
- Facilitator(s) present(s) this list of common skills for further interrogation.

### **ACTIVITY 4: Presentation/lecture**

Teaching strategy:

PowerPoint presentation, lecture

Learning strategy:

Listening, viewing, note-taking

## **INSTRUCTIONS:**

- Facilitator presents the requirements for Orals as per Subject Assessment Guideline.

### **ACTIVITY 5: Group work – drawing up a list and compiling a checklist and report back**

Teaching strategy:

Group work

Learning strategy:

Discussion, brainstorming, listing, reading, analysing

**INSTRUCTIONS:**

- Participants list as many activities as possible paying attention to the age, context and language level of the learner, in order to achieve Learning Outcome 1: Listening and Speaking, Assessment Standard 2.
- Participants compile a checklist of LTSM needed to achieve the skills, knowledge and values indicated in the Assessment Standard of Learning Outcome 1: Listening and Speaking, Assessment Standard 2.
- Participants decide on the appropriate assessment method and tools to assess learners' achievement for this Assessment Standard. (Hint: how, when, who and what to assess).

**ACTIVITY 6: Analysis and critique of Oral Assessment Tasks and report back  
(20 minutes)**

Teaching strategy:

Group work

Learning strategy:

Discussion, brainstorming, listing, reading, analyzing

**INSTRUCTIONS:**

- Participants examine and critique the Oral Assessment Tasks in the Subject Assessment Guidelines.
- Participants determine the skills, knowledge and values that will be acquired through exposure to the listening and speaking activities.
- Participants make an input on assessment: How, when, who and what to assess – also make suggestions of other tools that can be used to assess learner performances in other oral activities.
- Participants make suggestions for improvements and/or other types of listening and speaking activities that can be included.
- One group reports back and others make additions to avoid long, extended reporting so that any remaining time can be used to engage in a constructive discussion.

**PART 2:**  
**LO2 - READING AND VIEWING**  
**(4¼ HOURS)**

<b>FORM OF ACTIVITY:</b>	Presentation, worksheet, interactive, report back and discussion
<b>RESOURCES:</b>	PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines, magazine covers, worksheet, old magazines, flip chart paper, pairs of scissors, glue sticks
<b>CONTENT:</b>	Content, progression, integration and approach to teaching, learning and assessment

**Subject Content**  
**(2 hours)**

**INSTRUCTIONS:**

- Facilitator leads participants through a critical study of the Grade 10-12 subject content for Languages as provided for the Learning Outcome in the Subject Statement (Chapter 3) and Learning Programme Guidelines (**Annexure A**).
- Facilitator shows participants where content is to be found and what content is to be taught per grade for the Learning Outcome.
- Facilitator and participants identify what content is new or is unknown to participants.
- Participants are requested to identify any gaps in the suggested content and to name these gaps.
- Participants decide whether progression is evident within the Learning Outcome across the three grades. Examples of such progression are to be identified.
- Participants decide whether any of the content should be re-organised to display progression across the grades. Examples of such progression are to be identified.

**Subject Approach**  
**(2 1/4 hours)**

**ACTIVITY 1: Completion of Worksheet**

Teaching strategy:	Worksheet
Learning strategy:	Reading, viewing, note taking, using a worksheet, group discussion
Assessment method:	Peer/self assessment

Assessment tool: Memorandum

**INTEGRATION:** Learning Outcomes 1, 2, 3, 4

**ASSESSMENT STANDARDS:**

Learning Outcome 1:	AS 1 (1,2,4) AS 2 (2,3)
<b>Learning Outcome 2:</b>	<b>AS 1 (1,2,5,6)</b> <b>AS 2 (1,5,6,7,10)</b> <b>AS 3 (1)</b>
Learning Outcome 3:	AS 1(1,2,3,4,5,6,7) AS 2 (4,5)
Learning Outcome 4:	AS 1(1,3.5,6) AS 2 (10) AS 3 (1,2,3)

**INSTRUCTIONS:**

- Participants are divided into groups.
- Participants complete the worksheet provided as **Appendix 5**.

**ACTIVITY 2: Discussion and Assessment**

- Facilitator provides an overview of the Reading and Viewing Assessment Tasks as per the Subject Assessment Guidelines for Languages and its role in ensuring the teaching, learning and assessment of the Reading Outcome (LO2).
- Participants examine and critique the Reading and Viewing Assessment Tasks in the Subject Assessment Guidelines along with the example of an assessment tool:
  - Participants discuss whether the task and its related activities address the Assessment Standards of Learning Outcome 2 with respect to the skills, knowledge and values that will be acquired through exposure to the listening and speaking activities contained in it.
  - Participants make suggestions on assessment: How, when, who and what to assess in this task – also make suggestions of other tools that can be used to assess learner performance in the activity and who should carry out the assessment.
  - Participants make suggestions for improvements and/or other types of reading activities that can be included in each section of the task.

## **PART 3:**

### **LO3 - WRITING AND PRESENTING**

**(4¼ hours)**

<b>FORM OF ACTIVITY:</b>	Presentation, interactive, report back and discussion
<b>RESOURCES:</b>	PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines
<b>CONTENT:</b>	Content, progression, integration and approach to teaching, learning and assessment

### **Subject Content**

**(2 hours)**

#### **INSTRUCTIONS:**

- Facilitator leads participants through a critical study of the Grade 10-12 subject content for Languages as provided for the Learning Outcome in the Subject Statement (Chapter 3) and Learning Programme Guidelines (**Annexure A**).
- Facilitator shows participants where content is to be found and what content is to be taught per grade for the Learning Outcome.
- Facilitator and participants identify what content is new or is unknown to participants.
- Participants are requested to identify any gaps in the suggested content and to name these gaps.
- Participants decide whether progression is evident within the Assessment Standards across the three grades. Examples of such progression are to be identified.
- Participants decide whether any of the content should be re-organised to display progression across the grades. Examples of such progression are to be identified.

### **Subject Approach**

**(2 1/4 hours)**

#### **ACTIVITY 1: Process writing**

Teaching strategy:	Process writing
Learning strategy:	Brainstorming, drafting, writing, editing
Assessment method:	Self, peer and teacher assessment
Assessment tool:	Rubric, checklist, marking code

**INTEGRATION:** Learning Outcome 1, 2, 3, 4

**ASSESSMENT STANDARDS:**

Learning Outcome 1:	AS 1 (1, 4, 5) AS 2 (1, 2, 3, 4) AS 3 (2, 4) AS 4 (1, 3, 4, 7, 9)
Learning Outcome 2:	AS 1 (2, 4, 7)
<b>Learning Outcome 3:</b>	<b>AS 1 (All)</b> <b>AS 2 (All)</b> <b>AS 3 (All)</b>
Learning Outcome 4:	AS 1 (1, 3, 4, 5) AS 2 (2, 3, 4, 5, 8, 9, 10)

**TASK 1:**

**INSTRUCTIONS:**

- Participants divide into groups.
- Groups read the music CD review (**Appendix 7**).
- Groups write a letter to the editor of *TEEN ZONE* magazine in response to the music CD review published in the magazine.
- In the letter express disappointment with the review after having purchased the CD.

**PARTICIPANTS ARE REQUIRED TO FOLLOW THE STEPS LISTED BELOW WHEN WRITING THE LETTER:**

- Brainstorm
- Write first draft
- Peer edit for correct format of letter to the press; language errors; word choice; sentence structure; tone and register
- Write second draft
- Peer edit (another person) for spelling and punctuation errors
- Write final draft
- Prepare visual presentation of letter for publication

- Once the letter is completed, groups swop the letter with another group.
- Using the checklist printed (**Appendix 6**), groups check to see whether basic letter format has been followed.

**TASK 2:**

**INSTRUCTIONS:**

- Participants compare their writing process with the Process Writing Wheel (**Appendix 8**).
- Participants identify which steps needed more time than others.
- Participants compile a list of LTSM that would be needed to complete this task comprehensively.

### TASK 3:

#### INSTRUCTIONS:

##### STEP 1

- Participants work individually.
- Participants mark the letter (**Appendix 10**).
- Participants use the suggested marking code (**Appendix 9**).
- Participants regroup.
- Participants compile a list of common grammar, punctuation and spelling errors.

##### STEP 2

- Groups report to plenary giving their list of common grammar, punctuation and spelling errors.

### TASK 4:

- Facilitator provides an overview of the Writing and Presenting Assessment Tasks as per the Subject Assessment Guidelines for Languages and its role in ensuring the teaching, learning and assessment of the Writing and Presenting Learning Outcome (LO3).
- Participants examine and critique the Writing and Presenting Assessment Tasks along with the example of an assessment tool:
  - Participants discuss whether the task and its related activities address the Assessment Standards of Learning Outcome 3 with respect to the skills, knowledge and values that will be acquired through exposure to the listening and speaking activities contained in it.
  - Participants make suggestions on assessment: How, when, who and what to assess in this task – also make suggestions of other tools that can be used to assess learner performance in the activity and who should carry out the assessment.
  - Participants make suggestions for improvements and/or other types of reading activities that can be included in each section of the task.



## **PART 4: LO4 – LANGUAGE (4¼ hours)**

<b>FORM OF ACTIVITY:</b>	Presentation, interactive, report back and discussion
<b>RESOURCES:</b>	PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines
<b>CONTENT:</b>	Content, progression, integration and approach to teaching, learning and assessment

### **Subject Content (2 hours)**

#### **INSTRUCTIONS:**

- Facilitator leads participants through a critical study of the Grade 10-12 subject content for Languages as provided for the Learning Outcome in the Subject Statement (Chapter 3) and Learning Programme Guidelines (Annexure A).
- Facilitator shows participants where content is to be found and what content is to be taught per grade for the Learning Outcome.
- Facilitator and participants identify what content is new or is unknown to participants.
- Participants are requested to identify any gaps in the suggested content and to name these gaps.
- Participants decide whether progression is evident within the Assessment Standards across the three grades. Examples of such progression are to be identified.
- Participants decide whether any of the content should be re-organised to display progression across the grades. Examples of such progression are to be identified.

### **Subject Approach (2 1/4 hours)**

#### **ACTIVITY 1: Identification of language errors**

Teaching strategy:	Structural approach, contextualization, remediation
Learning strategy:	Application/practice
Assessment method:	Teacher assessment
Assessment tool:	Memorandum

**INTEGRATION:** Learning Outcome 1,2,3,4

**ASSESSMENT STANDARDS:**

Learning Outcome 1:	AS 2 (3) AS 3 (5)
Learning Outcome 2:	AS 1 (6)
Learning Outcome 3:	AS 2 (6) AS 3 (1, 2, 5)
<b>Learning Outcome 4:</b>	<b>AS 1 (1)</b> <b>AS 2 (2, 9)</b>

**TASK 1:**

**INSTRUCTIONS:**

- Facilitator asks participants to give a selection of the errors of concord and tense found in the letter they marked in task 3, step 1.
- Facilitator and participants jointly compile a list of all the concord and tense errors found (**Appendix 11**).
- Facilitator and participants correct the errors.
- Facilitator leads participants through the basic rules of concord (subject/verb agreement).
- Facilitator leads participants through the basic rules of the past tense.
- Participants work through the worksheet (**Appendix 12**) putting into practice the rules they have been taught.

**TASK 2:**

- Facilitator provides an overview of the Language Assessment Tasks as per the Subject Assessment Guidelines for Languages and its role in ensuring the teaching, learning and assessment of the Language Learning Outcome (LO4).
- Participants examine and critique the Language Assessment Tasks along with the example of an assessment tool:
  - Participants discuss whether the task and its related activities address the Assessment Standards of Learning Outcome 4 with respect to the skills, knowledge and values that will be acquired through exposure to the language activities contained in it.
  - Participants make suggestions on assessment: How, when, who and what to assess in this task – also make suggestions of other tools that can be used to assess learner performance in the activity and who should carry out the assessment.
  - Participants make suggestions for improvements and/or other types of language activities that can be included in each section of the task.

## **PART 5:** **INTEGRATION ACROSS THE LEARNING OUTCOMES** **(1hour)**

<b>FORM OF ACTIVITY:</b>	Presentation, interactive, report back and discussion
<b>RESOURCES:</b>	Subject Statement, Learning Programme Guidelines, flip chart, Prestik, Koki pens
<b>CONTENT:</b>	Content, integration and approach to teaching, learning and assessment

### **ACTIVITY 1: Integration**

#### **INSTRUCTIONS:**

- Participants divide into groups.
- Participants study the content for all four Learning Outcomes as addressed in Parts 1-4 and look for authentic links between the content in each – i.e. which of the Assessment Standards from the different Learning Outcomes can be grouped together for teaching, learning and assessment purposes.
- Groups brainstorm using the table in **Appendix 13**.

### **ACTIVITY 2: Application of integration**

- Groups decide on **ONE** of the brainstorm ideas listed in the table above.
- The idea should illustrate integration across the Learning Outcomes and Assessment Standards for Language.
- Groups brainstorm and complete the lesson plan (**Appendix14**).
- Groups write up their lesson plan on a flip chart and display them on the wall.

## **CONCLUSION / WRAP-UP** **(1 hour)**

<b>FORM OF ACTIVITY:</b>	Presentation and discussion
<b>RESOURCES:</b>	PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guideline
<b>CONTENT:</b>	Discussions PowerPoint presentation – highlight the subject content and approach

## SESSION 3 – Planning for teaching languages in the NCS (8 hours)

### **ACTIVITY 1: Introduction to the planning cycle (½ hour)**

**FORM OF ACTIVITY:** Presentation and discussion

**RESOURCES:** PowerPoint Presentation, Laptop, Data Projector

**CONTENT:**

- Three stages of planning
- Purpose, role-players and duration per stage
- Issues to consider when developing a Learning Programme
- Brief overview of the key activities and development process per stage

### **ACTIVITY 2: Introduction to the Grade 11 Work Schedule (1 hour)**

**FORM OF ACTIVITY:** Presentation and discussion

**RESOURCES:** OHP of Grade 11 Work Schedule, OHP Projector, OHP Pens, OHP Sheets, Subject Assessment Guidelines, Learning Programme Guidelines, Subject Statement

**CONTENT:**

- Elements of design
- Process of design
  - Integration: What, how and why?
  - Sequencing: What, how and why?
  - Pacing: What, how and why?
  - Suggested assessment tasks: What and why?
  - LTSM: What and why?

### **ACTIVITY 3: Critique the Grade 11 Work Schedule (4½ hours)**

**FORM OF ACTIVITY:** Interactive, report back and discussion

**RESOURCES:** Grade 11 Work Schedule, Subject Statement, Learning Programme Guidelines, Subject Assessment Guidelines

**CONTENT:** Grade 11 Work Schedule

## INSTRUCTIONS:

- Participants study the example of the Grade 11 Work Schedule provided (Annexure B in the LPG page 54) and critique it:
  - Does the Work Schedule cover all the Assessment Standards (i.e. content)?
  - Integration: Are the Assessment Standards appropriately linked?
  - Are the Assessment Standards covered in sufficient detail and depth?
  - Pacing: Is the time allocation across the 10 weeks appropriate?
  - Sequencing: Is the content presented in the correct order?
  - Are relevant LTSM listed? If not, list the LTSM required.
  - How can the Work Schedule be improved?

### **ACTIVITY 4: Report back (1 hour)**

**FORM OF ACTIVITY:** Report back and discussion

**RESOURCES:** Subject Statement, Learning Programme Guidelines

**CONTENT:** Improved Grade 11 Work Schedule

#### **INSTRUCTIONS:**

- Allow different groups to present their improved version of the exemplar Work Schedule for Grade 11.
- Engage participants in a discussion after each presentation.

### **ACTIVITY 5: Development of the first Lesson Plan for Grade 11 (1 hour)**

**FORM OF ACTIVITY:** Presentation, interactive, report back and discussion

**RESOURCES:** PowerPoint Presentation, Laptop, Data Projector, Subject Statement, Learning Programme Guidelines

**CONTENT:** Grade 11 Lesson Plan (Annexure C in the LPG page 60 and Worksheet 1 (**Appendix 15**))

- Elements of design
- Process of design

**INTRODUCTION:**

- Lesson Plan: What it is and its duration
- Pointers on deciding on the number of Lesson Plans to be written
- Elements and design of a Lesson Plan
- Teaching method: What and why?
- Assessment strategy: Who, when, how and form of assessment?
- Expanded opportunities: Inclusive approach to accommodate all learners

**INSTRUCTIONS:**

- Provide an overview of the elements and the design process of a Lesson Plan.
- Engage participants in the development of the first Lesson Plan that will be presented for the first 10 weeks of the school year according to the Grade 11 Work Schedule critiqued in Activity 3.
- Allow one group to present and then discuss their presentation.

**SESSION 4 –  
Annual assessment plan  
(5 hours)**

**ACTIVITY 1: Introduction to assessment in the NCS  
(¼ hour)**

**FORM OF ACTIVITY:** Presentation and discussion

**RESOURCES:** PowerPoint Presentation, Laptop, Data Projector, National Protocol on Assessment

**CONTENT:**

- Approach to assessment: Criteria-driven
- Recording process: Record one global mark / code per task and refer to the Subject Assessment Guidelines for guidance on how to arrive at the final mark for the subject
- Reporting process: 7 codes and percentages
- Portfolios: Teacher and learner

**ACTIVITY 2: Programme of Assessment for Grades 10 and 11  
(1 hour)**

**FORM OF ACTIVITY:** Presentation and discussion

**RESOURCES:** PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

**CONTENT:**

- Programme of Assessment for Grades 10 and 11 (Section 2 of the Subject Assessment Guidelines): Number of tasks
- Nature of tasks: Forms of assessment suitable to the subject (Section 3 of the Subject Assessment Guidelines) and suitable tools
- Weighting of tasks for the formal Programme of Assessment and mark allocation

**ACTIVITY 3: Development of a Grade 11 annual assessment plan  
(3 ¾ hours)**

**FORM OF ACTIVITY:** Presentation, interactive and discussion

**RESOURCES:** PowerPoint Presentation, Laptop, Data Projector, Subject Assessment Guidelines

**CONTENT:** Programme of Assessment for Grade 11: Tasks, topics, tools and dates

**INSTRUCTIONS:**

- Participants engage in the compilation of a Grade 11 annual assessment plan in which they indicate for either Home Language or First Additional Language or Second Additional Language:
  - Nineteen (Home Language) and Fifteen (First Additional Language and Second Additional Language)
  - Topics for each task
  - Assessment tools for each task
  - Date and duration of each task
- Participants adapt worksheet 2 (**Appendix16**) to suit the language level on which they have chosen to work.
- Participants revisit the Grade 11 Work Schedule (Session 3: Activity 3) and to align the annual assessment plan for Grade 11 with the assessment tasks listed in the Work Schedule.