



**education**

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

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

**SUBJECT ASSESSMENT GUIDELINES**

**LANGUAGES:**

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

**JANUARY 2008**



## **PREFACE TO SUBJECT ASSESSMENT GUIDELINES**

The Department of Education has developed and published Subject Assessment Guidelines for all 29 subjects of the National Curriculum Statement (NCS). These Assessment Guidelines should be read in conjunction with the relevant Subject Statements and Learning Programme Guidelines.

Writing Teams established from nominees of the nine provincial education departments and the teacher unions formulated the Subject Assessment Guidelines. The draft copies of the Subject Assessment Guidelines developed by the Writing Teams were sent to a wide range of readers, whose advice and suggestions were considered in refining these Guidelines. In addition, the Department of Education field-tested the Subject Assessment Guidelines in 2006 and asked for the comments and advice of teachers and subject specialists.

The Subject Assessment Guidelines are intended to provide clear guidance on assessment in Grades 10 to 12 from 2008.

The Department of Education wishes you success in the teaching of the National Curriculum Statement.



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## **1. PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES**

This document provides guidelines for assessment in the National Curriculum Statement Grades 10 - 12 (General). The guidelines must be read in conjunction with *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)* and the relevant Subject Statements. The Subject Assessment Guidelines will be applicable for Grades 10 to 12 from 2008.

The Department of Education encourages teachers to use these guidelines as they prepare to teach the National Curriculum Statement. Teachers should also use every available opportunity to hone their assessment skills. These skills relate both to the setting and marking of assessment tasks.

## **2. ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT**

### **2.1 Introduction**

Assessment in the National Curriculum Statement is an integral part of teaching and learning. For this reason, assessment should be part of every lesson and teachers should plan assessment activities to complement learning activities. In addition, teachers should plan a formal year-long Programme of Assessment. Together the informal daily assessment and the formal Programme of Assessment should be used to monitor learner progress through the school year.

Continuous assessment through informal daily assessment and the formal Programme of Assessment should be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- revisit or revise certain sections of the curriculum and
- motivate and encourage learners.

In Grades 10 and 11 all assessment of the National Curriculum Statement is internal. In Grade 12 the formal Programme of Assessment which counts 25% is internally set and marked and externally moderated. The remaining 75% of the final mark for certification in Grade 12 is externally set, marked and moderated. In Life Orientation however, all assessment is internal and makes up 100% of the final mark for promotion and certification.

### **2.2 Continuous assessment**

Continuous assessment involves assessment activities that are undertaken throughout the year, using various assessment forms, methods and tools. In Grades 10-12 continuous assessment comprises two different but related activities: informal daily assessment and a formal Programme of Assessment.

### **2.2.1 Daily assessment**

The daily assessment tasks are the planned teaching and learning activities that take place in the subject classroom. Learner progress should be monitored during learning activities. This informal daily monitoring of progress can be done through question and answer sessions; short assessment tasks completed during the lesson by individuals, pairs or groups or homework exercises.

Individual learners, groups of learners or teachers can mark these assessment tasks. Self-assessment, peer assessment and group 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. In such instances, a simple checklist may be used to record this assessment. However, teachers may use the learners' performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

The results of these assessment tasks are not taken into account for promotion and certification purposes.

### **2.2.2 Programme of Assessment**

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each subject and grade. In Grades 10 and 11 the Programme of Assessment consists of tasks undertaken during the school year and an end-of-year examination. The marks allocated to assessment tasks completed during the school year will be 25%, and the end-of-year examination mark will be 75% of the total mark. This excludes Life Orientation.

In Grade 12, the Programme of Assessment consists of tasks undertaken during the school year and counts 25% of the final Grade 12 mark. The other 75% is made up of externally set assessment tasks. This excludes Life Orientation where the internal assessment component counts 100% of the final assessment mark.

The marks achieved in each assessment task in the formal Programme of Assessment must be recorded and included in formal reports to parents and School Management Teams. These marks will determine if the learners in Grades 10 and 11 are promoted. In Grade 12, these marks will be submitted as the internal continuous assessment mark. Section 3 of this document provides details on the weighting of the tasks for promotion purposes.



### 2.2.2.1 Number and forms of assessment required for Programmes of Assessment in Grades 10 and 11

The requirements for the formal Programme of Assessment for Grades 10 and 11 are summarised in Table 2.1. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.1: Number of assessment tasks which make up the Programme of Assessment by subject in Grades 10 and 11**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	4	4*	4	4*	16
Language 2: Choice of HL or FAL	HL	4*	4	4*	16
	FAL	4*	4	4*	16
Life Orientation	1	1*	1	2*	5
Mathematics or Maths Literacy	2	2*	2	2*	8
Subject choice 1**	2	2*	2	1*	7
Subject choice 2**	2	2*	2	1*	7
Subject choice 3	2	2*	2	1*	7

Note:

\* One of these tasks must be an examination

\*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 13 tasks in total: 4 tasks in term 1 and 3 tasks in each of terms 2, 3 and 4.

Two of the assessment tasks for each subject must be examinations. In Grades 10 and 11 these examinations should be administered in mid-year and November. These examinations should take account of the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time. The tests should be written in the first and third terms of the year.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and varied ways. Examples of assessment forms are debates, presentations, projects, simulations, written reports, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3. Care should be taken to ensure that learners cover a variety of assessment forms in the three grades.

The weighting of the tasks for each subject is set out in Section 3.

### 2.2.2.2 Number and forms of assessment required for Programme of Assessment in Grade 12

In Grade 12 all subjects include an internal assessment component, which is 25% of the final assessment mark. The requirements of the internal Programme of Assessment for Grade 12 are summarised in Table 2.2. The teacher must provide the Programme of Assessment to the subject head and School Management Team before the start of the school year. This will be used to draw up a school assessment plan for each of the subjects in each grade. The proposed school assessment plan should be provided to learners and parents in the first week of the first term.

**Table 2.2: Number of assessment tasks which make up the Programme of Assessment by subject in Grade 12**

SUBJECTS	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Language 1: Home Language	5	5*	4*		14
Language 2: Choice of HL or FAL	HL	5	5*	4*	14
	FAL	5	5*	4*	14
Life Orientation	1	2*	2*		5
Mathematics or Maths Literacy	3	2*	2*		7
Subject choice 1**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 2**	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7
Subject choice 3	2	2*	(2*) 3*		(6 <sup>#</sup> ) 7

Note:

- \* One of these tasks in Term 2 and/or Term 3 must be an examination
- \*\* If one or two of the subjects chosen for subject choices 1, 2 or 3 include a Language, the number of tasks indicated for Languages 1 and 2 at Home Language (HL) and First Additional Language (FAL) are still applicable. Learners who opt for a Second Additional Language are required to complete 12 tasks in total: 5 tasks in term 1, 4 tasks in term 2 and 3 tasks in term 3.
- # The number of internal tasks per subject differs from 6 to 7 as specified in Section 3 of this document.

Schools can choose to write one or two internal examinations in Grade 12. Should a school choose to write only one internal examination in Grade 12, a scheduled test should be written at the end of the term to replace the other examination. Internal examinations should conform to the requirements set out in Section 3 of this document. They should be carefully designed and weighted to cover all the Learning Outcomes of the subject.

Two of the assessment tasks for all subjects, excluding Life Orientation, should be tests written under controlled conditions at a specified time.

The remainder of the assessment tasks should not be tests or examinations. They should be carefully designed tasks, which give learners opportunities to research and explore the subject in exciting and focused ways. Examples of assessment forms are debates, presentations, projects, simulations, assignments, case studies, essays, practical tasks, performances, exhibitions and research projects. The most appropriate forms of assessment for each subject are set out in Section 3.

### 2.3 External assessment in Grade 12

External assessment is only applicable to Grade 12 and applies to the final end-of-year examination. This makes up 75% of the final mark for Grade 12. This excludes Life Orientation which is not externally examined.

The external examinations are set externally, administered at schools under conditions specified in the *National policy on the conduct, administration and management of the assessment of the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)* and marked externally.

In some subjects the external assessment includes practical or performance tasks that are externally set, internally assessed and externally moderated. These performance tasks account for one third of the end-of-year external examination mark in Grade 12 (that is 25% of the final mark). Details of these tasks are provided in Section 3.

Guidelines for the external examinations are provided in Section 3.

### 2.4 Recording and reporting on the Programme of Assessment

The Programme of Assessment should be recorded in the teacher's portfolio of assessment. The following should be included in the teacher's portfolio:

- a contents page;
- the formal Programme of Assessment;
- the requirements of each of the assessment tasks;
- the tools used for assessment for each task; and
- record sheets for each class.

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parents' days. Schools are required to provide written reports to parents once per term on the Programme of Assessment using a formal reporting tool. This report must indicate the percentage achieved per subject and include the following seven-point scale.

RATING CODE	RATING	MARKS %
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

## 2.5 Moderation of the assessment tasks in the Programme of Assessment

Moderation of the assessment tasks should take place at three levels.

LEVEL	MODERATION REQUIREMENTS
School	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 Assessment should be submitted to the subject head for moderation before learners attempt the task. Teacher portfolios and evidence of learner performance should be moderated twice a year by the head of the subject or her/his delegate.
Cluster/ district/ region	Teacher portfolios and a sample of evidence of learner performance must be moderated twice during the first three terms.
Provincial/ national	Teacher portfolios and a sample of evidence of learner performance must be moderated once a year.

### 3. ASSESSMENT OF HOME LANGUAGE IN GRADES 10-12

#### 3.1 Introduction

This section of the Subject Assessment Guideline deals with daily assessment, the Programme of Assessment and examples of assessment tasks in Home Language for Grades 10 – 12.

Assessment in Home Language allows teachers to monitor learner progress in the skills, knowledge and values necessary for listening, speaking, reading, viewing, writing, presenting and applying language as described in the four Learning Outcomes (LOs) and Assessment Standards (ASs). Rubrics for assessing learner performance in the various components of Home Language are provided in Appendix 2.

#### 3.2 Daily assessment in Grades 10, 11 and 12

Daily assessment occurs in every lesson and can take place at the beginning, during or at the end of the lesson. Examples of tasks that can be used for daily assessment are provided in Appendix 1.

#### 3.3 Assessment in Grades 10 and 11

The Programme of Assessment for Home Language in Grades 10 and 11 consists of 16 tasks which are all internally assessed. Of the 16 tasks, the 15 tasks which are completed during the school year make up 25% of the total mark for Home Language, while the end-of-year examination in November is the 16th task and makes up the remaining 75%. The oral tasks undertaken during the course of the year constitute 50 of the 300 marks in the end-of-year assessment.

**Table 3.1: Allocation of marks for the Programme of Assessment**

<b>PROGRAMME OF ASSESSMENT</b>	<b>MARKS</b>	<b>%</b>
Total for Tasks 1 – 15 ( <i>700 divided by 7</i> )	100	25
Total for Task 16 (End-of-year examination, including oral tasks)	300	75
<b>Total for Home Language</b>	<b>400</b>	<b>100</b>

##### 3.3.1 Programme of Assessment in Grades 10 and 11

Tasks 1-15 include three tests and a midyear examination, allowing the teacher to use a variety of assessment forms to assess Home Language in the remaining tasks.

Table 3.2 provides an example of a Programme of Assessment for Grade 10 and 11. It includes suggested tasks, mark allocation and assessment tools.

**Table 3.2: Example of a Programme of Assessment for Grades 10 - 11**

Term 1	Task 1 – 50 marks	Task 2 – 35 marks	Task 3 – 10 marks	Task 4 – 45 marks
<b>140 marks converted to 100</b>	<b>Writing: Essay</b> Narrative/ descriptive/ reflective / argumentative / discursive / expository • Assessment tool: Rubric	<b>Literature: Novel / Drama / Poetry</b> *Essay/ contextual questions  • Assessment tool: Rubric / memorandum	<b>**ORAL: Reading / listening / speaking:</b> Interview / debate / prepared speech / unprepared speech / conversation • Assessment tool: Rubric / memorandum	<b>Test 1</b> Comprehension / summary / language
<b>Term 2</b>	<b>Task 5 – 50 marks</b>	<b>Task 6 – 10 marks</b>	<b>Task 7 – 40 marks</b>	<b>Task 8 – 250 marks</b>
<b>350 marks converted to 100</b>	<b>Writing: Essay</b> Narrative/ descriptive/ reflective / argumentative / discursive / expository <b>OR</b> <b>Longer transactional text (30) and Shorter text (20)</b> • Assessment tool: Rubric	<b>**ORAL: Reading / listening / speaking:</b> (interview / debate / prepared speech / unprepared speech / conversation)/ • Assessment tool: Rubric / memorandum	<b>Literature: Novel / Drama / Poetry</b> Essay / contextual questions  • Assessment tool: Rubric / memorandum	<b>Midyear examinations</b> • Paper 1 (70) – Gr.10 and 11: 2 hours • Paper 2 (80) – Gr.10: 2 hours, Gr.11: 2½ hours • Paper 3 (100) – Gr.10: 2 hours, Gr.11: 2½ hours (Can be completed in May)
<b>Term 3</b>	<b>Task 9 – 50 marks</b>	<b>Task 10 – 50 marks</b>	<b>Task 11 – 10 marks</b>	<b>Task 12 – 40 marks</b>
<b>150 marks converted to 100</b>	<b>Writing: Essay</b> Narrative / descriptive / reflective / argumentative / discursive / expository • Assessment tool: Rubric	<b>Literature: Novel / Drama / Poetry</b> *Essay / contextual questions  • Assessment tool: Rubric / memorandum	<b>**ORAL: Reading / listening / speaking:</b> Interview / debate/ prepared speech / unprepared speech / conversation • Assessment tool: Rubric / memorandum	<b>Test 2</b> Comprehension / summary / Language / Shorter texts – Reference / informational
<b>Term 4</b>	<b>Task 13 – 20 marks</b>	<b>Task 14 – 20 marks</b>	<b>Task 15 – 20 marks</b>	<b>Task 16 – 300 marks</b>
<b>60 marks excluding Nov. Exam (Task 16)</b> <b>Note</b> The total mark for Tasks 1 – 15 (700) is divided by 7 & added to the Nov. examination mark.	<b>Writing: Shorter texts –Transactional and Reference / informational</b> • Assessment tool: Rubric	<b>Oral: Response to literature -</b> Film study / television drama / radio drama / short story / folklore / short essay / autobiography / biography  • Assessment tool: Rubric / memorandum	<b>Test 3</b> Comprehension / summary / language / Shorter texts – Reference / informational	<b>November examination</b> <b>TOTAL: 250</b> • Paper 1 (70) – Gr.10 and 11: 2 hours • Paper 2 (80) – Gr.10: 2 hours, Gr.11: 2½ hours • Paper 3 (100) – Gr.10: 2 hours, Gr.11: 2½ hours <b>TOTAL: 50</b> • Paper 4 (50) – see oral tasks 3, 6, 11 & 14.

\* One essay and one set of contextual questions should be attempted of different genres in Task 2 and 10.

\*\* Oral: Learners should do at least one reading, speaking and listening task during the year.

### 3.3.2 Examination papers for Grades 10 and 11

The suggested outline for the midyear (Task 8) and November (Task 16) examination papers in Grades 10 and 11 is as follows:

#### Midyear

PAPER	DESCRIPTION	MARKS
1	Language in context	70
2	Literature	80
3	Writing	100
	<b>Total for examination</b>	<b>250</b>

#### November

PAPER	DESCRIPTION	MARKS
1	Language in context	70
2	Literature	80
3	Writing	100
4	Oral tasks	50
	<b>Total for examination</b>	<b>300</b>

Suggested format for each of the examination papers:

#### NOTE:

**Disjunctive orthography** includes the following languages: Afrikaans, English, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga.

**Conjunctive orthography** includes the following languages: IsiNdebele, IsiXhosa, IsiZulu and Siswati.

PAPER	SECTION	MARKS	TIME	
1. Language in context	A: Comprehension (A range of texts can be used including visual and or graphic texts)	(30)	70  Grade 10 and 11: 2 hours	
	B: Summary: <b>Disjunctive orthography</b> (80 – 90 words) <b>Conjunctive orthography</b> (60 – 70 words) – The passage should not come from the comprehension text. Length of the text:	(10)		
	<b>Grades</b>	<b>Disjunctive orthography</b>		<b>Conjunctive orthography</b>
	10	approximately 280 words		approximately 220 words
	11	approximately 320 words		approximately 250 words
	C: Language <ul style="list-style-type: none"> <li>Language structures (words and sentences) should be assessed in context using a variety of texts.</li> <li>Critical language awareness.</li> <li>Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</li> <li>Learners should identify and explain the purpose, structure and language use of reports, procedures, explanations, descriptions and expositions, etc across the curriculum.</li> </ul>	(30)		

<b>2. Literature</b>	A: Poetry - <b>Seen</b> (contextual questions / essay questions from four <b>seen</b> poems of which two must be answered.) and <b>unseen</b> (contextual questions) (Seen = 20; Unseen = 10) Length of the essay type questions:		(30)	80	Grade 10: 2 hours  Grade 11: 2½ hours
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10	150 – 200 words	90 – 140 words		
	11	200 – 250 words	140 – 190 words		
	B: Novel - Essay question or contextual question		(25)		
	C: Drama - Essay question or contextual question • NOTE: Candidates must attempt ONE ESSAY question and ONE CONTEXTUAL question from either Section B or Section C. Length of essay:		(25)		
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
10	300 – 350 words	240 – 290 words			
11	350 – 400 words	290 – 340 words			
<b>3. Writing</b>	A: Essay – One essay Narrative / descriptive / reflective / argumentative / discursive / expository Length of essay:		(50)	100	Grade 10: 2 hours  Grade 11: 2½ hours
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10	300 – 350 words	240 – 290 words		
	11	350 – 400 words	290 – 340 words		
	B: One text – <b>Longer Transactional text:</b> Curriculum Vitae/ Editorials/ Brochures/ Written interviews/ Dialogues/ Formal and informal letters to the press/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/ Magazine articles and columns/ Memoranda/ Minutes and agendas (asked as a combination)/ Newspaper articles and columns/ Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches Length of text:		(30)		
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10	180 – 200 words – content only	100 – 120 words – content only		
	11	180 – 200 words – content only	100 – 120 words – content only		
	C: One text – <b>Shorter text:</b> <b>Transactional/ Reference/ Informational:</b> Advertisements/ Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions/ Flyers/ Posters Length of text:		(20)		
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
10	100 – 120 words	80 – 100 words			
11	100 – 120 words	80 – 100 words			



The suggested details for the oral tasks which are administered during the year are as follows:

<b>Paper 4</b>	<b>DETAILS</b>	<b>MARKS</b>
<b>Orals</b>	Orals will be internally set, internally assessed and internally moderated. <ul style="list-style-type: none"> <li>• <b>Reading</b> (10)</li> <li>• <b>Speaking:</b> Prepared speech / unprepared speech / conversation / interview / debate (10)</li> <li>• <b>Listening</b> (10)</li> <li>• <b>Response to Literature:</b> film study / short stories / folklore / essay / autobiography / biography / television drama / radio drama (20)</li> </ul>	50

### 3.4 Assessment in Grade 12

In Grade 12, assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Home Language and an external examination which makes up the remaining 75%. The Programme of Assessment for Home Language consists of 14 tasks which are all internally assessed. The external examination is externally set and moderated. The oral tasks undertaken during the course of the year constitute 50 of the 300 marks in the end-of-year external assessment.

The mark allocation for Grade 12 is as follows:

<b>COMPONENT</b>	<b>%</b>	<b>MARKS</b>
Programme of assessment: Tasks 1 - 14 ( <i>900 divided by 9</i> )	25	100
External examination, including oral tasks	75	300
<b>Total for Home Language</b>	<b>100</b>	<b>400</b>

#### 3.4.1 Programme of Assessment in Grade 12

Tasks 1-14 include two tests and two examinations (midyear and September), allowing the teacher to use a variety of assessment forms to assess Home Language in the remaining tasks.

Table 3.3 provides an example of a Programme of Assessment for Grade 12. It includes suggested tasks, mark allocation and assessment tools.

**Table 3.3: Example of a Programme of Assessment for Grade 12**

Term 1	Task 1 – 50 marks	Task 2 – 40 marks	Task 3 – 10 marks	Task 4 – 10 marks	Task 5 –40 marks
<b>150 marks converted to 100</b>	<b>Writing: Essay</b> Narrative / descriptive/ reflective; / reflective / argumentative / discursive / expository  • Assessment tool: Rubric	<b>Literature: Novel / Drama</b> *Essay / contextual questions  • Assessment tool: Rubric / memorandum	<b>**ORAL: Reading / listening / speaking</b> Interview / debate / prepared speech / unprepared speech / conversation  • Assessment tool: Rubric/ memorandum	<b>**ORAL: Reading / listening / speaking</b> Interview / debate / prepared speech / unprepared speech / conversation  • Assessment tool: Rubric / memorandum	<b>Test 1</b> Comprehension / language/ summary
Term 2	Task 6 – 50 marks	Task 7 – 50 marks	Task 8 – 20 marks	Task 9 –30 marks	Task 10 – 250 marks
<b>400 marks converted to 100</b>	<b>Literature: Novel / Drama</b> *Essay/contextual questions  • Assessment tool: Rubric/ memorandum	<b>Writing: Essay</b> Narrative/ descriptive/ reflective / argumentative / discursive / expository <b>OR</b> <b>Longer transactional text (30) and Shorter text (20)</b> • Assessment tool: Rubric	<b>Oral: Response to literature</b> Film study / television drama/ radio drama/ short story / folklore/ short essay / autobiography / biography  • Assessment tool: Rubric / memorandum	<b>Literature: Poetry</b> Seen (20) and Unseen (10) Essay / contextual questions  • Assessment tool: Rubric / memorandum	<b>***Midyear examinations</b> • Paper 1 (70) – 2 hours • Paper 2 (80) – 2½ hours • Paper 3 (100) – 2½ hours (If necessary to be completed in May)
Term 3	Task 11 – 50 marks	Task 12 – 10 marks	Task 13 –40 marks	Task 14 – 250 marks	
<b>350 marks converted to 100</b>	<b>Writing: Essay</b> Narrative / descriptive/ reflective; / reflective / argumentative / discursive / expository  • Assessment tool: Rubric	<b>**ORAL: Reading / listening / speaking</b> Interview / debate / prepared speech / unprepared speech / conversation)  • Assessment tool: Rubric / Memorandum	<b>Test 2</b> Comprehension / language/ Summary / Shorter texts – Reference / informational	<b>***Preparatory examinations</b> • Paper 1 (70) – 2 hours • Paper 2 (80) – 2½ hours • Paper 3 (100) – 2½ hours	

\* One essay and one set of contextual questions should be attempted of different genres in Task 2 and 6.

\*\* Oral: Learners should do at least one reading, speaking and listening task during the year.

\*\*\* In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term. (Tasks 10 and 14)

The suggested outline for the midyear and September examination papers as included in the Grade 12 Programme of Assessment is as follows:

PAPER	DESCRIPTION	MARKS
1	Language in context	70
2	Literature	80
3	Writing	100
	<b>Total for examination</b>	<b>250</b>

Suggested format for each of the examination papers:

NOTE:

**Disjunctive orthography** includes the following languages: Afrikaans, English, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga.

**Conjunctive orthography** includes the following languages: IsiNdebele, IsiXhosa, IsiZulu and Siswati.

PAPER	SECTION	MARKS	TIME	
1. Language in context	A: Comprehension (A range of texts can be used including visual and or graphic texts)	(30)	70	2 hours
	B: Summary <b>Disjunctive orthography</b> (80 – 90 words), <b>Conjunctive orthography</b> (60 – 70 words) – The passage should not come from the comprehension text. Length of the text: <b>Disjunctive orthography</b> (approximately 350 words), <b>Conjunctive orthography</b> (approximately 270 words).	(10)		
	C: Language <ul style="list-style-type: none"> <li>Language structures (words and sentences) should be assessed in context using a variety of texts, e.g. pictures, advertisements, cartoons and short passages.</li> <li>Critical language awareness.</li> <li>Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</li> <li>Learners should identify and explain the purpose, structure and language use of reports, procedures, explanations, descriptions and expositions, etc across the curriculum.</li> </ul>	(30)		
2. Literature	A: Poetry - <b>Seen</b> (contextual questions / essay questions from four <b>seen</b> poems of which two must be answered.) and <b>unseen</b> (contextual / essay questions) ( <b>Seen</b> = 20; <b>Unseen</b> = 10) (Length of the essay type questions: <b>Disjunctive orthography</b> (250 – 300 words), <b>Conjunctive orthography</b> (190 – 240 words).	(30)	80	2½ hours
	B: Novel - Essay question or contextual question	(25)		
	C: Drama - Essay question or contextual question <ul style="list-style-type: none"> <li>NOTE: Candidates must attempt ONE ESSAY question and ONE CONTEXTUAL question from either Section B or Section C. Length of essay: <b>Disjunctive orthography</b> (400 – 450 words), <b>Conjunctive orthography</b> (340 – 390 words).</li> </ul>	(25)		
3. Writing	A: Essay – One essay Narrative / descriptive / reflective / argumentative / discursive / expository Length of essay: <b>Disjunctive orthography</b> (400 – 450 words), <b>Conjunctive orthography</b> (340 – 390 words).	(50)	100	2½ hours

	<b>B: One text – Longer Transactional text:</b> Curriculum Vitae/ Editorials/ Brochures/ Written Interviews/ Dialogues/ Formal and informal letters to the press/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/ Magazine articles and columns/ Memoranda/ Minutes and agendas (asked as a combination)/ Newspaper articles and columns/ Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches Length of text: <b>Disjunctive orthography</b> (180 – 200 words - content only), <b>Conjunctive orthography</b> (100 – 120 words – content only).	(30)		
	<b>C: One text – Shorter text:</b> <b>Transactional/ Reference/ Informational:</b> Advertisements/ Diary entries/ Postcards / Invitation cards/ Filling in forms / Directions/ Instructions/ Flyers/ Posters Length of text: <b>Disjunctive orthography</b> (100 – 120 words), <b>Conjunctive orthography</b> (80 – 100 words).	(20)		

### 3.4.2 External assessment in Grade 12

The outline and details for November examinations papers in Grade 12 are the same as those in the midyear and September examinations for Grade 12 (see Section 3.4.1). In addition to Papers 1, 2 and 3 the marks accumulated in the oral tasks throughout the year make up 50 of the 300 marks in the external end-of-year assessment as indicated below.

PAPER	DESCRIPTION	MARKS
1	Language in context	70
2	Literature	80
3	Writing	100
4	Oral tasks	50
	<b>Total for examination</b>	<b>300</b>

The suggested details for the oral tasks which are administered during the year are as follows:

Paper 4	DETAILS	MARKS
<b>Orals</b>	Orals will be internally set, internally assessed and externally moderated. <ul style="list-style-type: none"> <li>• <b>Reading</b> (10)</li> <li>• <b>Speaking:</b> Prepared speech / unprepared speech / conversation / interview / debate (10)</li> <li>• <b>Listening</b> (10)</li> <li>• <b>Response to Literature:</b> film study / short stories / folklore / essay / autobiography / biography / television drama / radio drama (20)</li> </ul>	50

### 3.5 Promotion and certification

A learner must achieve at least a rating code of 3 (Moderate achievement: 40-49%) in Home Language to be promoted at the end of Grades 10 and 11 and for certification at the end of Grade 12.

## 4. ASSESSMENT OF FIRST ADDITIONAL LANGUAGE IN GRADES 10 - 12

### 4.1 Introduction

This section of the Subject Assessment Guideline deals with daily assessment, the Programme of Assessment and examples of assessment tasks in First Additional Language for Grades 10 – 12. The examples of assessment tasks given in this section demonstrate how Learning Outcomes and Assessment Standards can be taught and assessed in an integrated manner.

Assessment in First Additional Language allows teachers to monitor learner progress in the skills, knowledge and values necessary for listening, speaking, reading, viewing, writing, presenting and applying language as described in the four Learning Outcomes (LOs) and Assessment Standards (ASs). Rubrics for assessing learner performance in the various components of First Additional Language are provided in Appendix 3.

### 4.2 Daily assessment in Grades 10, 11 and 12

Daily assessment occurs in every lesson and can take place at the beginning, during or at the end of the lesson. Examples of daily assessment tasks are provided in Appendix 1.

### 4.3 Assessment in Grades 10 and 11

The Programme of Assessment for First Additional Language in Grades 10 and 11 comprises 16 tasks which are all internally assessed. Of the 16 tasks, the 15 tasks which are completed during the school year make up 25% of the total mark for the First Additional Language, while the end-of-year examination in November is the 16th task and makes up the remaining 75%. The oral tasks undertaken during the course of the year constitute 50 of the 300 marks in the end-of-year assessment.

**Table 4.1: Allocation of marks for the Programme of Assessment**

PROGRAMME OF ASSESSMENT	MARKS	%
Total for Tasks 1-15 ( <i>700 divided by 7</i> )	100	25
Total for Task 16 (End-of-year examination, including oral tasks)	300	75
<b>Total for First Additional Language</b>	<b>400</b>	<b>100</b>

#### 4.3.1 Programme of Assessment in Grades 10 and 11

Tasks 1-15 include three tests and a midyear examination, allowing the teacher to use a variety of assessment forms to assess First Additional Language in the other tasks.

Table 4.2 provides an example of a Programme of Assessment. The table includes suggestions for tasks, mark allocation and assessment tools for Grades 10 and 11.

**Table 4.2: Example of a Programme of Assessment for Grades 10 and 11**

Term 1	Task 1 – 50 marks	Task 2 – 35 marks	Task 3 – 10 marks	Task 4 – 45 marks
140 marks converted to 100	<b>Writing: Essay</b> Narrative / descriptive / reflective / argumentative / discursive / expository <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>Literature: Novel / Drama / Short story</b> Essay / contextual questions <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul> OR <b>Poetry</b> Contextual questions <ul style="list-style-type: none"> <li>Assessment tool: Memorandum</li> </ul>	<b>*ORAL: Reading / listening / speaking:</b> Interview / debate / prepared speech / unprepared speech / conversation <ul style="list-style-type: none"> <li>Assessment tool: Rubric / memorandum</li> </ul>	<b>Test 1</b> Comprehension / Language structures / Summary <ul style="list-style-type: none"> <li>Assessment tool: memorandum</li> </ul>
Term 2	Task 5 – 10 marks	Task 6 – 50 marks	Task 7 – 40 marks	Task 8 – 250 marks
350 marks converted to 100	<b>*ORAL: Reading / listening / speaking:</b> Interview / debate / prepared speech / unprepared speech / conversation <ul style="list-style-type: none"> <li>Assessment tool: Rubric / memorandum</li> </ul>	<b>Writing: Essay</b> Narrative / descriptive / reflective / argumentative / discursive / expository <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>Literature: Novel / Drama / Short story</b> Essay / contextual questions Assessment tool: Rubric                     OR <b>Poetry</b> Contextual questions <ul style="list-style-type: none"> <li>Assessment tool: Memorandum</li> </ul>	<b>Midyear examination</b> Paper 1 (80) – 2 hours Paper 2 (70) – 2 hours Paper 3 (100) – Gr.10: 2 hours, Gr.11: 2½ hours (Can be completed in May)
Term 3	Task 9 – 20 marks	Task 10 – 50 marks	Task 11 – 45 marks	Task 12 – 35 marks
150 converted to 100	<b>Oral: Response to literature</b> Film study / television drama / radio drama / folklore / short essay / autobiography / biography <ul style="list-style-type: none"> <li>Assessment tool: Rubric / memorandum</li> </ul>	<b>Writing:</b> <b>Longer transactional text (30) and Shorter text (20)</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>Test 2</b> Comprehension / Language structures / Summary <ul style="list-style-type: none"> <li>Assessment tool: memorandum</li> </ul>	<b>Literature: Novel / Drama / Short story</b> Essay / contextual questions Assessment tool: Rubric                     OR <b>Poetry</b> Contextual questions Assessment tool: Memorandum
Term 4	Task 13 – 30 marks	Task 14 – 10 marks	Task 15 – 20 marks	Task 16 - 300 marks
60 marks excluding Nov. exams (Task 16) Note The total mark for Tasks 1 – 15 (700) is divided by 7 & added to the Nov. examination mark.	<b>Writing:</b> <b>Shorter texts – transactional</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>*ORAL: Reading / listening / speaking:</b> Interview / debate / prepared speech / unprepared speech / conversation <ul style="list-style-type: none"> <li>Assessment tool: Rubric / memorandum</li> </ul>	<b>Test 3</b> Language	<b>November examination</b> Paper 1 (80) – 2 hours Paper 2 (70) – 2 hours Paper 3 (100) – Gr.10: 2 hours, Gr.11: 2½ hours PLUS <b>TOTAL: 50</b> Paper 4 (50) – see oral tasks 3, 5, 9 & 14

\* Oral: Learners should do at least one reading, speaking and listening task during the year.

### 4.3.2 Examination papers for Grades 10 and 11

The suggested outline for the midyear (Task 8) and end-of-year November (Task 16) examination papers in Grades 10 and 11 is as follows:

#### Midyear

PAPER	DESCRIPTION	MARKS
1	Language in context	80
2	Literature	70
3	Writing	100
	<b>Total for examination</b>	<b>250</b>

#### November

PAPER	DESCRIPTION	MARKS
1	Language in context	80
2	Literature	70
3	Writing	100
4	Oral tasks	50
	<b>Total for examination</b>	<b>300</b>

Suggested format for each of the examination papers:

#### NOTE:

**Disjunctive orthography** includes the following languages: Afrikaans, English, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga.

**Conjunctive orthography** includes the following languages: IsiNdebele, IsiXhosa, IsiZulu and Siswati.

PAPER	SECTION	MARKS	TIME
1. Language in context	A: Comprehension (A range of texts can be used including visual and or graphic texts)	(30)	80  Grade 10 and 11: 2 hours
	B: Summary <b>Disjunctive orthography</b> (60 – 70 words), <b>Conjunctive orthography</b> (50 – 60 words) The passage should not come from the comprehension text. Length of the text:	(10)	
	<b>Grades</b>   <b>Disjunctive orthography</b>   <b>Conjunctive orthography</b>		
	10   approximately 200 words   approximately 170 words		
	11   approximately 230 words   approximately 200 words		
	C: Language <ul style="list-style-type: none"> <li>Language structures (words and sentences) should be assessed in context using a variety of texts.</li> <li>Critical language awareness.</li> <li>Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</li> <li>Learners should identify and explain the purpose, structure and language use of reports, procedures, explanations, descriptions, expositions, etc. across the curriculum.</li> </ul>	(40)	
2. Literature	Any TWO of the following: Novel / drama / short story (essay /contextual questions) / poetry (contextual questions on two <b>seen</b> poems) (2 x 35) Length of essay:	(70)	70  Grade 10 and 11: 2 hours
	<b>Grades</b>   <b>Disjunctive orthography</b>   <b>Conjunctive orthography</b>		
	10   150 – 200 words   90 – 140 words		
	11   200 – 250 words   140 – 190 words		

<b>3. Writing</b>	A: <b>One Essay</b> - Grade 10 - 11: narrative/ descriptive/ reflective/ argumentative/ discursive Length of essay:		(50)	100	Grade 10: 2 hours  Grade 11: 2½ hours
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10	150 – 200 words	90 – 140 words		
	11	200 – 250 words	140 – 190 words		
	B: One text – <b>Longer Transactional text</b> Curriculum Vitae/ Editorials/ Brochures / Written interviews/ Dialogues/ Formal and informal letters to the press/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/ Magazine articles and columns/ Memoranda/ Minutes and agendas (asked as a combination)/ Newspaper articles and columns/ Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches Length of text:		(30)		
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10, 11	120 – 150 words – content only	80 – 100 words – content only		
	C: One text – <b>Shorter text:</b> <b>Transactional/ Reference/ Informational:</b> Advertisements/ Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions Length of text:		(20)		
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10, 11	80 – 100 words	60 – 80 words		

The suggested details for the oral tasks which are administered during the year are as follows:

Paper 4	DETAILS	MARKS
<b>Orals</b>	Orals will be internally set, internally assessed and internally moderated. <ul style="list-style-type: none"> <li>• <b>Reading</b> (10)</li> <li>• <b>Speaking:</b> Prepared speech/ unprepared speech/ conversation/ interview/ debate (10)</li> <li>• <b>Listening</b> (10)</li> <li>• <b>Response to Literature:</b> Film study/ folklore/ essay/ autobiography/ biography (20)</li> </ul> Note: Focus on a genre not covered in the examination paper 2.	50

#### 4.4 Assessment in Grade 12

In Grade 12 assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for First Additional Language and an external examination which makes up the remaining 75%. The Programme of Assessment for First Additional Language consists of 14 tasks which are all internally assessed. The external examination is externally set and moderated. The oral tasks undertaken during the course of the year make up 50 of the 300 marks in the end-of-year external assessment.



The mark allocation for Grade 12 is as follows:

COMPONENT	%	MARKS
Programme of assessment: Tasks 1-14 ( <i>900 divided by 9</i> )	25	100
External examination	75	300
<b>Total for First Additional Language</b>	<b>100</b>	<b>400</b>

#### 4.4.1 Programme of Assessment in Grade 12

Tasks 1-14 include two tests and two examinations (midyear and September), allowing the teacher to use a variety of assessment forms to assess First Additional Language in the other tasks.

Table 4.3 provides an example of a Programme of Assessment. The table includes suggested tasks, mark allocation and assessment tools for Grade 12.

**Table 4.3: Example of a Programme of Assessment for Grade 12**

Term 1	Task 1 – 50 marks	Task 2 – 35 marks	Task 3 – 10 marks	Task 4 – 35 marks	Task 5 – 50 marks
<b>180 marks converted to 100</b>	<b>Writing: Essay</b> Narrative / descriptive / reflective / argumentative / discursive / expository • Assessment tool: Rubric	<b>Literature: Novel / Drama / Short story</b> Essay / contextual questions • Assessment tool: Rubric OR <b>Poetry</b> Contextual questions • Assessment tool: Memorandum	<b>*ORAL: Reading / listening / speaking:</b> Interview/ debate / prepared speech/ unprepared speech / conversation • Assessment tool: Rubric / memorandum	<b>Test 1</b> Comprehension/ Summary/ Language	<b>Writing:</b> <b>Longer transactional text (30) and Shorter text (20)</b>  Assessment tool: Rubric
Term 2	Task 6 – 10 marks	Task 7 – 50 marks	Task 8 – 10 marks	Task 9 – 50 marks	Task 10 – 250 marks
<b>370 marks converted to 100</b>	<b>*ORAL: Reading / listening / speaking:</b> Interview/ debate / prepared speech/ unprepared speech / conversation) • Assessment tool: Rubric / memorandum	<b>Writing: Essay</b> Narrative / descriptive / reflective / argumentative / discursive / expository OR <b>Longer transactional text (30) and Shorter text (20)</b> • Assessment tool: Rubric	<b>*ORAL: Reading / listening / speaking:</b> Interview/ debate / prepared speech/ unprepared speech / conversation) • Assessment tool: Rubric / memorandum	<b>Literature: Novel / Drama / Short story</b> Essay / contextual questions • Assessment tool: Rubric OR <b>Poetry</b> Contextual questions • Assessment tool: Memorandum	<b>**Midyear examinations</b> Paper 1 (80) – 2 hours Paper 2 (70) – 2 hours Paper 3 (100)– 2½ hours (Can be completed in May)
Term 3	Task 11 – 20 marks	Task 12 – 50 marks	Task 13 – 30 marks	Task 14 – 250 marks	
<b>350 marks converted to 100</b>	<b>Oral: Response to literature:</b> Film study/ television drama/ radio drama/ folklore/short essay/ autobiography/ biography • Assessment tool: Rubric/ memorandum	<b>Writing: Essay</b> Narrative / descriptive / reflective / argumentative / discursive / expository • Assessment tool: Rubric	<b>Test 2</b> Comprehension/ Summary/ Language	<b>**Preparatory examinations</b> Paper 1 (80) – 2 hours Paper 2 (70) – 2 hours Paper 3 (100) – 2½ hours	

\* Oral: Learners should do at least one reading, speaking and listening task during the year.

\*\* In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term. (Tasks 10 and 14)

The suggested outline for the midyear and September examination papers as included in the Grade 12 Programme of Assessment is as follows:

#### Midyear and September

PAPER	DESCRIPTION	MARKS
1	Language in context	80
2	Literature	70
3	Writing	100
	<b>Total for examination</b>	<b>250</b>

Suggested format for each of the examination papers:

**NOTE:**

**Disjunctive orthography** includes the following languages: Afrikaans, English, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga.

**Conjunctive orthography** includes the following languages: IsiNdebele, IsiXhosa, IsiZulu and Siswati.

PAPER	SECTION	MARKS		TIME
1. Language in context	A: Comprehension (A range of texts can be used including visual and or graphic texts)	(30)	80	2 hours
	B: Summary <b>Disjunctive orthography</b> (60 – 70 words), <b>Conjunctive languages</b> (50 – 60 words) The passage should not come from the comprehension text. Length of the text: <b>Disjunctive orthography</b> - approximately 250 words, <b>Conjunctive orthography</b> - approximately 220 words.	(10)		
	C: Language <ul style="list-style-type: none"> <li>• Language structures (words and sentences) should be assessed in context using a variety of texts, e.g. pictures, advertisements, cartoons and short passages.</li> <li>• Critical language awareness.</li> <li>• Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc.</li> <li>• Learners should identify and explain the purpose, structure and language use of reports, procedures, explanations, descriptions, expositions, etc. across the curriculum.</li> </ul>	(40)		
2. Literature	Any TWO of the following: Novel / drama / short story (essay /contextual questions) / poetry (contextual questions on two <b>seen</b> poems) (2 x 35) Length of essay: <b>Disjunctive orthography</b> (250 – 300 words), <b>Conjunctive orthography</b> (190 – 240 words).	(70)	70	2 hours

<b>3. Writing</b>	A: One Essay - Narrative / descriptive / reflective / argumentative / discursive Length of essay: <b>Disjunctive orthography</b> (250 – 300 words), <b>Conjunctive orthography</b> (190 – 240 words).	(50)	100	2½ hours
	B: One text – <b>Longer Transactional text</b> Curriculum Vitae/ Editorials/ Brochures/ Written interviews/ Dialogues/ Formal and informal letters to the press/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/Friendly letters/ Magazine articles and columns/ Memoranda/ Minutes and agendas (asked as a combination)/ Newspaper articles and columns/ Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches Length of text: <b>Disjunctive orthography</b> (120 – 150 words – content only, <b>Conjunctive orthography</b> (80 – 100 words – content only).	(30)		
	C: One text – <b>Shorter text</b> <b>Transactional/ Reference/ Informational:</b> Advertisements/ Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions Length of text: <b>Disjunctive orthography</b> (80 – 100 words), <b>Conjunctive orthography</b> (60 – 80 words).	(20)		

#### 4.4.2 External assessment in Grade 12

The outline and details for November examinations papers in Grade 12 are the same as those in the midyear and September examinations for Grade 12 (see Section 4.4.1). In addition to Papers 1, 2 and 3 the marks accumulated in the oral tasks throughout the year constitute Paper 4 and make up 50 of the 300 marks in the external end-of-year assessment as indicated below.

##### External end-of-year assessment

PAPER	DESCRIPTION	MARKS
1	Language in context	80
2	Literature	70
3	Writing	100
4	Oral tasks	50
<b>Total for external assessment</b>		<b>300</b>

The suggested details for the oral tasks which are administered during the year are as follows:

Paper 4	DETAILS	MARKS
<b>Orals</b>	Orals will be internally set, internally assessed and externally moderated. <ul style="list-style-type: none"> <li>• <b>Reading</b> (10)</li> <li>• <b>Speaking:</b> Prepared speech / unprepared speech / conversation / interview / debate (10)</li> <li>• <b>Listening</b> (10)</li> <li>• <b>Response to Literature:</b> Film study / folklore / essay / autobiography / biography (20)</li> </ul> <p style="margin-left: 20px;"><u>Note:</u> Focus on a genre not covered in the examination paper 2.</p>	50

#### **4.5 Promotion and certification**

A learner must achieve at least a rating code of 2 (Elementary Achievement: 30-39%) in First Additional Language to be promoted at the end of Grades 10 and 11 and for certification at the end of Grade 12.

## 5. ASSESSMENT OF SECOND ADDITIONAL LANGUAGE IN GRADES 10 - 12

### 5.1 Introduction

This section of the Subject Assessment Guideline deals with daily assessment, the Programme of Assessment and examples of assessment tasks in Second Additional Language for Grades 10 – 12. The examples of assessment tasks given in this section demonstrate how Learning Outcomes and Assessment Standards can be taught and assessed in an integrated manner.

Assessment in Second Additional Language allows teachers to monitor learner progress in the skills, knowledge and values necessary for listening, speaking, reading, viewing, writing, presenting and applying language as described in the four Learning Outcomes (LOs) and Assessment Standards (ASs). Rubrics for assessing learner performance in the various components of Second Additional Language are provided in Appendix 4.

### 5.2 Daily assessment in Grades 10, 11 and 12

Daily assessment occurs in every lesson and can take place at the beginning, during or at the end of the lesson. Examples of daily assessment tasks are provided in Appendix 1.

### 5.3 Assessment in Grades 10 and 11

The Programme of Assessment for Second Additional Languages in Grades 10 and 11 comprises of 13 tasks which are all internally assessed. Of the 13 tasks, the 12 tasks which are completed during the school year make up 25% of the total mark for Second Additional Language, while the end-of-year examination in November is the 13th task and makes up the remaining 75%. The oral tasks undertaken during the course of the year constitute 100 of the 300 marks in the end-of-year assessment.

**Table 5.1: Allocation of marks for the Programme of Assessment**

PROGRAMME OF ASSESSMENT	MARKS	%
Total for Tasks 1 - 12 ( <i>500 divided by 5</i> )	100	25
Total for Task 13 (End-of-year examination, including oral tasks)	300	75
<b>Total for Second Additional Language</b>	<b>400</b>	<b>100</b>

#### 5.3.1 Programme of Assessment in Grades 10 and 11

Tasks 1-12 include two tests and a midyear examination, allowing the teacher to use a variety of assessment forms to assess Second Additional Language in the other tasks.

Table 5.2 provides an example of a Programme of Assessment. It provides suggested tasks, mark allocation and assessment tools for Grades 10 and 11.

**Table 5.2: Example of a Programme of Assessment for Grades 10 – 11**

Term 1	Task 1 – 25 marks	Task 2 – 20 marks	Task 3 – 25 marks	Task 4 – 40 marks
110 marks converted to 100	<p><b>*ORAL: Listening/ Prepared speech/ Conversation/ Reading</b></p> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<p><b>Writing: Longer text - transactional</b></p> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<p><b>*ORAL: Listening/ Prepared speech/ Conversation/ Reading</b></p> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<p><b>Test 1</b> Comprehension / Summary / Language</p>
Term 2	<p><b>Task 5 – 20 marks</b></p> <p><b>Literature: Poetry / Novel / Drama/ Short stories</b></p> <ul style="list-style-type: none"> <li>Contextual questions</li> <li>Assessment tool: marking memorandum</li> </ul>	<p><b>Task 6 – 20 marks</b></p> <p><b>Writing: Shorter texts –</b> Transactional and Reference / informational / visual / multimedia text</p> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<p><b>Task 7 – 200 marks</b></p> <p><b>Midyear examinations</b></p> <ul style="list-style-type: none"> <li>Paper 1 (120) – 2 hours</li> <li>Paper 2 (80) – 2 hours (If necessary to be completed in May)</li> </ul>	
Term 3	<p><b>Task 8 – 25 marks</b></p> <p><b>*ORAL: Listening/ Prepared speech/ Conversation/ Reading</b></p> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<p><b>Task 9 – 40 marks</b></p> <p><b>Writing – narrative or descriptive essay</b></p> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<p><b>Task 10 – 40 marks</b></p> <p><b>Test 2</b> Comprehension / Summary / Language</p>	
Term 4	<p><b>Task 11 – 25 marks</b></p> <p><b>*ORAL: Listening/ Prepared speech/ Conversation/ Reading</b></p> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<p><b>Task 12 – 20 marks</b></p> <p><b>Literature: Poetry/ Novel/ Drama/ Short stories</b></p> <ul style="list-style-type: none"> <li>Contextual questions</li> <li>Assessment tool: marking memorandum</li> </ul>	<p><b>Task 13 – (300 marks)</b></p> <p><b>November examinations</b></p> <ul style="list-style-type: none"> <li>Paper 1 (120) – 2 hours</li> <li>Paper 2 (80) – 2 hours</li> </ul> <p>PLUS <b>TOTAL: 100</b></p> <ul style="list-style-type: none"> <li>Paper 3 (100) – see oral tasks 1, 3, 8 &amp; 11.</li> </ul>	
<p>45 marks excluding Nov. Exams (Task 13)</p> <p><b>Note</b> The total mark for Tasks 1 – 12 (500) is divided by 5 &amp; added to the Nov. examination mark.</p>				

\* Oral: Learners should do at least one listening, prepared speech, conversation and reading task during the year.

### 5.3.2 Examination papers for Grades 10 and 11

The suggested outline for the midyear (Task 7) and end-of-year November (Task 13) examination papers in Grades 10 and 11 is as follows:

#### Midyear

PAPER	DESCRIPTION	MARKS
1	Language in context and Literature	120
2	Writing	80
	<b>Total for examination</b>	<b>200</b>

#### November

PAPER	DESCRIPTION	MARKS
1	Language in context and Literature	120
2	Writing	80
3	Oral component	100
	<b>Total for examination</b>	<b>300</b>

Suggested format of each examination paper:

**NOTE:**

**Disjunctive orthography** includes the following languages: Afrikaans, English, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga.

**Conjunctive orthography** includes the following languages: IsiNdebele, IsiXhosa, IsiZulu and Siswati.

PAPER	SECTION	MARKS	TIME	
1. Language in context and Literature	A: Comprehension (A range of texts can be used including visual and or graphic texts)	(30)	120 2 hours	
	B: Summary <b>Disjunctive orthography</b> (50 – 60 words), <b>Conjunctive orthography</b> (40 – 50 words) The passage should not come from the comprehension text. Main ideas in point form. Length of the text:	(10)		
	<b>Grades</b>	<b>Disjunctive orthography</b>		<b>Conjunctive orthography</b>
	10	approximately 150 words		approximately 120 words
	11	approximately 180 words		approximately 150 words
	C: Language <ul style="list-style-type: none"> <li>Language structures (words and sentences) should be assessed in context using a variety of texts, e.g. pictures, advertisements, cartoons and short passages</li> <li>Critical language awareness</li> <li>Editing</li> <li>Interpretation of creative and transactional texts</li> </ul>	(60)		
D: Literature ONE of the following: poetry / novel / drama / short stories – contextual questions.	(20)			



<b>2. Writing</b>	A: One Essay Grade 10 and 11 narrative / descriptive Length of essay:		(40)	80	2 hours
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10	150 – 180 words	90 – 120 words		
	11	180 – 200 words	120 – 150 words		
	B: One text – <b>Longer Transactional text</b> Dialogues/ Formal and informal letters to the press/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/ Short Reports (formal and informal)/ Reviews Length of text:		(20)		
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10, 11	80 – 100 words – content only	60 – 80 words – content only		
	C: One text – <b>Shorter text</b> <b>Transactional/ Reference/ Informational:</b> Advertisements/ Postcards/ Invitation cards/ Directions/ Instructions/ Flyers/ Posters Length of text:		(20)		
	<b>Grades</b>	<b>Disjunctive orthography</b>	<b>Conjunctive orthography</b>		
	10, 11	60 – 80 words	40 – 60 words		

The suggested details for the oral tasks which are administered during the year are as follows:

Paper 3	DETAILS	MARKS
<b>Oral tasks</b>	Orals will be internally set, internally assessed and internally moderated. Oral topics should be within the context of the learner's world. <ul style="list-style-type: none"> <li>• <b>Reading</b> (25)</li> <li>• <b>Prepared speech</b> (25)</li> <li>• <b>Conversation</b> (25)</li> <li>• <b>Listening</b> (25)</li> </ul>	100

#### 5.4 Assessment in Grade 12

In Grade 12 assessment consists of two components: a Programme of Assessment which makes up 25% of the total mark for Second Additional Language and an external examination which makes up the remaining 75%. The Programme of Assessment for Second Additional Language comprises of 12 tasks which are all internally assessed. The external examination is externally set and moderated. The oral tasks undertaken during the course of the year constitute 100 of the 300 marks in the end-of-year external assessment.

**The mark allocation for Grade 12 is as follows:**

COMPONENT	%	MARKS
Programme of assessment: Tasks 1 – 12 (700 divided by 7)	25	100
External examination, including oral tasks	75	300
<b>Total for Second Additional Language</b>	<b>100</b>	<b>400</b>

#### **5.4.1 Programme of Assessment in Grade 12**

Tasks 1-12 include two tests and two examinations (midyear and September), allowing the teacher to use a variety of assessment forms to assess Second Additional Language in the other tasks.

Table 5.3 provides an example of a Programme of Assessment. It suggests examples of tasks, mark allocation and assessment tools for Grade 12.

**Table 5.3: Example of a Programme of Assessment for Grade 12**

Term 1	Task 1 – 25 marks	Task 2 –20 marks	Task 3 –25 marks	Task 4 – 20 marks	Task 5 – 50 marks
<b>140 marks converted to 100</b>	<b>*ORAL: Listening/ Prepared speech/ Conversation/ Reading</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>Writing: Longer text - transactional</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>*ORAL: Listening/ Prepared speech/ Conversation/ Reading</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>Literature: Poetry/ Novel/ Drama/ Short stories</b> <ul style="list-style-type: none"> <li>Contextual questions</li> <li>Assessment tool: marking memorandum</li> </ul>	<b>Test 1</b> Comprehension / Summary / Language
<b>Term 2</b>	<b>Task 6 – 25 marks</b>	<b>Task 7 – 40 marks</b>	<b>Task 8 – 25 marks</b>	<b>Task 9 – 200 marks</b>	
<b>290 marks converted to 100</b>	<b>*ORAL: Listening/ Prepared speech/ Conversation/ Reading</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>Writing: narrative or descriptive essay</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>*ORAL: Listening/ Prepared speech/ Conversation/ Reading</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>**Midyear examinations</b> <ul style="list-style-type: none"> <li>Paper 1 (120) – 2 hours</li> <li>Paper 2 (80) – 2 hours (If necessary to be completed in May)</li> </ul>	
<b>Term 3</b>	<b>Task 10 – 20 marks</b>	<b>Task 11 – 50 marks</b>	<b>Task 12 – 200 marks</b>		
<b>270 marks converted to 100</b>	<b>Writing: Shorter texts – Transactional and Reference / informational / visual / multimedia text</b> <ul style="list-style-type: none"> <li>Assessment tool: Rubric</li> </ul>	<b>Test 2</b> Comprehension / Summary / Language	<b>**Preparatory examinations</b> <ul style="list-style-type: none"> <li>Paper 1 (120) – 2 hours</li> <li>Paper 2 (80) – 2 hours</li> </ul>		

\* Oral: Learners should do at least one listening, prepared speech, conversation and reading task during the year.

\*\* In Grade 12 one of the tasks in Term 2 and/or Term 3 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination should be replaced by a test at the end of the term. (Tasks 9 and 12)

The suggested outline for the midyear and September examination papers as included in the Grade 12 Programme of Assessment is as follows:

PAPER	DESCRIPTION	MARKS
1	Language in context and Literature	120
2	Writing	80
	<b>Total for examination</b>	<b>200</b>

Suggested format of each examination paper:

NOTE:

**Disjunctive orthography** includes the following languages: Afrikaans, English, Sepedi, Sesotho, Setswana, Tshivenda and Xitsonga.

**Conjunctive orthography** includes the following languages: IsiNdebele, IsiXhosa, IsiZulu and Siswati.

PAPER	SECTION	MARKS		TIME
1. Language in context and Literature	A: Comprehension (A range of texts can be used including visual and or graphic texts)	(30)	120	2 hours
	B: Summary - <b>Disjunctive orthography</b> (50 – 60 words), <b>Conjunctive orthography</b> (40 – 50 words) The passage should not come from the comprehension text. Main ideas in point form. Length of the text: <b>Disjunctive orthography</b> (approximately 200 words), <b>Conjunctive orthography</b> (approximately 170 words).	(10)		
	C: Language <ul style="list-style-type: none"> <li>• Language structures (words and sentences) should be assessed in context using a variety of texts, e.g. pictures, advertisements, cartoons and short passages</li> <li>• Critical language awareness</li> <li>• Editing</li> <li>• Interpretation of creative and transactional texts</li> </ul>	(60)		
	D: Literature ONE of the following: poetry/ novel/ drama/ short stories – contextual questions	(20)		
2. Writing	A: One Essay Narrative / descriptive Length of essay: <b>Disjunctive orthography</b> (200 – 250 words), <b>Conjunctive orthography</b> (150 – 180 words)	(40)	80	2 hours
	B: One text – <b>Longer Transactional text</b> Dialogues/ Formal and informal letters to the press/ Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters/ Friendly letters/ Short Reports (formal and informal)/ Reviews Length of text: <b>Disjunctive orthography</b> (80 – 100 words – content only), <b>Conjunctive orthography</b> (60 – 80 words – content only).	(20)		
	C: One text – <b>Shorter text</b> <b>Transactional/ Reference/ Informational:</b> Advertisements/ Postcards/ Invitation cards/ Directions/ Instructions/ Flyers/ Posters Length of text: <b>Disjunctive orthography</b> (60 – 80 words), <b>Conjunctive orthography</b> (40 – 60 words).	(20)		

## 5.4.2 External assessment in Grade 12

The outline and details for November examinations papers in Grade 12 are the same as those in the midyear and September examinations for Grade 12 (see Section 5.4.1). In addition to Papers 1 and 2 the marks accumulated in the oral tasks throughout the year constitute Paper 3 and make up 100 of the 300 marks in the external end-of-year assessment as indicated below.

The suggested outline for the external end-of-year examination papers in Grade 12 is as follows:

PAPER	DESCRIPTION	MARKS
1	Language in context and Literature	120
2	Writing	80
3	Oral tasks	100
	<b>Total for examination</b>	<b>300</b>

The suggested details for the oral tasks which are administered during the year are as follows:

Paper 3	DETAILS	MARKS
Oral tasks	Orals will be internally set, internally assessed and externally moderated. Oral topics should be within the context of the learner's world. <ul style="list-style-type: none"><li>• <b>Reading</b> (25)</li><li>• <b>Prepared speech</b> (25)</li><li>• <b>Conversation</b> (25)</li><li>• <b>Listening</b> (25)</li></ul>	100

## 5.5 Promotion and certification

A learner must achieve at least a rating code of 2 (Elementary achievement: 30-39%) in Second Additional Language to be promoted at the end of Grades 10 and 11 and for certification at the end of Grade 12.

## **APPENDIX 1: ASSESSING LEARNING OUTCOME 1**

While there are various ways to assess the four Learning Outcomes in Languages, the following explanations and examples of tasks should guide teachers in assessing the Learning Outcomes in Grades 10, 11 and 12.

### **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 achieve this Learning Outcome:

- Learners should produce written evidence in the form of answers to questions, summaries, notes, etc.
- Teachers should assess listening by using written, oral and multimedia texts such as the radio, TV and photographs.
- Listening and speaking should develop awareness of other people and cultures and promote general sensitivity in social situations. This can be achieved by individual, pair or group work activities such as speeches, debates, interviews, etc.
- Texts are produced for particular contexts; that is, with particular purposes and audiences in mind. Learners need to be able to understand and produce a range of different oral genres, using format, layout, structure, grammar and register appropriately.
- Careful planning and research should precede any oral presentation.

## HOME LANGUAGE:

### An example of assessing Learning Outcome 1: Prepared Speech

#### Assessment Standards

- Demonstrate planning and research skills for oral presentations:
  - Research a topic by referring to a range of sources.
  - Organise material coherently by choosing main ideas and relevant details or examples for support.
  - Identify and choose appropriate formats, vocabulary and language structures and conventions.
  - Prepare effective introductions and endings.
- Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations:
  - Identify and use rhetorical devices such as rhetorical questions, pauses and repetition.
  - Use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately.

#### TOPIC: THE ROLE OF WOMEN IN THE NEW SOUTH AFRICAN SOCIETY

On 23 June 2005 the first woman deputy president of South Africa was appointed. The focus currently is on the image of women. Several communities for many years believed that a woman's place was in the kitchen. .

Give your opinion on this issue in a persuasive speech on the changing role of women in society.

Your speech must emphasise the progressive liberation of women in South African society.

#### STRUCTURE

- Introduction, body and conclusion
- The body must consist of three to four main ideas.
- Main ideas must be supported by examples, details, reasons, analogies, statistics, etc.
- The main ideas must be characterised by words such as 'firstly', 'secondly', 'the following main reasons are' and 'in conclusion'.
- Supporting sentences must be characterised by phrases such as 'for example', 'take the following analogy' and 'this situation is comparable with'.

#### LANGUAGE

- Formal
- Simple
- Grammatically correct
- Style and register must take cognisance of audience diversity.

#### CONTENT

- The content must be relevant to the topic, audience and the aim.
- Sufficient information must be included to support the main ideas.
- The content must keep to the point under discussion.
- The content should include a variety of supportive information for example reasons, stories, exemplars, analogies and statistics.

#### PRESENTATION

- Speak slowly and clearly.
- Use appropriate body language, for example stand up straight, maintain eye contact with audience, be calm and use appropriate hand signs.
- Use rhetorical language for example rhetorical questions and repetition of words or phrases economically and effectively.

## FIRST ADDITIONAL LANGUAGE:

### An example of assessing Learning Outcome 1: Listening and Speaking

#### A. Listening

##### Assessment Standards

The learner should be able to:

- Demonstrate critical awareness of language use in oral situations.
  - Recognise and explain language varieties with growing understanding and appreciation.
  - Recognise the relationship between language and culture.

**Note: This activity can be done throughout the year. As the learners become more familiar with the activity and practise, their listening skills improve and they will be able to answer the questions after reading the passage only once or twice.**

##### Example of an assessment task

1. The teacher hands out ten questions, which the learners have to answer. These can also be written on the chalkboard.
2. The teacher reads the passage to learners.
3. The learners review the questions in light of the passage that has just been read.
4. The teacher reads the passage again.
5. Learners are instructed to answer the questions *while* the passage is read.

The following passage is an extract from the book “The one-eared man” by Chrystal Pickard published by Best Books:

On the opposite side of the narrow gorge, three men sat quietly, hidden by the thick bush. The leader nervously fingered the small fold of shrivelled flesh on the left side of his face ... the place where an ear had been. He told them how he had been woken from a sleep behind the caves by the sound of voices, and how he had captured the two boys. When he saw the warden coming up the hill, he decided to jump across to the other side and hide. He'd been astonished when the warden and the two captives appeared. "How did they get out?" demanded the younger man. "You said you tied them up and gagged them."

"The warden must've rescued them. They couldn't have escaped otherwise. But what worries me is that they saw something in the ground. I'm going back to find out what it was."

They watched as he jumped across to the other side. Quickly he walked to where he had seen his captives stop. He swore as he saw the clear print of his own boot. He'd been careless. He found another next to the hole in the wall where he had stood to plug it with the stones. He closed it again. With a branch of a nearby bush he swept away all evidence of anybody having been there.

##### Questions:

1. How many men are sitting quietly?
2. What has the leader lost on the side of his head?
3. What woke him from his sleep?
4. How many boys did he capture?
5. Who is coming up the hill?
6. The two captives had been gagged and ...
7. Did the leader walk slowly or fast?
8. What made him swear?
9. What did he put in the hole in the wall?
10. What did he do to hide any footprints?



**Assessment:**

Teacher assessment – answer sheet or answers written in exercise books

**B. Prepared and unprepared speaking (conversation)****Assessment Standards**

We know this when the learner is able to:

Demonstrate planning and research skills for oral presentations.

- Research a topic by referring to a range of supplied and relevant sources
- Prepare adequate introductions and endings.
- Incorporate appropriate audiovisual aids.

Demonstrate the skills of listening to and delivery of fluent and expressive oral presentations.

- Use and respond appropriately to tone, voice projection, pace, eye contact, posture and gestures.
- Listen critically and respond to questions for clarification.

**Example of an assessment task**

1. Allow learners to speak on a topic of their choice.

Possible broad topics:

- Fashion and music
- Show and tell (e.g. how to ...)
- Environmental issues
- Health care and health issues
- Careers
- Customs and beliefs
- My hero or heroine or role model
- Radio or television programmes
- Sport
- Reading and enjoyment

2. Learners prepare a two - three-minute talk on their chosen topic.

3. They should do some research to flesh out the topic.

4. Encourage learners to bring along texts to support their speech (examples are pictures, posters, cartoons or any other audiovisual material).

5. The prepared speech could be presented to the entire class or individually to the teacher (in the case of very shy learners or learners with speech problems).

6. Allow learner to present the prepared speech.

7. Ask the learner a few questions to clarify anything that might not be clear or to get more depth.

- Questions should get more information on the topic.
- Marks should be awarded according to the amount of preparation and planning that is evident from the preparation of the talk
- Separate marks are allocated for the prepared speech and the unprepared section.

## **SECOND ADDITIONAL LANGUAGE:**

### **An example of assessing Learning Outcome 1: Listening and Speaking**

#### **Assessment Standards**

The learner should be able to:

- Demonstrate critical awareness of language use in oral situations.
  - Recognise and explain language varieties with growing understanding and appreciation.
  - Recognise the relationship between language and culture.

**Note: This activity can be done throughout the year. As the learners become more familiar with the activity and practise more often, their listening skills improve and they are able to answer the questions after reading the passage only once or twice.**

#### **Task 1**

The teacher reads the text or plays the tape. Learners answer the questions that have been set.

Play tape or read text once; hand out questions; let learners read the questions; play the tape or read the text a second time and let the learners answer the questions.

#### **Task 2**

The teacher reads the text or plays the tape while the learners fill in the missing words.

Play tape or read text once; hand out a hard copy of the text, let the learners read the text. Play the tape or read the text a second time and let the learners write down the word they have heard in the open spaces.

#### **Task 3**

The teacher reads the text or plays the tape; learners choose the correct answer out of three.

Play tape / read text once; hand out questions with 3 possible answers of which only one is correct. Learners read the questions, listen again and mark the correct answer.

#### **Task 4**

Teacher reads the text or plays the tape. Learners choose the correct answer out of three.

Play tape or read text once; hand out questions with three possible answers of which two are correct. Learners read the questions, listen again and mark the incorrect answer.

#### **Task 5**

The teacher reads the text or plays the tape. Learners indicate whether statements are true or false.

Play tape or read text once; learners receive a hard copy with ten sentences, which they may read. Learners listen a second time and indicate whether the sentences are correct or false.

#### **Task 6**

Learners watch a short TV story (5-10 minutes) and answer set questions.

#### **Task 7**

Place more postcards than learners in the middle of the table; postcards should reflect a certain atmosphere. Each learner should choose a postcard which appeals to him or her. The learner then shares with others why he or she chose the specific postcard. If two choose the same, both must give reasons for their choice.

#### **Task 8**

The teacher hands out TV programmes; each learner must choose one program and explain why he or she chose this specific programme.

#### **Task 9**

The teacher hands out pictures and a short description of famous people (e.g. sportsperson, politician and singer). Learners tell their peers about him or her.

#### **Task 10**

##### **Prepared speech**

Learners research one of the given topics (can be done in Home Language) taken from their own experience and interests, e.g. a person (Lucas Radebe, Nelson Mandela, a poet, an author), a country, your province, ecology, pollution, HIV/Aids and then deliver speech to peers.

#### **Task 11**

Learners interview another learner from a different social, racial, cultural or religious group within the school. Identify differences and similarities. Teachers can help the learners compile questions.

## APPENDIX 2: RUBRICS FOR HOME LANGUAGE

### RUBRICS FOR WRITING

#### GRADE 10 - RUBRIC FOR THE MARKING OF LITERATURE ESSAY – 25 MARKS

Note the difference in marks awarded for content versus structure and language

CODES AND MARK ALLOCATION		CONTENT [15] Interpretation of topic. Depth of argument, justification and grasp of prescribed work		STRUCTURE AND LANGUAGE [10] Structure, logical flow and presentation. Language, tone and style used in essay.
Code 7 80 to 100%	Outstanding 12 to 15 marks	In-depth interpretation of topic, all aspects of topic fully explored Excellent response. (90+, outstanding response) Range of striking arguments extensively supported from text. Excellent understanding of genre and prescribed text	Outstanding 08 - 10 marks	Coherently structured piece Excellent introduction and conclusion, Arguments well structured and clearly developed Language, tone and style mature, impressive, correct
Code 6 70 to 79%	Meritorious 11 marks	Above average interpretation of topic. All aspects of the topic adequately explored Detailed response. Range of sound arguments given, well supported from text. Very good understanding of genre and text	Meritorious 07 marks	Essay well structured Good introduction and conclusion Arguments and line of thought easy to follow Language, tone and style correct and suited to purpose Good presentation
Code 5 60 – 69%	Substantial 09 or 10 marks	Shows understanding and has interpreted topic well. Fairly detailed response to topic Some sound arguments given, but not all of them as well motivated as they could be. Understanding of genre and text evident	Substantial 06 marks	Clear structure and logical flow of argument Introduction and conclusion and other paragraphs coherently organized. Flow of argument can be followed. Language, tone and style largely correct
Code 4 50 – 59%	Adequate 08 marks	Fair interpretation of topic, not all aspects explored in detail Some good points in support of topic Most arguments supported but evidence is not always convincing. Basic understanding of genre and text	Adequate 05 marks	Some evidence of structure. Essay lacks a well-structured flow of logic and coherence Language errors minor, tone and style mostly appropriate. Paragraphing mostly correct
Code 3 40 – 49%	Moderate 06 or 07 marks	Very ordinary, mediocre attempt to answer the question Very little depth of understanding in response to topic Arguments not convincing and very little justification from text. Learner has not fully come to grips with the genre or text.	Moderate 04 marks	Planning in the structure showing signs of faultiness, Arguments not logically arranged. Paragraphing faulty. Language errors evident. Tone and style not appropriate to the purpose of academic writing
Code 2 30 – 39%	Elementary 05 marks	Poor grasp of topic Response repetitive and sometimes off the point No depth of argument, faulty interpretation / Arguments not supported from text. Very poor grasp of text and genre	Elementary 03 marks	Poor presentation and lack of planned structure impedes the flow of the argument Language errors and incorrect style makes this a largely unsuccessful piece of writing
Code 1 0 – 29%	Not achieved 0 to 4 marks	Response bears some relation to the topic but argument difficult to follow or largely irrelevant Poor attempt at answering the question. The few relevant points have no justification from the text. Very poor grasp of text and genre	Not achieved 00 - 02 marks	Difficult to determine if topic has been addressed No evidence of planned structure or logic No paragraphing or coherence. Poor language. Incorrect style and tone

		<u>Outstanding</u>	<u>Meritorious</u>	<u>Substantial</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
<b>ENGLISH HOME LANGUAGE RUBRIC</b>  <b>SECTION A: ESSAY 50 MARKS</b>	<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>• Language, punctuation effectively used.</li> <li>• Uses highly appropriate figurative language.</li> <li>• Choice of words exceptional and mature.</li> <li>• Sentences, paragraphs brilliantly constructed.</li> <li>• Style, tone, register highly suited to topic.</li> <li>• Text virtually error-free following proof-reading, editing.</li> <li>• Length in accordance with requirements of topic.</li> </ul>	<ul style="list-style-type: none"> <li>• Language, punctuation correct, and able to use appropriate figurative language.</li> <li>• Choice of words varied and creative.</li> <li>• Sentences, paragraphs logical, varied.</li> <li>• Style, tone, register appropriately suited to topic.</li> <li>• Text largely error-free following proof-reading, editing.</li> <li>• Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Language and punctuation mostly correct.</li> <li>• Choice of words suited to text.</li> <li>• Sentences, paragraphs well constructed.</li> <li>• Style, tone, register suited to topic.</li> <li>• Text mostly error-free following proof-reading, editing.</li> <li>• Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Language simplistic, punctuation adequate.</li> <li>• Choice of words adequate.</li> <li>• Sentences, paragraphing might be faulty in places but essay still makes sense.</li> <li>• Style, tone, register generally consistent with topic requirements.</li> <li>• Text still contains few errors following proof-reading, editing.</li> <li>• Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Language mediocre and punctuation often inaccurately used.</li> <li>• Choice of words basic.</li> <li>• Sentences, paragraphs, faulty but essay still makes sense.</li> <li>• Style, tone, register lacking in coherence.</li> <li>• Text contains several errors following proof-reading, editing.</li> <li>• Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>• Language and punctuation flawed.</li> <li>• Choice of words limited.</li> <li>• Sentences, paragraphs constructed at an elementary level.</li> <li>• Style, tone, register inappropriate.</li> <li>• Text error-ridden despite proof-reading, editing.</li> <li>• Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>• Language and punctuation seriously flawed.</li> <li>• Choice of words inappropriate.</li> <li>• Sentences, paragraphs muddled, inconsistent.</li> <li>• Style, tone, register flawed in all aspects.</li> <li>• Text error-ridden and confused following proof-reading, editing.</li> <li>• Length – far too long / short</li> </ul>
	<b>CONTENT</b>		Code 7: 80 -100%	Code 6: 70 – 79%	Code 5: 60 – 69 %	Code 4: 50 – 59%	Code 3: 40 – 49%	Code 2: 30 – 39%
<u>Outstanding</u> <ul style="list-style-type: none"> <li>• Content exceptional, highly original.</li> <li>• Ideas: Thought provoking, mature.</li> <li>• Coherent development of topic. Vivid, exceptional detail.</li> <li>• Critical awareness of impact of language.</li> <li>• Evidence of planning and/or drafting has produced flawlessly presentable essay.</li> </ul>	Code 7: 80-100%	40 - 50	38 – 42	35 – 39				
<u>Meritorious</u> <ul style="list-style-type: none"> <li>• Content commendable, original.</li> <li>• Ideas: imaginative, interesting.</li> <li>• Logical development of details. Coherent.</li> <li>• Critical awareness of impact of language.</li> <li>• Evidence of planning and/or drafting has produced a well-crafted and presentable essay.</li> </ul>	Code 6: 70-79%	38 – 42	35 – 39	33 – 37	30 – 34			
<u>Substantial</u> <ul style="list-style-type: none"> <li>• Content sound, reasonably coherent.</li> <li>• Ideas: interesting, convincing.</li> <li>• Several relevant details developed.</li> <li>• Critical awareness of language evident.</li> <li>• Evidence of planning and/or drafting has produced a presentable and very good essay.</li> </ul>	Code 5: 60-69%	35 – 39	33 – 37	30 – 34	28 – 32	25 - 29		

<p><b><u>Adequate</u></b></p> <ul style="list-style-type: none"> <li>• Content appropriate, adequately coherent.</li> <li>• Ideas: interesting, adequately original.</li> <li>• Some points, necessary details developed.</li> <li>• Some awareness of impact of language.</li> <li>• Evidence of planning and/or drafting has produced a satisfactorily presented essay.</li> </ul>	Code 4: 50-59%		30 – 34	28 – 32	25 – 29	23 – 27	20 – 24	
<p><b><u>Moderate</u></b></p> <ul style="list-style-type: none"> <li>• Content mediocre, ordinary. Gaps in coherence.</li> <li>• Ideas: mostly relevant. Limited originality.</li> <li>• Most necessary points evident.</li> <li>• Limited critical language awareness.</li> <li>• Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay.</li> </ul>	Code 3: 40-49%			25 – 29	23 – 27	20 – 24	18 – 22	15 – 19
<p><b><u>Elementary</u></b></p> <ul style="list-style-type: none"> <li>• Content not always clear, lacks coherence.</li> <li>• Ideas: few ideas, often repetitive,</li> <li>• Sometimes off topic but general line of thought can be followed.</li> <li>• Inadequate for home language level despite planning/drafting. Essay not well presented.</li> </ul>	Code 2: 30-39%				20 – 24	18 – 22	15 – 19	03 – 17
<p><b><u>Not Achieved</u></b></p> <ul style="list-style-type: none"> <li>• Content largely irrelevant. No coherence.</li> <li>• Ideas: tedious, repetitive, off topic.</li> <li>• Inadequate planning/drafting. Poorly presented essay.</li> </ul>	Code 1: 00-29%					15 – 19	03 – 17	00 – 14

		<u>Outstanding</u>	<u>Meritorious</u>	<u>Substantial</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
<p align="center"><b>ENGLISH HOME LANGUAGE RUBRIC</b></p> <p align="center"><b>SECTION B: LONGER TRANSACTIONAL TEXTS 30 MARKS</b></p>	<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>Has produced a highly appropriate format</li> <li>Text is grammatically accurate and brilliantly constructed.</li> <li>Vocabulary is highly appropriate to purpose, audience and context.</li> <li>Style, tone, register highly appropriate.</li> <li>Text virtually error-free following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Has applied the necessary rules of format very well.</li> <li>Text is very well constructed and accurate.</li> <li>Vocabulary is very appropriate to purpose, audience and context</li> <li>Suitable style, tone and register considering the demands of the task.</li> <li>Text largely error-free following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Has applied the necessary rules of format.</li> <li>Text is well constructed and easy to read.</li> <li>Vocabulary is appropriate to purpose, audience and context.</li> <li>Style, tone and register mostly appropriate.</li> <li>Text mostly error-free following proof-reading, editing.</li> <li>Length correct</li> </ul>	<ul style="list-style-type: none"> <li>Has applied an adequate idea of the requirements of format.</li> <li>Text is adequately constructed. Errors do not impede flow.</li> <li>Vocabulary is adequate for the purpose, audience and context.</li> <li>Style, tone and register fairly appropriate.</li> <li>Text still contains few errors following proof-reading, editing.</li> <li>Length correct</li> </ul>	<ul style="list-style-type: none"> <li>Has a moderate idea of the requirements of format - some critical oversights.</li> <li>Text is basically constructed. Several errors.</li> <li>Vocabulary is limited and not very suitable for the purpose, audience and context.</li> <li>Lapses in style, tone and register.</li> <li>Text contains several errors following proof-reading, editing.</li> <li>Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>Has vaguely applied the necessary rules of format.</li> <li>Text is poorly constructed and difficult to follow.</li> <li>Vocabulary requires some remediation and not suitable for purpose, audience and context.</li> <li>Style, tone and register inappropriate.</li> <li>Text error-ridden despite proof-reading, editing.</li> <li>Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>Has not applied the necessary rules of format.</li> <li>Text is poorly constructed and very difficult to follow.</li> <li>-Vocabulary requires serious remediation and not suitable for purpose</li> <li>Style, register and tone do not correspond with topic.</li> <li>Text error-ridden and confused following proof-reading, editing.</li> <li>Length – far too long / short</li> </ul>
<b>CONTENT</b>		7	6	5	4	3	2	1
<p><b>Outstanding</b></p> <ul style="list-style-type: none"> <li>Extensive specialized knowledge of requirements of the text.</li> <li>Exhibits a profound awareness of wider contexts in writing (portfolio).</li> <li>Disciplined writing - learner maintains rigorous focus, no digressions.</li> <li>Total coherence in content and ideas, highly elaborated and all details support the topic.</li> <li>Evidence of planning and/or drafting has produced a flawlessly presentable text.</li> </ul>	80-100% Code 7	24 - 30	23 - 25	21 – 23				
<p><b>Meritorious</b></p> <ul style="list-style-type: none"> <li>Very good knowledge of requirements of the text.</li> <li>Exhibits a broad awareness of wider contexts in writing tasks (portfolio).</li> <li>Disciplined writing – learner maintains focus, no digressions.</li> <li>Text is coherent in content and ideas, very well elaborated and all details support the topic.</li> <li>Evidence of planning and/or drafting has produced a well crafted and presentable text.</li> </ul>	70-79% Code 6	23 - 25	21 – 23	20 - 22	18 – 20			
<p><b>Substantial</b></p> <ul style="list-style-type: none"> <li>Fair knowledge of requirements of the text.</li> <li>Exhibits general awareness of wider contexts in writing tasks (portfolio).</li> <li>Writing – learner maintains focus with minor digressions.</li> <li>Text is mostly coherent in content and ideas, elaborated and most details support the topic.</li> <li>Evidence of planning and/or drafting has produced a presentable and very good text.</li> </ul>	60-69% Code 5	21 - 23	20 - 22	18 - 20	17 – 19	15 – 17		

<p><b><u>Adequate</u></b></p> <ul style="list-style-type: none"> <li>• Adequate knowledge of requirements of the text.</li> <li>• Exhibits some awareness of wider contexts in writing tasks (portfolio).</li> <li>• Writing – learner digresses but does not impede overall meaning.</li> <li>• Text adequately coherent in content and ideas has some details which support the topic.</li> <li>• Evidence of planning and/or drafting has produced a satisfactorily presented text.</li> </ul>	50-59% Code 4		18 - 20	17 - 19	15 – 17	14 – 16	12 – 14	
<p><b><u>Moderate</u></b></p> <ul style="list-style-type: none"> <li>• Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.</li> <li>• Exhibits rather limited knowledge of wider contexts in writing tasks (portfolio)</li> <li>• Writing – learner digresses, meaning is vague in places.</li> <li>• Text moderately coherent in content and ideas. Has some details which support the topic.</li> <li>• Evidence of planning and/or drafting that has produced a moderately presentable and coherent text.</li> </ul>	40-49% Code 3			15 - 17	14 – 16	12 - 14	11 – 13	09 - 11
<p><b><u>Elementary</u></b></p> <ul style="list-style-type: none"> <li>• -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.</li> <li>• Exhibits limited knowledge of wider contexts in writing tasks (portfolio)</li> <li>• Writing – learner digresses, meaning is obscure in places.</li> <li>• Text not always coherent in content and ideas. Has few details which support the topic.</li> <li>• Inadequate for home language level despite planning/drafting. Text not well presented.</li> </ul>	30-39% Code 2				12 - 14	11 - 13	09 – 11	02 – 10
<p><b><u>Not achieved</u></b></p> <ul style="list-style-type: none"> <li>• No knowledge of requirements of the text.</li> <li>• Exhibits no knowledge of wider contexts in writing tasks (portfolio)</li> <li>• Writing – learner digresses, meaning is obscure in places.</li> <li>• Text not coherent in content and ideas. Has few details which support the topic.</li> <li>• Inadequate planning/drafting. Poorly presented text.</li> </ul>	00-29% Code 1					09 - 11	02 – 10	00 - 08

	<u>Outstanding</u>	<u>Meritorious</u>	<u>Substantial</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
<p><b>ENGLISH HOME LANGUAGE RUBRIC NSC</b></p> <p><b>SECTION C : SHORTER TRANSACTIONAL TEXTS</b></p> <p><b>REFERENCE / INFORMATIONAL/ VISUAL AND MULTI-MEDIA TEXTS</b></p> <p><b><u>10X2=20 MARKS</u></b></p>	<p><b>LANGUAGE</b></p> <ul style="list-style-type: none"> <li>• Has produced a highly appropriate format</li> <li>• Text is grammatically accurate and brilliantly constructed.</li> <li>• Vocabulary is highly appropriate to purpose, audience and context.</li> <li>• Style, tone, register highly appropriate.</li> <li>• Text virtually error-free following proof-reading, editing.</li> <li>• Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Has applied the necessary rules of format very well.</li> <li>• Text is very well constructed and accurate.</li> <li>• Vocabulary is very appropriate to purpose, audience and context</li> <li>• Suitable style, tone and register considering the demands of the task.</li> <li>• Text largely error-free following proof-reading, editing.</li> <li>• Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>• Has applied the necessary rules of format.</li> <li>• Text is well constructed and easy to read.</li> <li>• Vocabulary is appropriate to purpose, audience and context.</li> <li>• Style, tone and register mostly appropriate.</li> <li>• Text mostly error-free following proof-reading, editing.</li> <li>• Length correct</li> </ul>	<ul style="list-style-type: none"> <li>• Has applied an adequate idea of the requirements of format.</li> <li>• Text is adequately constructed. Errors do not impede flow.</li> <li>• Vocabulary is adequate for the purpose, audience and context.</li> <li>• Style, tone and register fairly appropriate.</li> <li>• Text still contains few errors following proof-reading, editing.</li> <li>• Length correct</li> </ul>	<ul style="list-style-type: none"> <li>• Has a moderate idea of the requirements of format - some critical oversights.</li> <li>• Text is basically constructed. Several errors.</li> <li>• Vocabulary is limited and not very suitable for the purpose, audience and context.</li> <li>• Lapses in style, tone and register.</li> <li>• Text contains several errors following proof-reading, editing.</li> <li>• Length – too long / short.</li> </ul>	<ul style="list-style-type: none"> <li>• Has vaguely applied the necessary rules of format.</li> <li>• Text is poorly constructed and difficult to follow.</li> <li>• Vocabulary requires some remediation and not suitable for purpose, audience and context.</li> <li>• -Style, tone and register inappropriate.</li> <li>• Text error-ridden despite proof-reading, editing.</li> <li>• Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>• Has not applied the necessary rules of format.</li> <li>• Text is poorly constructed and very difficult to follow.</li> <li>• Vocabulary requires serious remediation and not suitable for purpose</li> <li>• Style, register and tone do not correspond with topic.</li> <li>• Text error-ridden and confused following proof-reading, editing.</li> <li>• Length – far too long / short</li> </ul>
<b><u>CONTENT</u></b>	<b>Code 7: 80 – 100%</b>	<b>Code 6: 70 – 79%</b>	<b>Code 5: 60 – 69%</b>	<b>Code 4: 50 – 59%</b>	<b>Code 3: 40 – 49%</b>	<b>Code 2: 30 – 39%</b>	<b>Code 1: 00 – 29%</b>
<p><b><u>Outstanding</u></b></p> <ul style="list-style-type: none"> <li>• Extensive specialized knowledge of requirements of the text.</li> <li>• Exhibits a profound awareness of wider contexts in writing (portfolio).</li> <li>• Disciplined writing - learner maintains rigorous focus, no digressions.</li> <li>• Total coherence in content and ideas, highly elaborated and all details support the topic.</li> <li>• Evidence of planning and/or drafting has produced a flawlessly presentable text.</li> </ul>	<b>Code 7: 80-100%</b>	<b>08 – 10</b>	<b>08</b>	<b>07 – 08</b>			
<p><b><u>Meritorious</u></b></p> <ul style="list-style-type: none"> <li>• Very good knowledge of requirements of the text.</li> <li>• Exhibits a broad awareness of wider contexts in writing tasks (portfolio).</li> <li>• Disciplined writing – learner maintains focus, no digressions.</li> <li>• Text is coherent in content and ideas, very well elaborated and all details support the topic.</li> <li>• Evidence of planning and/or drafting has produced a well crafted and presentable text.</li> </ul>	<b>Code 6: 70 – 79%</b>	<b>08</b>	<b>07 - 08</b>	<b>07</b>	<b>06 - 07</b>		



<p><b>Substantial</b></p> <ul style="list-style-type: none"> <li>• Fair knowledge of requirements of the text.</li> <li>• Exhibits general awareness of wider contexts in writing tasks (portfolio).</li> <li>• Writing – learner maintains focus with minor digressions.</li> <li>• Text is mostly coherent in content and ideas, elaborated and most details support the topic.</li> <li>• Evidence of planning and/or drafting has produced a presentable and very good text.</li> </ul>	Code 5: 60-69%	07 - 08	07	06 - 07	06	05 - 06		
<p><b>Adequate</b></p> <ul style="list-style-type: none"> <li>• Adequate knowledge of requirements of the text.</li> <li>• Exhibits some awareness of wider contexts in writing tasks (portfolio).</li> <li>• Writing – learner digresses but does not impede overall meaning.</li> <li>• Text adequately coherent in content and ideas, has some details which support the topic.</li> <li>• Evidence of planning and/or drafting has produced a satisfactorily presented text.</li> </ul>	Code 4: 50-59%		06 - 07	06	05 - 06	05	04 - 05	
<p><b>Moderate</b></p> <ul style="list-style-type: none"> <li>• Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.</li> <li>• Exhibits rather limited knowledge of wider contexts in writing tasks (portfolio)</li> <li>• Writing – learner digresses, meaning is vague in places.</li> <li>• Text moderately coherent in content and ideas. Has some details which support the topic.</li> <li>• Evidence of planning and/or drafting that has produced a moderately presentable and coherent text.</li> </ul>	Code 3: 40-49%			05 - 06	05	04 - 05	04	03 - 04

<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.</li> <li>• Exhibits limited knowledge of wider contexts in writing tasks (portfolio)</li> <li>• Writing – learner digresses, meaning is obscure in places.</li> <li>• Text not always coherent in content and ideas. Has few details which support the topic.</li> <li>• Inadequate for home language level despite planning/drafting. Text not well presented.</li> </ul>	Code 2: 30-39%				04 - 05	04	03 - 04	01 - 03
<p><b>Not achieved</b></p> <ul style="list-style-type: none"> <li>• No knowledge of requirements of the text.</li> <li>• Exhibits no knowledge of wider contexts in writing tasks (portfolio)</li> <li>• Writing – learner digresses, meaning is obscure in places.</li> <li>• Text not coherent in content and ideas. Has few details which support the topic.</li> <li>• Inadequate planning/drafting. Poorly presented text.</li> </ul>	Code 1: 00-29%					03 - 04	01 - 03	00 - 01

# RUBRICS FOR ORALS

## ASSESSMENT RUBRIC FOR LISTENING: HOME LANGUAGE (GRADE 10 - 12)

LO1 Listens for a variety of reasons	Code 7 (Outstanding) 8-10	Code 6 (Meritorious) 7	Code 5 (Substantial) 6	Code 4 (Adequate) 5	Code 3 (Moderate) 4	Code 2 (Elementary) 3	Code 1 (Not achieved) 0-2
Listens attentively to oral texts for information	<p>Interprets and evaluates the purpose and message thoroughly and with insight</p> <p>Easily distinguishes between facts and opinions</p> <p>Thoroughly understands complex instructions directions and procedures</p> <p>Accurately identifies main and supporting ideas</p> <p>Makes coherent notes and summary</p> <p>Gives insightful interpretation of explicit and implicit meaning</p> <p>Interprets distortion of meaning by deliberate inclusion or exclusion of information</p>	<p>Interprets and evaluates the purpose and message very well and with insight</p> <p>Distinguishes between facts and opinions</p> <p>Understands most instructions directions and procedures well</p> <p>Accurately identifies main and supporting ideas in most cases</p> <p>Makes mainly coherent notes and summary</p> <p>Gives sound interpretation of explicit and implicit meaning</p> <p>Mostly aware of deliberate distortion of information</p>	<p>Identifies the purpose and message and gives an accurate interpretation</p> <p>Distinguishes between facts and opinions in almost all cases.</p> <p>Understands most instructions directions and procedures correctly</p> <p>Identifies some main and supporting ideas with accuracy</p> <p>Makes fairly coherent notes and captures the most important details</p> <p>Reasonable interpretation of explicit and implicit meaning</p> <p>Shows a good awareness of deliberate distortion of meaning</p>	<p>Identifies the purpose and message and gives a fairly accurate interpretation</p> <p>Distinguishes between facts and opinions in most cases</p> <p>Understands most instructions directions and procedures fairly correctly</p> <p>Identifies some main and supporting ideas fairly accurately</p> <p>Makes fairly coherent notes but does not capture the most important details</p> <p>Fairly reasonable interpretation of explicit and implicit meaning</p> <p>Reasonably aware of deliberate distortion of meaning</p>	<p>Adequately identifies the purpose but cannot fully interpret message</p> <p>Distinguishes between obvious facts and opinions</p> <p>Understands most instructions directions and procedures but has difficulty with information overload</p> <p>Identifies main ideas, but not always supporting ideas</p> <p>Notes contain only basic information and summary is incomplete</p> <p>Explicit meaning interpreted but not implicit meaning</p> <p>Shows some awareness of distortion of information</p>	<p>Seldom able to identify or interpret message or purpose</p> <p>Finds it difficult to distinguish between facts and opinions</p> <p>Does not always understand instructions directions and procedures and can barely interpret information</p> <p>Identifies a main idea, but not supporting ideas</p> <p>Notes are incoherent and summary is incomplete because of lack of information</p> <p>Unable to distinguish between explicit and implicit meaning</p> <p>Seldom aware of any distortion of information</p>	<p>Hardly able to interpret message or identify purpose</p> <p>Hardly ever able to distinguish between facts and opinions</p> <p>Barely understands instructions directions and procedures</p> <p>Seldom, if ever able to identify main ideas</p> <p>Unable to make notes or summarise information</p> <p>Unable to interpret information for meaning</p> <p>Unable to recognise distortion of information</p>
Listens attentively to oral texts in order to evaluate	<p>Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping with insight</p> <p>Excellent, thorough interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Responds successfully and comprehensively to style, tone and register</p> <p>Thorough, confident evaluation of language forms such as humorous elements</p>	<p>Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping very well</p> <p>Sound interpretation of elements used in oral presentation such as intonation, voice, tone, pace, stress and language use</p> <p>Responds well to style, tone and register evaluates correctly</p> <p>Very good evaluation of language forms such as humorous elements</p>	<p>Good interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping</p> <p>Good interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Responds well to style, tone and register. May show slight lapses in evaluation</p> <p>Good evaluation of language forms such as humorous elements</p>	<p>Reasonably accurate interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping</p> <p>Reasonable interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Responds reasonably well to style, tone and register but evaluates very superficially</p> <p>Reasonable evaluation of language forms such as humorous elements</p>	<p>Able to interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping but often makes mistakes</p> <p>Moderate awareness of intonation, voice, tone, pace, stress and language use</p> <p>Responds adequately to style, tone and register</p> <p>Adequate evaluation of only elementary forms such as humour</p>	<p>Seldom able to identify persuasive, emotive and manipulative language, bias, prejudice or stereotyping and makes many mistakes</p> <p>Inadequate awareness of intonation, voice, tone, pace, stress and language use</p> <p>Struggles to respond to style, tone and register</p> <p>Evaluates only very elementary forms such as humour</p>	<p>Not able to respond to persuasive, emotive and manipulative language, bias, prejudice or stereotyping</p> <p>Almost no response to intonation, voice, tone, pace stress and language use employed to communicate meaning</p> <p>Almost no response to style, tone and register, no evaluation</p> <p>Shows very little knowledge of any language forms such as humour</p>

<p>Critical listening to oral texts</p>	<p>Thorough understanding of the logical sequence of information</p> <p>Makes insightful inferences and judgements and supports with convincing evidence</p> <p>Makes insightful assumptions and predicts consequences thoroughly and accurately</p> <p>Exceptional critical response to language use, word choice, format and pronunciation</p>	<p>Very good understanding of logical sequence of information</p> <p>Makes good inferences and judgements and largely supports with convincing evidence</p> <p>Makes good assumptions and predicts consequences very accurately</p> <p>Very good critical response to language use, word choice, format and pronunciation</p>	<p>Shows a good understanding of logical sequence of information</p> <p>Quite capable of making inferences and judgements and with supporting evidence</p> <p>Makes reasonable assumptions and predicts consequences accurately</p> <p>Good critical response to language use, word choice, format and pronunciation</p>	<p>Shows reasonable understanding of logical sequence of information</p> <p>Reasonably capable of making inferences and judgements and with supporting evidence</p> <p>Makes mostly reasonable assumptions and predicts consequences fairly accurately</p> <p>Reasonably critical response to language use, word choice, format and pronunciation</p>	<p>Shows adequate understanding of logical sequence of information</p> <p>Makes moderately acceptable judgements and inferences, but with limited supporting evidence</p> <p>Makes adequate assumptions and sometimes predicts consequences accurately</p> <p>Responds fairly critically to language use, word choice, format and pronunciation</p>	<p>Has difficulty following the logical sequence of the oral text</p> <p>Judgements and inferences very unconvincing and without supporting evidence</p> <p>Makes mostly inaccurate assumptions and predictions</p> <p>Responds correctly only on isolated occasions to language use, word choice, format and pronunciation</p>	<p>Can scarcely follow the logical sequence of the oral text</p> <p>Can hardly make judgements or inferences</p> <p>Can scarcely make assumptions or predict consequences</p> <p>Clumsy, vague response to language use, word choice, format and pronunciation</p>
<p>Social listening/ listening for enjoyment and comprehension</p>	<p>Responds excellently and with insight in a range of communication situations</p> <p>Uses appropriate turn-taking conventions meaningfully and exceptionally effectively in conversations</p> <p>Asks meaningful, functional questions to sustain fluent communication</p> <p>Responds effectively at all times through language, gestures, eye contact and body language</p> <p>Sensitively demonstrates understanding between language and culture by showing respect for different cultural conventions at all times</p>	<p>Responds very well in a range of communication situations</p> <p>Uses appropriate turn-taking conventions meaningfully and effectively in conversations</p> <p>Asks very good , functional questions to sustain fluent communication</p> <p>Responds effectively and well through language, gestures, eye contact and body language</p> <p>Demonstrates real awareness of sensitive relationship between language and culture by showing respect for different cultural conventions</p>	<p>Responds well in most communication situations</p> <p>Uses turn-taking conventions meaningfully and effectively in conversations</p> <p>Asks good questions to sustain fairly fluent communication</p> <p>Responds effectively to language, gestures, eye contact and body language</p> <p>Shows a good understanding of the relationship between language and culture by showing respect for different cultural conventions</p>	<p>Responds reasonably well in most communication situations</p> <p>Uses turn-taking conventions fairly meaningfully and effectively in conversations</p> <p>Asks sufficient questions to sustain fairly fluent communication</p> <p>Responds well to most language, gestures, eye contact and body language</p> <p>Shows a reasonable understanding of the relationship between language and culture by showing some respect for different cultural conventions</p>	<p>Responds adequately in most communication situations</p> <p>Uses turn-taking conventions in conversations fairly meaningfully but not always appropriately</p> <p>Asks sufficient questions but not always able to sustain fluent communication</p> <p>Responds sufficiently in some cases to language, gestures, eye contact and body language</p> <p>Shows sufficient understanding of the sensitive relationship between language and culture by showing some respect for different cultural conventions</p>	<p>Finds it difficult to follow most communication situations</p> <p>Seldom uses turn-taking conventions in conversations</p> <p>Seldom asks questions and struggles to maintain a conversation</p> <p>Limited response in terms of language, gestures, eye contact and body language</p> <p>Shows inadequate understanding of the sensitive relationship between language and culture by showing respect for some cultural conventions some of the time</p>	<p>Scarcely functions in a communication situation</p> <p>Uses very few turn-taking conventions in conversations</p> <p>Barely asks questions and does not contribute to conversation</p> <p>Barely responds to language, gestures, eye contact and body language</p> <p>Shows very limited understanding of the relationship between language and culture by being insensitive</p>

**ASSESSMENT RUBRIC FOR ORAL PRESENTATION / PREPARED SPEAKING HOME LANGUAGE (Grade 10 – 12)**

	Code 7 Outstanding 8-10	Code 6 Meritorious 7	Code 5 Substantial 6	Code 4 Adequate 5	Code 3 Moderate 4	Code 2 Elementary 3	Code 1 Not achieved 0-2
Research skills	<p>Convincing evidence that a wide range of interesting and relevant sources have been consulted</p> <p>A wide range of new and interesting facts and examples make the presentation impressive</p>	<p>Sound evidence that a wide range of interesting and relevant sources have been consulted</p> <p>New and interesting facts and examples contribute to a well structured presentation</p>	<p>Good evidence that a wide range of interesting and relevant sources have been consulted</p> <p>Interesting facts and examples contribute to a well structured presentation</p>	<p>Satisfactory evidence that relevant sources have been consulted</p> <p>Presentation is interesting and some new and interesting facts and examples have been given</p>	<p>Some evidence that relevant sources were used</p> <p>Presentation is adequate but without the spark of new ideas, facts or information</p>	<p>Limited evidence of partial use of sources</p> <p>Little evidence of research owing to lack of new ideas, facts or information</p>	<p>If sources were used, there is little or no evidence in the presentation</p> <p>Hardly any new ideas Any research done does not contribute to the effectiveness of the presentation</p>
Planning and organisation of contents	<p>Thoroughly planned according to task, audience, context and format</p> <p>Striking introduction which immediately grasps audience attention</p> <p>Brilliant development of ideas and argument</p> <p>Contents reflects outstanding creativity, originality and mature insight</p> <p>Skilful ending thoroughly drawn together</p>	<p>Very well planned according to task, audience, context and format</p> <p>Very good and appropriate introduction which immediately arouses interest</p> <p>Very good, and sustained development of ideas and argument</p> <p>Contents reflects creativity originality and some insight</p> <p>Very good conclusion</p>	<p>Well planned according to task, audience, context and format</p> <p>Good and appropriate introduction which arouses interest</p> <p>Good, and sustained development of ideas and argument</p> <p>Content reflects creativity originality and some insight</p> <p>Good conclusion</p>	<p>Satisfactory planning according to task, audience, context and format</p> <p>Reasonably good introduction which still arouses interest</p> <p>Good development of argument which can be followed easily</p> <p>Contents fairly original, but not always creative and insight sometimes lacking</p> <p>Reasonably good ending, but sometimes lacks cohesion</p>	<p>Adequate planning according to task, audience, context and format</p> <p>Introduction adequate which arouses some interest</p> <p>Adequate development of ideas and argument but has problems with cohesion</p> <p>Contents shows some originality, but not always creative and lacks insight</p> <p>Adequate conclusion, but lacks cohesion</p>	<p>Evidence of some planning according to task, audience, context and format</p> <p>Some evidence of introduction, but barely arouses interest</p> <p>Some arguments can be followed, but others are inconsistent / can barely be followed</p> <p>Contents is barely original and lacks creativity or originality</p> <p>Hardly any evidence of a conclusion</p>	<p>No evidence of planning according to task, context audience or format</p> <p>Introduction poor and arouses no audience interest</p> <p>Cannot sustain argument Shows little understanding of topic</p> <p>Contents poor, boring and banal</p> <p>Conclusion lacking</p>
Tone, speaking and presentation skills	<p>Natural delivery, a fluent skilled and animated presenter, appropriate style and register</p> <p>Clearly audible articulation Eye contact, facial expressions, gestures and body language outstanding, functional and convincing</p> <p>Audience reaction overwhelmingly positive</p> <p>Confident delivery with very little use of notes</p>	<p>Very good presenter natural and fluent presentation appropriate style and register</p> <p>Audible articulation Eye contact, facial expressions, gestures and body language functional and convincing</p> <p>Audience interest sustained throughout</p> <p>Notes used effectively and with confidence</p>	<p>Good presenter, fluent presentation appropriate style and register</p> <p>Largely audible articulation Eye contact, facial expressions, gestures and body language largely functional and convincing</p> <p>Audience interest sustained.</p> <p>Notes used effectively</p>	<p>Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate</p> <p>Reasonably clear articulation and audibility Eye contact, facial expressions, gestures and body language reasonably convincing</p> <p>Most members of the audience follow with interest</p> <p>Some dependency on notes but still good contact with the audience</p>	<p>Sometimes fluent, but presentation lacks appropriate style and register</p> <p>Adequately audible and clear articulation Adequate eye contact, facial expressions, gestures and body language but not always convincing</p> <p>Mixed reaction from the audience</p> <p>Use of notes often detract from presentation</p>	<p>Hesitant, lacks expression Lacks fluency, mostly inappropriate style and register</p> <p>Articulation not clear and hardly audible Very little eye contact / facial expressions / body language</p> <p>Lack of audience interest shown</p> <p>Dependent on notes</p>	<p>Inappropriate tone, style and register</p> <p>Sloppy indistinct articulation mostly inaudible Almost non-existent eye contact, inappropriate facial expression and body language</p> <p>No audience contact</p> <p>Totally dependent on notes</p>

Critical awareness of language usage	<p>Thorough, mature vocabulary and creative language use</p> <p>Outstanding language manipulation in order to evoke audience response</p> <p>Exceptional awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Very good mature vocabulary and creative language use</p> <p>Very good language manipulation in order to evoke audience response</p> <p>Very good awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Good vocabulary and creative language use</p> <p>Good language manipulation in order to evoke audience response</p> <p>Good awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Reasonably mature vocabulary and creative language use</p> <p>Reasonable language manipulation in order to evoke audience response</p> <p>Reasonable awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Adequate vocabulary and language use</p> <p>Some language manipulation in order to evoke audience response</p> <p>Moderate awareness of, and sensitivity to respectful language use on cultural issues</p>	<p>Limited vocabulary and language use</p> <p>Struggles to manipulate language in order to evoke audience response</p> <p>Seldom aware or sensitive or respectful to language use on cultural issues</p>	<p>Very limited vocabulary and language</p> <p>Unable to manipulate language</p> <p>Hardly ever aware of sensitive or respectful language use on cultural issues</p>
Choice, design and use of audio and/or visual aids	<p>Excellent and tastefully appropriate choice and presentation of visual aids</p> <p>Visual aids make an impact on the audience and effectively contribute to the success of the presentation</p>	<p>Very good and appropriate choice and use of visual aids</p> <p>Presenter is able to use visual aides effectively to enhance the presentation</p>	<p>Good and appropriate choice and use of visual aids</p> <p>Presenter is able to use visual aides to enhance the presentation</p>	<p>Visual aids are mostly relevant to the topic</p> <p>Most of the visual aids used contribute to the success of the presentation</p>	<p>Visual aids adequately used, but not always totally appropriate</p> <p>Visual aids do not always contribute to presentation</p>	<p>Seldom uses visual aids</p> <p>Use of aids sometimes clumsy and not functional</p>	<p>Makes no use of visual aids</p>

**ASSESSMENT RUBRIC FOR READING ALOUD – HOME LANGUAGE (GRADE 10 - 12)**

<b>LO 1 AND 2</b>	<b>Code 7 (Outstanding) 8-10</b>	<b>Code 6 (Meritorious) 7</b>	<b>Code 5 (Substantial) 6</b>	<b>Code 4 (Adequate) 5</b>	<b>Code 3 (Moderate) 4</b>	<b>Code 2 (Elementary) 3</b>	<b>Code 1 (Not achieved) 0-2</b>
Demonstrates an understanding of the text and conveys meaning to the audience	Reader demonstrates an excellent understanding and interpretation of the text  Audience reaction shows a high degree of interest in and involvement with the text	Text is fully understood and interpretation is very good  Audience reaction largely showing interest and involvement	Text is understood and interpretation is very good  Audience reaction showing interest and involvement	Reasonable interpretation of the text and able to convey meaning to the audience  Most members of the audience show interest	Reader interprets the text enough to convey some of the meaning to the audience  Some members of the audience show interest	Some evidence of text interpretation, but cannot convey message to the audience  The reader fails to capture the attention of most of the audience	Reader shows very little understanding and cannot communicate with the audience  Very little audience interest and almost total lack of communication
Use of voice and mastery of reading skills	Fluent, very entertaining and interpretive reading Reads expressively and creates atmosphere – conveys feelings exceptionally well  Meaning conveyed lucidly through excellent use of phrasing, pauses and inflection  Pace suits passage and reader is able to vary pace according to the requirements of the text  Excellent voice projection and diction which enhances meaning	Fluent reading with an effort at interpretation Reads with expression and attempts made to convey feelings or atmosphere  Very good use of phrasing, pauses and inflection and thus enhances meaning  Succeeds in varying tempo for effect  Very good voice projection and diction which enhances meaning	Reading with an effort at interpretation Reads with expression and attempts made to convey feelings or atmosphere  Good use of phrasing, pauses and inflection and thus enhances meaning  Mostly succeeds in varying tempo for effect  Good voice projection and diction which enhances meaning	Reads reasonably fluently but not with quite enough expression  Uses phrasing, pauses and voice inflection to enhance meaning  Sometimes reads too fast and attempts to vary reading speed  Reading is clear and audible and diction enhances meaning	Reads fluently but with not enough expression  Attempts to use phrasing, pauses and voice inflection to enhance meaning  Reading often too fast or very little attempt made to vary reading speed  Reading is audible and pronunciation does not affect meaning	Reading not fluent but the meaning can be followed  Poor phrasing and unnatural inflections mar the reading  Tempo too fast or too slow  Reading not always audible and many words are mispronounced	Halting reading Too poor to be expressive Meaning lost  Almost no attempt made at correct phrasing or inflection  Usually reads very slowly  Poor pronunciation and poor delivery make the delivery almost incomprehensible
Use of gestures, body language and facial expression	Altogether appropriate eye-contact  Gestures, facial expressions and body language used very effectively and appropriately to enhance meaning	Very good eye-contact  Gestures, facial expressions and body language used to convey meaning effectively	Good eye-contact  Gestures, facial expressions and body language used correctly to convey meaning	Successful efforts to make eye-contact  Suitable gestures, facial expressions and body language enhances meaning	Eye-contact adequate  Suitable gestures, facial expressions and body language some of the time	Unsuccessful attempts at eye contact  Very few helpful facial expressions or gestures Evidence of nervous gestures	Almost no eye-contact  Distracting gestures and inappropriate body language Extremely nervous
Responses to questions asked by the audience and critical interpretation of the text	Handles questions with great flair  Answers reflect insight sensitivity and a critical response to the text and related issues  Attitude and opinion confidently sustained and justified	Handles questions confidently and responds sensibly when answering questions on the text  Response shows insight and critical response to the text  Opinion well sustained and justified	Handles questions and responds sensibly when answering questions on the text  Response largely shows insight and critical response to the text  Able to sustain opinion and justify it.	Understands questions asked by the audience and can provide answers to questions based on the text  Answers reflect insight and a critical response to the text and related issues most of the time  Opinion reasonably confidently supported	Understands questions asked by the audience and provides adequate answers to questions on the text but sometimes flawed  Shows some ability to respond critically to the text  Opinion sometimes adequately supported	Misinterprets questions posed by the audience and is sometimes unable to adequately answer questions based on the text  Shows very little critical response to the text  Unable to substantiate opinions	Is mostly unable to understand or respond to questions from the audience  Shows no critical response to the text and is very hesitant to express an opinion
Choice of text and preparation (choice of text is only appropriate when the learner chooses own text for prepared reading	Unusually striking text which has a strong impact on the audience  Reader is exceptionally well prepared and confident	Very interesting text which has a strong impact on the audience  Reader well prepared and reads with confidence	Interesting text which has a strong impact on the audience  Reader prepared and reads with confidence	Reasonably interesting text which captures the interest of the audience  Reader is familiar with the text and has made a real effort to prepare	Text likely to be of interest to some members of the audience  Reasonable amount of preparation. Reads fairly confidently Evidence of nervousness	Randomly chosen text which is of little interest to the audience  Reader may have read the text, but has not prepared the text for presentation Reader obviously nervous	Very boring or totally unsuitable text  No evidence of preparation Reader is very nervous and demonstrates a lack of commitment

## APPENDIX 3: RUBRICS FOR FIRST ADDITIONAL LANGUAGE

### RUBRICS FOR WRITING

		<u>Outstanding</u>	<u>Meritorious</u>	<u>Substantial</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
ENGLISH FIRST ADDITIONAL LANGUAGE RUBRIC NSC  SECTION A: ESSAY  50 MARKS	<u>LANGUAGE</u>	<ul style="list-style-type: none"> <li>Language, punctuation effectively used. Uses figurative language appropriately.</li> <li>Choice of words highly appropriate.</li> <li>Sentences, paragraphs coherently constructed.</li> <li>Style, tone, register highly suited to topic.</li> <li>Text virtually error-free following proof-reading, editing.</li> <li>Length in accordance with requirements of topic.</li> </ul>	<ul style="list-style-type: none"> <li>Language, punctuation correct, and able to include figurative language correctly.</li> <li>Choice of words varied and correctly used.</li> <li>Sentences, paragraphs logical, varied.</li> <li>Style, tone, register appropriately suited to topic.</li> <li>Text largely error-free following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Language and punctuation mostly correct.</li> <li>Choice of words suited to text.</li> <li>Sentences, paragraphs well constructed.</li> <li>Style, tone, register suited to topic in most of the essay.</li> <li>Text by and large error-free following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Language simplistic, punctuation adequate.</li> <li>Choice of words adequate.</li> <li>Sentences, paragraphing might be faulty in places but essay still makes sense.</li> <li>Style, tone, register generally consistent with topic requirements.</li> <li>Text still contains errors following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Language ordinary and punctuation often inaccurately used.</li> <li>Choice of words basic.</li> <li>Sentences, paragraphs, faulty but ideas can be understood.</li> <li>Style, tone, register lacking in coherence.</li> <li>Text contains several errors following proof-reading, editing.</li> <li>Length – too long / short.</li> </ul>	<ul style="list-style-type: none"> <li>Language and punctuation flawed.</li> <li>Choice of words limited.</li> <li>Sentences, paragraphs constructed at an elementary level.</li> <li>Style, tone, register inappropriate.</li> <li>Text error-ridden despite proof-reading, editing.</li> <li>Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>Language and punctuation seriously flawed.</li> <li>Choice of words inappropriate.</li> <li>Sentences, paragraphs muddled, inconsistent.</li> <li>Style, tone, register flawed in all aspects.</li> <li>Text error-ridden and confused following proof-reading, editing.</li> <li>Length – far too long / short</li> </ul>
<u>CONTENT</u>		Code 7: 80 – 100%	Code 6: 70 – 79%	Code 5: 60 – 69%	Code 4: 50 – 59%	Code 3: 40 – 49%	Code 2: 30 – 39%	Code 1: 00 – 29%
<u>Outstanding</u> <ul style="list-style-type: none"> <li>Content shows impressive insight into topic.</li> <li>Ideas: thought-provoking, mature.</li> <li>Coherent development of topic. Vivid detail.</li> <li>Critical awareness of impact of language.</li> <li>Evidence of planning and/or drafting has produced virtually flawless, presentable essay.</li> </ul>	Code 7 80-100%	40 - 50	38 – 42	35 – 39				
<u>Meritorious</u> <ul style="list-style-type: none"> <li>Content shows thorough interpretation of topic.</li> <li>Ideas: imaginative, interesting.</li> <li>Logical development of details. Coherent.</li> <li>Critical awareness of impact of language.</li> <li>Evidence of planning and/or drafting has produced a well crafted, presentable essay.</li> </ul>	Code 6 70-79%	38 – 42	35 – 39	33 – 37	30 – 34			
<u>Substantial</u> <ul style="list-style-type: none"> <li>Content shows a sound interpretation of topic.</li> <li>Ideas: interesting, convincing.</li> <li>Several relevant details developed.</li> <li>Critical awareness of language evident.</li> <li>Evidence of planning and/or drafting has produced a presentable and very good essay.</li> </ul>	Code 5 60-69%	35 – 39	33 – 37	30 – 34	28 – 32	25 - 29		



<p><b><u>Adequate</u></b></p> <ul style="list-style-type: none"> <li>• Content: an adequate interpretation of topic.</li> <li>• Ideas: ordinary, lacking depth.</li> <li>• Some points, necessary details developed.</li> <li>• Some awareness of impact of language.</li> <li>• Evidence of planning and/or drafting has produced a satisfactorily presented essay.</li> </ul>	Code 450-59%		30 – 34	28 – 32	25 – 29	23 – 27	20 – 24	
<p><b><u>Moderate</u></b></p> <ul style="list-style-type: none"> <li>• Content: ordinary. Gaps in coherence.</li> <li>• Ideas: mostly relevant. Repetitive.</li> <li>• Some necessary points evident.</li> <li>• Limited critical language awareness.</li> <li>• Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay.</li> </ul>	Code 340-49%			25 – 29	23 – 27	20 – 24	18 – 22	15 – 19
<p><b><u>Elementary</u></b></p> <ul style="list-style-type: none"> <li>• Content not always clear, lacks coherence.</li> <li>• Ideas: few ideas, often repetitive,</li> <li>• Sometimes off topic. General line of thought difficult to follow.</li> <li>• Inadequate evidence of planning/drafting. Essay not well presented.</li> </ul>	Code 230-39%				20 – 24	18 – 22	15 – 19	03 – 17
<p><b><u>Not Achieved</u></b></p> <ul style="list-style-type: none"> <li>• Content irrelevant. No coherence.</li> <li>• Ideas: repetitive, off topic.</li> <li>• Non-existent planning/drafting. Poorly presented essay.</li> </ul>	Code 100-29%					15 – 19	03 – 17	00 – 14

		<u>Outstanding</u>	<u>Meritorious</u>	<u>Substantial</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
<p><b>ENGLISH FIRST ADDITIONAL LANGUAGE RUBRIC NSC</b></p> <p><b>SECTION B: LONGER TRANSACTIONAL TEXTS 30 MARKS</b></p> <p><b>SECTION C: SHORTER TRANSACTIONAL TEXTS REFERENCE / INFORMATIONAL / VISUAL AND MULTI-MEDIA-TEXTS 10X2= MARKS</b></p>	<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>Has applied all the necessary rules of format.</li> <li>Text is grammatically accurate and well constructed.</li> <li>Vocabulary is very appropriate to purpose, audience and context.</li> <li>Style, tone, register very appropriate.</li> <li>Text virtually error-free following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Has applied the necessary rules of format.</li> <li>Text is well constructed and accurate.</li> <li>Vocabulary is mostly appropriate to purpose, audience and context.</li> <li>Style, tone and register mostly appropriate.</li> <li>Text largely error-free following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Has applied most of the necessary rules of format.</li> <li>Text is well constructed and easy to read.</li> <li>Vocabulary is appropriate to purpose, audience and context.</li> <li>Style, tone and register generally appropriate.</li> <li>Text mostly error-free following proof-reading, editing.</li> <li>Length correct</li> </ul>	<ul style="list-style-type: none"> <li>Has applied an adequate idea of the requirements of format.</li> <li>Text is adequately constructed. Errors do not impede flow.</li> <li>Vocabulary is adequate for the purpose, audience and context.</li> <li>Style, tone and register adequately appropriate.</li> <li>Text still contains few errors following proof-reading, editing.</li> <li>Length correct</li> </ul>	<ul style="list-style-type: none"> <li>Has a moderate idea of the requirements of format - some critical oversights.</li> <li>Text is basically constructed. Several errors.</li> <li>Vocabulary is limited and not very suitable for the purpose, audience and context.</li> <li>Lapses in style, tone and register.</li> <li>Text contains several errors following proof-reading, editing.</li> <li>Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>Has vaguely applied the necessary rules of format.</li> <li>Text is poorly constructed and difficult to follow.</li> <li>Vocabulary requires remediation and not suitable for purpose, audience and context.</li> <li>Style, tone and register inappropriate.</li> <li>Text error-ridden despite proof-reading, editing.</li> <li>Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>Has not applied the necessary rules of format.</li> <li>Text is poorly constructed and muddled.</li> <li>Vocabulary requires serious remediation and not suitable for purpose..</li> <li>Style, register and tone do not correspond with topic.</li> <li>Text error-ridden and confused following proof-reading, editing.</li> <li>Length – far too long / short</li> </ul>
<b>CONTENT</b>		<b>Code 7: 80 – 100%</b>	<b>Code 6: 70 – 79%</b>	<b>Code 5: 60 – 69%</b>	<b>Code 4: 50 – 59%</b>	<b>Code 3:40 – 49%</b>	<b>Code 2: 30 – 39%</b>	<b>Code 1: 00 – 29%</b>
<p><b>Outstanding</b></p> <ul style="list-style-type: none"> <li>Specialized knowledge of requirements of the text.</li> <li>Disciplined writing - learner maintains thorough focus, no digressions.</li> <li>Text fully coherent in content and ideas, and all details support the topic.</li> <li>Evidence of planning and/or drafting has produced a virtually flawless, presentable text.</li> </ul>	Code 7: 80-100%	08 - 10 24 - 30	08 23 - 25	07- 08 21 – 23				
<p><b>Meritorious</b></p> <ul style="list-style-type: none"> <li>Good knowledge of requirements of the text.</li> <li>Disciplined writing – learner maintains focus, hardly any digressions.</li> <li>Text is coherent in content and ideas, with all details supporting the topic.</li> <li>Evidence of planning and/or drafting has produced a well crafted, presentable text.</li> </ul>	Code 6: 70-79%	08 23 - 25	07 - 08 21 – 23	07 20 - 22	06 - 07 18 – 20			
<p><b>Substantial</b></p> <ul style="list-style-type: none"> <li>Fair knowledge of requirements of the text.</li> <li>Writing – learner maintains focus with minor digressions.</li> <li>Text is coherent in content and ideas, and details support the topic.</li> <li>Evidence of planning and/or drafting has produced a presentable and good text.</li> </ul>	Code 5: 60-69%	07 - 08 21 - 23	07 20 - 22	06 - 07 18 - 20	06 17 – 19	05 - 06 15 – 17		

<p><b>Adequate</b></p> <ul style="list-style-type: none"> <li>• Adequate knowledge of requirements of the text.</li> <li>• Writing – learner digresses from topic but does not impede overall meaning.</li> <li>• Text adequately coherent in content and ideas and some details support the topic.</li> <li>• Evidence of planning and/or drafting has produced a satisfactorily presented text.</li> </ul>	Code 4: 50-59%		06 - 07	06	05 - 06	05	04 - 05	
			18 - 20	17 - 19	15 - 17	14 - 16	12 - 14	
<p><b>Moderate</b></p> <ul style="list-style-type: none"> <li>• Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.</li> <li>• Writing – learner digresses, meaning is vague in places.</li> <li>• Text moderately coherent in content and ideas and has basic details which support the topic.</li> <li>• Evidence of planning and/or drafting that has produced a moderately presentable and coherent text.</li> </ul>	Code 3: 40-49%		05 - 06	05	04 - 05	04	03 - 04	
			15 - 17	14 - 16	12 - 14	11 - 13	09 - 11	
<p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>• Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.</li> <li>• Writing – learner digresses, meaning is obscure in places.</li> <li>• Text not always coherent in content and ideas and has few details which support the topic.</li> <li>• Planning/drafting inadequate. Text not well presented.</li> </ul>	Code 2: 30-39%			04 - 05	04	03 - 04	01 - 03	
				12 - 14	11 - 13	09 - 11	02 - 10	
<p><b>Not achieved</b></p> <ul style="list-style-type: none"> <li>• No knowledge of requirements of the text.</li> <li>• Writing – learner digresses, meaning is obscure in places.</li> <li>• Text not coherent in content and ideas and too few details to support the topic.</li> <li>• Planning and drafting non-existent. Poorly presented text.</li> </ul>	Code 1: 00-29%				03 - 04	01 - 02	00 - 01	
					09 - 11	01 - 03	00 - 08	

## RUBRICS FOR ORALS

### ASSESSMENT RUBRIC FOR LISTENING: FIRST ADDITIONAL LANGUAGE (GRADE 10 - 12)

LO1 Listens for a variety of reasons	Code 7 (Outstanding) 8-10	Code 6 (Meritorious) 7	Code 5 (Substantial) 6	Code 4 (Adequate) 5	Code 3 (Moderate) 4	Code 2 (Elementary) 3	Code 1 (Not achieved) 0-2
Listens attentively to oral texts for information	<p>Interprets and evaluates the message thoroughly and with insight</p> <p>Easily distinguishes between facts and opinions</p> <p>Thoroughly understands instructions, directions and procedures</p> <p>Accurately identifies main and supporting ideas</p> <p>Makes coherent notes and summary</p> <p>Gives insightful interpretation of meaning</p>	<p>Interprets and evaluates the message very well and with insight</p> <p>Distinguishes between facts and opinions</p> <p>Understands most instructions, directions and procedures well</p> <p>Accurately identifies main and supporting ideas in most cases</p> <p>Makes mainly coherent notes and summary</p> <p>Gives sound interpretation of meaning</p>	<p>Identifies the message and gives an accurate interpretation</p> <p>Distinguishes between facts and opinions in almost all cases.</p> <p>Understands most instructions, directions and procedures correctly</p> <p>Identifies some main and supporting ideas with accuracy</p> <p>Makes fairly coherent notes and captures the most important details</p> <p>Reasonable interpretation of meaning</p>	<p>Identifies the message and gives a fairly accurate interpretation</p> <p>Distinguishes between facts and opinions in most cases</p> <p>Understands most instructions, directions and procedures fairly correctly</p> <p>Identifies some main and supporting ideas fairly accurately</p> <p>Makes fairly coherent notes but does not capture the most important details</p> <p>Fairly reasonable interpretation of meaning</p>	<p>Adequately identifies the purpose but cannot fully interpret message</p> <p>Distinguishes between obvious facts and opinions</p> <p>Understands most instructions, directions and procedures but has difficulty with information overload</p> <p>Identifies main ideas, but not always supporting ideas</p> <p>Notes contain only basic information and summary is incomplete</p> <p>Meaning interpreted to a certain basic extent</p>	<p>Seldom able to identify or interpret message</p> <p>Finds it difficult to distinguish between facts and opinions</p> <p>Does not always understand instructions, directions and procedures and can barely interpret information</p> <p>Identifies a main idea, but not supporting ideas</p> <p>Notes are incoherent and summary is incomplete because of lack of information</p> <p>Unable to interpret most of the basic meaning</p>	<p>Hardly able to interpret message</p> <p>Hardly ever able to distinguish between facts and opinions</p> <p>Barely understands instructions, directions and procedures</p> <p>Seldom, if ever able to identify main ideas</p> <p>Unable to make notes or summarise information</p> <p>Unable to interpret information for meaning</p>
Listens attentively to oral texts in order to evaluate	<p>Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping with insight</p> <p>Excellent, thorough interpretation of tone, pace and language use</p> <p>Responds successfully and comprehensively to style, tone and register</p>	<p>Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping very well</p> <p>Sound interpretation of elements used in oral presentation such as tone, pace and language use</p> <p>Responds well to style, tone and register evaluates correctly</p>	<p>Good interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping</p> <p>Good interpretation of tone, pace and language use</p> <p>Responds well to style, tone and register. May show slight lapses in evaluation</p>	<p>Reasonably accurate interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping</p> <p>Reasonable interpretation of tone, pace and language use</p> <p>Responds reasonably well to style, tone and register but evaluates very superficially</p>	<p>Able to interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping but often makes mistakes</p> <p>Moderate interpretation of tone, pace and language use</p> <p>Responds adequately to style tone and register</p>	<p>Seldom able to identify persuasive, emotive and manipulative language, bias, prejudice or stereotyping and makes many mistakes</p> <p>Inadequate awareness of tone, pace and language use</p> <p>Struggles to respond to style, tone and register</p>	<p>Not able to respond to persuasive, emotive and manipulative language, bias, prejudice or stereotyping</p> <p>Almost no response to voice, tone, pace and language use employed to communicate meaning</p> <p>Almost no response to style, tone and register, no evaluation</p>

Critical listening to oral texts	<p>Thorough understanding of the logical sequence of information</p> <p>Makes insightful judgments and supports with convincing evidence</p> <p>Makes insightful assumptions and predicts consequences thoroughly and accurately</p> <p>Exceptional critical response to language use, word choice, format and pronunciation</p>	<p>Very good understanding of logical sequence of information</p> <p>Makes good judgments and largely supports with convincing evidence</p> <p>Makes good assumptions and predicts consequences very accurately</p> <p>Very good critical response to language use, word choice, format and pronunciation</p>	<p>Shows a good understanding of logical sequence of information</p> <p>Quite capable of making judgments with supporting evidence</p> <p>Makes reasonable assumptions and predicts consequences accurately</p> <p>Good critical response to language use, word choice, format and pronunciation</p>	<p>Shows reasonable understanding of logical sequence of information</p> <p>Reasonably capable of making judgments with supporting evidence</p> <p>Makes mostly reasonable assumptions and predicts consequences fairly accurately</p> <p>Reasonably critical response to language use, word choice, format and pronunciation</p>	<p>Shows adequate understanding of logical sequence of information</p> <p>Makes adequate judgments but with limited supporting evidence</p> <p>Makes moderately acceptable assumptions and sometimes predicts consequences accurately</p> <p>Responds fairly critically to language use, word choice, format and pronunciation</p>	<p>Has difficulty following the logical sequence of the oral text</p> <p>Judgments very unconvincing and without supporting evidence</p> <p>Makes mostly inaccurate assumptions and predictions</p> <p>Responds correctly only on isolated occasions to language use, word choice, format and pronunciation</p>	<p>Can scarcely follow the logical sequence of the oral text</p> <p>Can hardly make judgments</p> <p>Can scarcely make assumptions or predict consequences</p> <p>Clumsy, vague response to language use, word choice, format and pronunciation</p>
Social listening/ listening for enjoyment and comprehension	<p>Responds with insight in a range of communication situations</p> <p>Uses appropriate turn-taking conventions meaningfully and effectively in conversations</p> <p>Asks meaningful questions to sustain fluent communication</p> <p>Responds effectively at all times through language, gestures, eye contact and body language</p> <p>Sensitively demonstrates understanding between language and culture by showing respect for different cultural conventions at all times</p>	<p>Responds very well in a range of communication situations</p> <p>Uses appropriate turn-taking conventions meaningfully in conversations</p> <p>Asks very good questions to sustain fluent communication</p> <p>Responds effectively and well through language, gestures, eye contact and body language</p> <p>Demonstrates real awareness of sensitive relationship between language and culture by showing respect for different cultural conventions</p>	<p>Responds well in most communication situations</p> <p>Uses most turn-taking conventions meaningfully in conversations</p> <p>Asks good questions to sustain fairly fluent communication</p> <p>Responds effectively to language, gestures, eye contact and body language</p> <p>Shows a good understanding of the relationship between language and culture by showing respect for different cultural conventions</p>	<p>Responds reasonably well in most communication situations</p> <p>Uses turn-taking conventions fairly meaningfully in conversations</p> <p>Asks sufficient questions to sustain fairly fluent communication</p> <p>Responds well to most language, gestures, eye contact and body language</p> <p>Shows a reasonable understanding of the relationship between language and culture by showing some respect for different cultural conventions</p>	<p>Responds adequately in most communication situations</p> <p>Uses turn-taking conventions in conversations fairly meaningfully but not always appropriately</p> <p>Asks sufficient questions but not always able to sustain fluent communication</p> <p>Responds sufficiently in some cases to language, gestures, eye contact and body language</p> <p>Shows sufficient understanding of the sensitive relationship between language and culture by showing some respect for different cultural conventions</p>	<p>Finds it difficult to follow most communication situations</p> <p>Seldom uses turn-taking conventions in conversations</p> <p>Seldom asks questions and struggles to maintain a conversation</p> <p>Limited response in terms of language, gestures, eye contact and body language</p> <p>Shows inadequate understanding of the sensitive relationship between language and culture by showing respect for some cultural conventions some of the time</p>	<p>Scarcely functions in a communication situation</p> <p>Uses very few turn-taking conventions in conversations</p> <p>Barely asks questions and does not contribute to conversation</p> <p>Barely responds to language, gestures, eye contact and body language</p> <p>Shows very limited understanding of the relationship between language and culture by being insensitive</p>

**ASSESSMENT RUBRIC FOR ORAL PRESENTATION / PREPARED SPEAKING FIRST ADDITIONAL LANGUAGE (GRADE 10 – 12)**

	Code 7 Outstanding 8-10	Code 6 Meritorious 7	Code 5 Substantial 6	Code 4 Adequate 5	Code 3 Moderate 4	Code 2 Elementary 3	Code 1 Not achieved 0-2
Research skills and presentation	Convincing evidence that a wide range of relevant sources have been consulted  Presentation impressive	Sound evidence that a wide range of relevant sources have been consulted  A well structured presentation	Good evidence that a wide range of relevant sources have been consulted  Substantially structured presentation	Satisfactory evidence that relevant sources have been consulted  Presentation is adequate	Some evidence that relevant sources were used  Presentation is moderately acceptable	Limited evidence of partial use of sources  Elementary presentation	If sources were used, there is little or no evidence in the presentation  Ineffective presentation
Planning and organisation of contents	Thoroughly planned according to task, audience, context and format  Striking introduction which immediately grasps audience attention  Brilliant development of ideas and argument  Skilful ending thoroughly drawn together	Very well planned according to task, audience, context and format  Very good and appropriate introduction which immediately arouses interest  Very good, and sustained development of ideas and argument  Very good conclusion	Well planned according to task, audience, context and format  Good and appropriate introduction which arouses interest  Good, and sustained development of ideas and argument  Good conclusion	Satisfactory planning according to task, audience, context and format  Reasonably good introduction which still arouses interest  Good development of argument which can be followed easily  Reasonably good ending, but sometimes lacks cohesion	Adequate planning according to task, audience, context and format  Introduction able to rouse moderate interest  Moderate development of ideas and argument but has problems with cohesion  Moderately acceptable conclusion, but lacks cohesion	Evidence of some planning according to task, audience, context and format  Some evidence of introduction, but barely arouses interest  Some arguments can be followed, but others are inconsistent / can barely be followed  Hardly any evidence of a conclusion	No evidence of planning according to task, context audience or format  Introduction poor and arouses no audience interest  Cannot sustain argument Shows little understanding of topic  Conclusion lacking
Tone, speaking and delivery skills	A skilled and animated presenter, appropriate style and register  Eye contact, facial expressions, gestures and body language outstanding, functional and convincing  Confident delivery with very little use of notes	Very good presenter natural and fluent presentation appropriate style and register  Eye contact, facial expressions, gestures and body language functional and convincing  Notes used effectively and with confidence	Good presenter, appropriate style and register  Eye contact, facial expressions, gestures and body language largely functional and convincing  Notes used effectively	Style and register mostly appropriate  Eye contact, facial expressions, gestures and body language reasonably convincing  Some dependency on notes but still good contact with the audience	Presentation lacks appropriate style and register  Adequate eye contact, facial expressions, gestures and body language but not always convincing  Use of notes often detract from presentation	Hesitant, lacks expression - mostly inappropriate style and register  Very little eye contact / facial expressions / body language  Dependent on notes	Inappropriate tone, style and register  Almost non-existent eye contact, inappropriate facial expression and body language  Totally dependent on notes
Critical awareness of language usage	Excellent vocabulary and creative language use  Excellent ability to manipulate language in order to evoke audience response  Exceptional awareness of, and sensitivity to language use on cultural issues	Very good vocabulary and creative language use Very good ability to manipulate language in order to evoke audience response  Very good awareness of, and sensitivity to language use on cultural issues	Good vocabulary and creative language use  Good language manipulation in order to evoke audience response  Good awareness of, and sensitivity to language use on cultural issues	Adequate vocabulary and creative language use Reasonable language manipulation in order to evoke audience response  Adequate awareness of, and sensitivity to language use on cultural issues	Moderate vocabulary and language use  Some language manipulation in order to evoke audience response  Moderate awareness of, and sensitivity to language use on cultural issues	Limited vocabulary and language use  Struggles to manipulate language in order to evoke audience response  Seldom aware or sensitive or respectful to language use on cultural issues	Very limited vocabulary and language  Unable to manipulate language  Hardly ever aware of sensitive or respectful language use on cultural issues

Choice, design and use of audio and/or visual aids	<p>Excellent and totally appropriate choice and presentation of visual aids</p> <p>Visual aids make an impact on the audience and effectively contribute to the success of the presentation</p>	<p>Very good and appropriate choice and use of visual aids</p> <p>Presenter is able to use visual aids effectively to enhance the presentation</p>	<p>Good and appropriate choice and use of visual aids</p> <p>Presenter is able to use visual aids to enhance the presentation</p>	<p>Visual aids are mostly relevant to the topic</p> <p>Most of the visual aids used contribute to the success of the presentation</p>	<p>Visual aids adequately used, but not always totally appropriate</p> <p>Visual aids do not always contribute to presentation</p>	<p>Seldom uses visual aids</p> <p>Use of aids sometimes clumsy and not functional</p>	<p>Makes no use of visual aids</p>
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**ASSESSMENT RUBRIC FOR READING ALOUD – FIRST ADDITIONAL LANGUAGE (GRADE 10 - 12)**

LO 1 AND 2	Code 7 (Outstanding) 8-10	Code 6 (Meritorious) 7	Code 5 (Substantial) 6	Code 4 (Adequate) 5	Code 3 (Moderate) 4	Code 2 (Elementary) 3	Code 1 (Not achieved) 0-2
Demonstrates an understanding of the text and conveys meaning to the audience	Reader demonstrates an excellent understanding of the text  Audience reaction shows a high degree of interest in the text	Text is fully understood  Audience reaction largely showing interest and involvement	Text is understood  Audience reaction showing interest and involvement	Reasonable understanding of the text  Most members of the audience show interest	Reader conveys some of the meaning to the audience  Some members of the audience show interest	Some evidence of text interpretation, but cannot convey message to the audience  The reader fails to capture the attention of most of the audience	Reader shows very little understanding and cannot communicate with the audience  Very little audience interest and almost total lack of communication
Use of voice and mastery of reading skills	Fluent, very entertaining reading.  Reads expressively and creates atmosphere – conveys feelings exceptionally well  Excellent voice projection and diction which enhances meaning	Fluent reading.  Reads with expression and attempts made to convey feelings or atmosphere  Very good voice projection and diction which enhances meaning	Reading with an effort at fluency.  Reads with expression and attempts made to convey feelings or atmosphere  Good voice projection and diction which enhances meaning	Reads reasonably fluently  Reads with not quite enough expression  Reading is clear and audible and diction enhances meaning	Reads with limited fluency.  Reads, but with not enough expression  Reading is audible and pronunciation does not affect meaning	Reading not fluent  Meaning can be followed but no expression.  Reading not always audible and many words are mispronounced	Halting reading  Too poor to be expressive Meaning lost  Poor pronunciation and poor delivery make the delivery almost incomprehensible
Use of gestures, body language and facial expression	Altogether appropriate eye-contact  Gestures, facial expressions and body language used appropriately to enhance meaning	Very good eye-contact  Gestures, facial expressions and body language used to convey meaning effectively	Good eye-contact  Gestures, facial expressions and body language used correctly to convey meaning	Successful efforts to make eye-contact  Suitable gestures, facial expressions and body language enhances meaning	Eye-contact adequate  Suitable gestures, facial expressions and body language some of the time	Unsuccessful attempts at eye contact  Very few helpful facial expressions or gestures Evidence of nervous gestures	Almost no eye-contact  Distracting gestures and inappropriate body language Extremely nervous
Responses to questions asked by the audience and critical interpretation of the text	Handles questions with confidence, ease and sensitivity to the text  Attitude and opinion confidently sustained and justified.	Handles questions confidently and responds sensibly when answering questions on the text  Opinion well sustained and justified	Handles questions and responds sensibly when answering questions on the text. Minor lapses.  Able to sustain opinion and justify it.	Understands questions asked by the audience and can provide some answers to questions based on the text  Opinion reasonably confidently supported	Understands questions asked by the audience and provides adequate answers to questions on the text but sometimes flawed  Opinion sometimes adequately supported	Misinterprets questions posed by the audience and is sometimes unable to adequately answer questions based on the text  Unable to substantiate opinions	Is mostly unable to understand or respond to questions from the audience  Very hesitant to express an opinion
Choice of text and preparation (choice of text is only appropriate when the learner chooses own text for prepared reading)	Outstanding choice of text which has a strong impact on the audience  Reader is exceptionally well prepared and confident	Very interesting text which has a strong impact on the audience  Reader well prepared and reads with confidence	Interesting text which has a strong impact on the audience  Reader prepared and reads with confidence	Reasonably interesting text which captures the interest of the audience  Reader is adequately familiar with the text and has made an effort to prepare	Text likely to be of interest to some members of the audience  Limited amount of preparation. Reads with moderate confidence. Evidence of nervousness	Randomly chosen text which is of little interest to the audience  Reader may have read the text, but has not prepared the text for presentation Reader obviously nervous	Very boring or totally unsuitable text  No evidence of preparation Reader is very nervous and demonstrates a lack of commitment



## APPENDIX 4: RUBRICS FOR SECOND ADDITIONAL LANGUAGE

### RUBRICS FOR WRITING

		<u>Outstanding</u>	<u>Meritorious</u>	<u>Substantial</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
<p>ENGLISH SECOND ADDITIONAL LANGUAGE RUBRIC NSC</p> <p>SECTION A: ESSAY</p> <p>40 MARKS</p>	LANGUAGE	<ul style="list-style-type: none"> <li>Language, punctuation thoroughly controlled.</li> <li>Uses appropriate figurative language</li> <li>Choice of words is all appropriate.</li> <li>Style accurately reflects topic through choice of words.</li> <li>Sentences, paragraphs all appropriately constructed conveying meaning clearly.</li> <li>Text largely error-free following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Language, punctuation reasonably controlled</li> <li>able to use appropriate figurative language.</li> <li>Choice of words mostly appropriate.</li> <li>Style appropriately reflects topic through choice of words.</li> <li>Sentences, paragraphs appropriately constructed and meaning is clear.</li> <li>Text error-free to an extent following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Language and punctuation mostly correct.</li> <li>Choice of words fairly limited but suited to text.</li> <li>Style reasonably appropriate and suits topic requirements.</li> <li>Sentences, paragraphs reasonably constructed in most cases and meaning is quite clear.</li> <li>Text reasonably error-free following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Language somewhat simplistic, punctuation adequate.</li> <li>Choice of words somewhat limited but adequately suited to topic.</li> <li>Style somewhat consistent with topic requirements.</li> <li>Lapses in sentence and, paragraph construction but overall meaning is maintained.</li> <li>Text still contains errors following proof-reading, editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Language limited and punctuation often inaccurately used.</li> <li>Choice of words basic and limited.</li> <li>Style lacking in coherence and not suited to topic.</li> <li>Sentences, paragraphs, faulty but overall meaning maintained.</li> <li>Text contains several errors following proof-reading, editing.</li> <li>Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>Language and punctuation flawed.</li> <li>Choice of words very limited.</li> <li>Style does not correspond with topic.</li> <li>Sentences, paragraphs lack basic construction for meaning.</li> <li>Text error-ridden despite proof-reading, editing.</li> <li>Length – too long / short</li> </ul>	<ul style="list-style-type: none"> <li>Language and punctuation seriously flawed.</li> <li>Choice of words muddled and confused</li> <li>Sentences, paragraphs muddled, inconsistent.</li> <li>Style flawed in all aspects.</li> <li>Text error-ridden and confused following proof-reading, editing.</li> <li>Length – far too long / short</li> </ul>
<u>CONTENT</u>		Code 7: 80 – 100%	Code 6: 70 – 79%	Code 5: 60 – 69%	Code 4: 50 – 59%	Code 3: 40 – 49%	Code 2: 30 – 39%	Code 1: 00 – 29%
<p><u>Outstanding</u></p> <ul style="list-style-type: none"> <li>Content shows impressive understanding of topic.</li> <li>Ideas: Thought provoking, mature.</li> <li>Coherent development of topic. Vivid detail.</li> <li>Evidence of critical language awareness.</li> <li>Evidence of planning and/or drafting has produced presentable essay.</li> </ul>	80-100% Code 7	32 - 40	30 - 34	28 - 31				
<p><u>Meritorious</u></p> <ul style="list-style-type: none"> <li>Content shows thorough interpretation of topic.</li> <li>Ideas: imaginative, interesting.</li> <li>Logical development of details. Coherent.</li> <li>Some critical language awareness.</li> <li>Evidence of planning and/or drafting has produced a fairly presentable essay.</li> </ul>	70-79% Code 6	30 - 34	28 - 31	26 - 29	24 - 27			
<p><u>Substantial</u></p> <ul style="list-style-type: none"> <li>Content shows a sound interpretation of topic.</li> <li>Ideas: interesting, convincing.</li> <li>Few relevant details developed.</li> <li>Limited critical language awareness.</li> <li>Evidence of planning and/or drafting has produced a reasonably presentable essay.</li> </ul>	60-69% Code 5	28 - 31	26 - 29	24 - 27	22 - 26	20 - 23		

<p><b><u>Adequate</u></b></p> <ul style="list-style-type: none"> <li>• Content: an adequate interpretation of topic.</li> <li>• Ideas: ordinary, lacking depth.</li> <li>• Some points, necessary details mentioned.</li> <li>• Evidence of planning and/or drafting has produced an acceptably presentable essay for SAL.</li> </ul>	50-59% Code 4		24 - 27	22 - 26	20 - 23	18 - 22	16 - 19	
<p><b><u>Moderate</u></b></p> <ul style="list-style-type: none"> <li>• Content: ordinary. Gaps in coherence.</li> <li>• Ideas: mostly relevant. Repetitive.</li> <li>• Some necessary points evident.</li> <li>• Evidence of planning and/or drafting that has produced a moderately presentable essay for SAL.</li> </ul>	40-49% Code 3			20 - 23	18 - 22	16 - 19	14 - 18	12 - 15
<p><b><u>Elementary</u></b></p> <ul style="list-style-type: none"> <li>• Content not always clear, lacks coherence.</li> <li>• Ideas: very few ideas, often repetitive.</li> <li>• Sometimes off topic. General line of thought difficult to follow.</li> <li>• Inadequate evidence of planning/drafting. Essay not well presented.</li> </ul>	30-39% Code 2				16 - 19	14 - 18	12 - 15	02 - 14
<p><b><u>Not Achieved</u></b></p> <ul style="list-style-type: none"> <li>• Content irrelevant. No coherence.</li> <li>• Ideas: off topic, muddled, confused.</li> <li>• Non-existent planning/drafting. Poorly presented essay.</li> </ul>	00-29% Code 1					12 - 15	02 - 14	00 - 13

		<u>Outstanding</u>	<u>Meritorious</u>	<u>Substantial</u>	<u>Adequate</u>	<u>Moderate</u>	<u>Elementary</u>	<u>Not achieved</u>
<p><b>ENGLISH SECOND ADDITIONAL LANGUAGE RUBRIC NSC</b></p> <p><b>SECTION B: LONGER TRANSACTIONAL TEXTS 20 MARKS</b></p> <p><b>SECTION C: SHORTER TRANSACTIONAL TEXTS / REFERENCE / INFORMATIONAL / VISUAL AND MULTI-MEDIA TEXTS 10 X 2 = 20 MARKS</b></p>	<b>LANGUAGE</b>	<ul style="list-style-type: none"> <li>Has applied all the necessary rules of format.</li> <li>Text is mostly grammatically accurate and well constructed.</li> <li>Vocabulary is mostly appropriate to purpose, audience and context.</li> <li>Style mostly appropriate.</li> <li>Text mostly error-free following proof-reading and editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Has applied the necessary rules of format.</li> <li>Text is well constructed and fairly accurate.</li> <li>Vocabulary is fairly appropriate to purpose, audience and context.</li> <li>Style fairly appropriate.</li> <li>Text fairly error-free following proof-reading and editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Has applied most of the necessary rules of format.</li> <li>Text is well constructed and reasonably accurate.</li> <li>Vocabulary is reasonably appropriate to purpose, audience and context.</li> <li>Style reasonably appropriate.</li> <li>Text reasonably error-free following proof-reading and editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Has applied an adequate idea of the requirements of format.</li> <li>Text is somewhat adequately constructed. Errors do not impede flow.</li> <li>Vocabulary is somewhat adequate for the purpose, audience and context.</li> <li>Style somewhat appropriate.</li> <li>Text still contains errors following proof-reading and editing.</li> <li>Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>Has a moderate idea of the requirements of format - some critical oversights.</li> <li>Text is basically constructed. Several errors.</li> <li>Vocabulary is very limited and not very suitable for the purpose, audience and context.</li> <li>Lapses in style.</li> <li>Text contains several error following proof-reading and editing.</li> <li>Length - too long / short.</li> </ul>	<ul style="list-style-type: none"> <li>Has vaguely applied the necessary rules of format.</li> <li>Text is poorly constructed and very difficult to follow.</li> <li>Vocabulary requires extensive remediation and not suitable for purpose, audience and context.</li> <li>Style does not correspond with topic.</li> <li>Text error-ridden despite proof-reading and editing.</li> <li>Length - too long / short.</li> </ul>	<ul style="list-style-type: none"> <li>Has not applied the necessary rules of format.</li> <li>Text is poorly constructed and muddled.</li> <li>Vocabulary confusing not suitable for purpose.</li> <li>Style does not correspond with topic.</li> <li>No evidence of proof-reading and editing.</li> <li>Length - far too long / short.</li> </ul>
<b>CONTENT</b>		<b>Code 7: 80 – 100%</b>	<b>Code 6: 70 – 79%</b>	<b>Code 5: 60 – 69%</b>	<b>Code 4: 50 – 59%</b>	<b>Code 3: 40 – 49%</b>	<b>Code 2: 30 – 39%</b>	<b>Code 1: 00 – 29%</b>
<p><b>Outstanding</b></p> <ul style="list-style-type: none"> <li>Good knowledge of requirements of the text.</li> <li>Learner maintains focus on topic, no digression.</li> <li>Content and ideas coherent, text has details supporting the topic.</li> <li>Evidence of planning and/or drafting has produced a presentable text.</li> </ul>	<b>Code 7: 80-100%</b>	16 – 20  08 - 10	15 – 17  08	14 – 16  07 - 08				
<p><b>Meritorious</b></p> <ul style="list-style-type: none"> <li>Knowledge of requirements of the text.</li> <li>Learner maintains focus, hardly any digressions.</li> <li>Text is fairly coherent in content and ideas, and topic has details supporting the text.</li> <li>Evidence of planning and/or drafting has produced a fairly presentable text.</li> </ul>	<b>Code 6: 70-79%</b>	15 – 17  08	14 – 16  07 - 08	13 – 15  07	12 – 14  06 - 07			
<p><b>Substantial</b></p> <ul style="list-style-type: none"> <li>Reasonable knowledge of requirements of the text.</li> <li>Learner maintains focus with minor digressions.</li> <li>Text is reasonably coherent in content and ideas.</li> <li>Evidence of planning and/or drafting has produced a reasonably presentable and very good text.</li> </ul>	<b>Code 5: 60-69%</b>	14 – 16  07 - 08	13 – 15  07	12 – 14  06 - 07	11 – 13  06	10 – 12  05 - 06		

<p><b><u>Adequate</u></b></p> <ul style="list-style-type: none"> <li>• Adequate knowledge of requirements of the text.</li> <li>• Writing – learner digresses from topic but does not impede overall meaning.</li> <li>• Text somewhat coherent in content and ideas, has some detail to support the topic.</li> <li>• Evidence of planning and/or drafting has produced an acceptable text for SAL.</li> </ul>	Code 4: 50-59%	12 – 14  06 - 07	11 – 13  06	10 – 12  05 - 06	09 – 11  05	08 – 10  04 - 05	
<p><b><u>Moderate</u></b></p> <ul style="list-style-type: none"> <li>• Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.</li> <li>• Writing – learner digresses, meaning is vague in places.</li> <li>• Text limited in coherence, content and ideas.</li> <li>• Evidence of planning and/or drafting that has produced a moderately presentable text for SAL.</li> </ul>	Code 3: 40-49%		10 – 12  05 - 06	09 – 11  05	08 – 10  04 - 05	07 – 09  04	06 – 08  03 - 04
<p><b><u>Elementary</u></b></p> <ul style="list-style-type: none"> <li>• Elementary knowledge of requirements of the text. Response to writing task reveals a very limited focus.</li> <li>• Writing – learner digresses, meaning is obscure in many places.</li> <li>• Text very limited in coherence</li> <li>• Planning/drafting not evident .</li> </ul>	Code 2: 30-39%			08 – 10  04 - 05	07 – 09  04	06 – 08  03 - 04	01 – 07  01 - 03
<p><b><u>Not achieved</u></b></p> <ul style="list-style-type: none"> <li>• No knowledge of requirements of the text.</li> <li>• Writing – learner digresses, meaning is obscure in all aspects.</li> <li>• Text muddled and confused.</li> <li>• Planning/drafting non- existent. Poorly presented text.</li> </ul>	Code 1: 00-29%				06 – 08  03 - 04	01 – 07  01 - 03	00 – 06  00 - 01

# RUBRICS FOR ORALS

## ASSESSMENT RUBRIC FOR LISTENING SECOND ADDITIONAL LANGUAGE (GRADE 10 – 12)

LO 1 Listens for a variety of Purposes	Code 7 Outstanding 20-25	Code 6 Meritorious 18-19	Code 5 Substantial 15-17	Code 4 Adequate 13-14	Code 3 Moderate 10-12	Code 2 Elementary 8-9	Code 1 Not achieved 0-7
Listens attentively for information	<p>Message of oral text interpreted thoroughly &amp; with insight</p> <p>Thoroughly understands a range of instructions, directions and procedures</p> <p>Accurately identifies main and some supporting ideas</p> <p>Makes coherent notes, captures all important details</p>	<p>Message of oral text interpreted very well</p> <p>Understands a range of instructions and procedures very well</p> <p>Identifies main and some supporting ideas very well</p> <p>Makes mostly coherent notes, captures all the main ideas</p>	<p>Message of oral text interpreted well</p> <p>Understands a range of instructions and procedures well</p> <p>Identifies main and some supporting ideas well</p> <p>Makes fairly coherent notes, captures most of the main ideas</p>	<p>Message of oral text interpreted fairly well</p> <p>Understands a range of instructions, directions and procedures but has difficulty when there is too much information</p> <p>Identifies main and some supporting ideas fairly accurately</p> <p>Makes some coherent notes, but does not always capture all the main ideas</p>	<p>Satisfactorily interprets message of oral text</p> <p>Understands some instructions, directions and procedures adequately, but cannot cope with too much information</p> <p>Identifies main idea but cannot always give supporting ideas</p> <p>Makes hardly coherent notes and only captures some of the ideas</p>	<p>Struggles to understand message of an oral text</p> <p>Does not always follow instructions, directions or procedures and often misinterprets information</p> <p>Struggles to identify the main ideas</p> <p>Notes mostly incoherent, sketchy</p>	<p>Barely able to understand oral text</p> <p>Barely able to follow instructions, directions or procedures</p> <p>Barely able to identify main ideas</p> <p>Scarcely able to take coherent notes</p>
Listens attentively to oral text to evaluate	<p>Accurately interprets manipulative language, bias and prejudice</p> <p>Thorough recognition of language use and tone</p> <p>Responds thoroughly to style, tone and register</p>	<p>Mostly interprets manipulative language, bias and prejudice</p> <p>Very good recognition of language use and tone</p> <p>Responds meaningfully to style, tone and register</p>	<p>Interprets most of manipulative language cues, bias and prejudice</p> <p>Good recognition of language use and tone</p> <p>Responds well to style, tone and register</p>	<p>Sometimes identifies manipulative language, bias and prejudice with reasonable accuracy</p> <p>Reasonable recognition of language use and tone</p> <p>Reasonable response to style, tone and register</p>	<p>Adequately recognises manipulative language, bias and prejudice but struggles to interpret accurately</p> <p>Adequate recognition of language use tone</p> <p>Adequate response to style, tone and register</p>	<p>Very little recognition of obviously manipulative language, bias and prejudice and struggles with interpretation</p> <p>Limited recognition of language use and tone</p> <p>Limited response to style, tone and register</p>	<p>Hardly recognises obviously manipulative language, bias and prejudice, barely able to interpret text</p> <p>Barely able to recognise language use and tone</p> <p>Hardly any response to style, tone and register</p>
Critical listening to oral texts	<p>Thorough understanding of logical sequence of information</p> <p>Makes meaningful inferences supported with sound evidence</p> <p>Exceptionally accurate response to a variety of questions</p> <p>Exceptionally good critical and accurate response to language use, format and word choice</p>	<p>Very good understanding of logical sequence of information</p> <p>Makes very good inferences mostly supported with evidence</p> <p>Accurate response to a variety of questions</p> <p>Very good critical and accurate response to language use, format and word choice</p>	<p>Good understanding of logical sequence of information</p> <p>Makes good inferences mostly supported with evidence</p> <p>Mostly accurate response to a variety of questions</p> <p>Good critical and accurate response to language use, format and word choice</p>	<p>Fair understanding of logical sequence, but not easily explained</p> <p>Makes inferences supported with some evidence</p> <p>Reasonably accurate response to a variety of questions</p> <p>Reasonably good critical and accurate response to language use, format and word choice</p>	<p>Adequate understanding of logical sequence, but cannot explain everything</p> <p>Makes inferences, but cannot support with much evidence</p> <p>Adequate response to different questions</p> <p>Adequate response to language use, format and word choice accurate</p>	<p>Limited understanding of logical sequence, and cannot explain it at all</p> <p>Inferences unconvincing and lack supporting evidence</p> <p>Barely responds to different questions</p> <p>Limited, vague responses to language use, format and word choice – does not understand enough to evaluate</p>	<p>Hardly grasps logical sequence of information</p> <p>Hardly able to make inferences</p> <p>Hardly ever responds to questions</p> <p>Almost no response to language use, format and word choice– no evidence of critical listening skills</p>

<p><b>Social listening</b> Listening for enjoyment and comprehension</p>	<p>Responds accurately and communicates meaningfully in a variety of communication situations</p> <p>Uses appropriate turn-taking conventions meaningfully and effectively in conversations</p> <p>Asks functional and meaningful questions to sustain fluent conversation</p> <p>Responds effectively through language or gestures, eye contact and body language</p> <p>Evidence of thorough understanding of the relationship between language and culture by showing respect for various cultural conventions</p>	<p>Responds and communicates very well in a variety of communication situations</p> <p>Uses appropriate turn-taking conventions effectively in conversations</p> <p>Asks functional questions to sustain fluent conversation</p> <p>Responds very well through language or gestures, eye contact and body language</p> <p>Evidence of good understanding of the relationship between language and culture by showing respect for various cultural conventions</p>	<p>Responds and communicates well in a variety of communication situations</p> <p>Uses appropriate turn-taking conventions well in conversations</p> <p>Mostly asks functional questions to sustain fluent conversation</p> <p>Responds well through language or gestures, eye contact and body language</p> <p>Evidence of fair understanding of the relationship between language and culture by showing respect for cultural conventions</p>	<p>Responds reasonably accurately to different communication situations</p> <p>Sometimes uses appropriate turn-taking conventions reasonably effectively in conversations</p> <p>Sometimes asks functional questions to sustain conversation</p> <p>Satisfactory response through language or gestures, eye contact and body language</p> <p>Evidence of some understanding of the relationship between language and culture by showing respect for some cultural conventions</p>	<p>Responds adequately to different communication situations but not always able to respond to the unexpected</p> <p>Sometimes uses turn-taking conventions appropriately in conversations</p> <p>Asks questions but without meaningful participation in the conversation</p> <p>Sometimes responds effectively through language or gestures, eye contact and body language</p> <p>Evidence of adequate understanding of the relationship between language and culture by showing respect for some cultural conventions</p>	<p>Seldom responds to different communication situations owing to limited participation</p> <p>Limited use of turn-taking conventions in conversations</p> <p>Asks few questions and unable to sustain fluent conversation</p> <p>Limited response through language or gestures; eye contact &amp; body language inadequate and inappropriate</p> <p>Hardly shows any understanding of the relationship between language and culture with consequent lack of respect for cultural conventions</p>	<p>Hardly ever responds to different communication situations owing to non-participation</p> <p>Hardly ever uses turn-taking conventions in conversations</p> <p>Asks no questions and does not participate in the conversation</p> <p>Response through language or gestures, eye contact and body language inappropriate and sometimes lacking</p> <p>Shows no understanding of the relationship between language and culture</p>
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**ASSESSMENT RUBRIC FOR ORAL PRESENTATION FOR SECOND ADDITIONAL LANGUAGES (GRADE 10 – 12)**

	<b>Code 7 Outstanding 20-25</b>	<b>Code 6 Meritorious 18-19</b>	<b>Code 5 Substantial 15-17</b>	<b>Code 4 Adequate 13-14</b>	<b>Code 3 Moderate 10-12</b>	<b>Code 2 Elementary 8-9</b>	<b>Code 1 Not achieved 0-7</b>
Research skills	Evidence that a range of interesting and relevant sources have been consulted  A dynamic range of facts and examples have been included according to task requirements	Evidence that a number of relevant sources have been used  Very interesting facts and examples have been included according to the requirements of the task	Evidence that some relevant sources have been used  Interesting facts and examples have been included according to the requirements of the task	Satisfactory evidence that familiar sources have been consulted  Facts and examples given are relevant to the requirements of the task	Adequate evidence of some familiar sources consulted  Some of the facts and examples are relevant to the requirements of the task	Very little evidence that limited sources have been consulted  Few of the facts and examples are relevant to the requirements of the task	No evidence of suitable sources consulted  Hardly any facts given relevant requirements of the task
Planning and organisation of contents	Thorough planning according to task, audience, context and format  Effective introduction which immediately arouses audience interest  Content is original, creative, coherent, shows logical development and arrangement of facts, examples and ideas  Effective summarising and coherent ending,	Very good planning according to task, audience, context and format  Very good introduction which arouses audience interest  Content is original, coherent and shows sound development and arrangement of facts, examples and ideas  Very good summarising ending	Good planning according to task, audience, context and format  Good introduction which arouses audience interest  Original and sound development and arrangement of facts, examples and ideas  Good coherent ending	Satisfactory planning according to task, audience, context and format  Reasonably interesting introduction which still arouses audience interest  Mostly original and acceptably logical arrangement of facts and examples that show some coherence  Fairly good ending but lacks coherence	Moderate planning according to task, audience, context and format  Moderate introduction which arouses some audience interest  Some originality and moderate development of facts and ideas but lacks coherence  Ending adequate	Limited evidence of planning according to task, audience, context and format  Introduction barely arouses audience interest  Little originality. Struggles to develop facts and ideas  Ending barely succeeds	Hardly any planning according to task, audience, context or format  Introduction poor and barely arouses audience interest  No originality. Facts and ideas very limited  Ending inadequate or lacking – peters out
Tone and presentation skills	Natural fluent and animated style / register appropriate  Eye contact, facial expression, gestures, body language very effective, convincing, functional  Confident, effective use of notes	Natural fluent style and appropriate register  Eye contact, facial expression, gestures and body language quite functional and effective  Confident use of notes	Fluent style and appropriate register  Eye contact, facial expression, gestures and body language functional and effective  Fairly confident use of notes	Adequate style but with some hesitancy  Eye contact, facial expression, gestures and body language reasonably functional and effective  Reasonably confident use of notes	Some fluency & attempt at correct register  Eye contact, facial expression, gestures and body language used, but sometimes forced  Use of notes sometimes distracting	Fluency / correct register often lacking  Eye contact, facial expression, gestures and body language seldom used  Dependent on notes	No fluency/ correct register  Often inaudible. Eye contact, facial expression, gestures and body language hardly used / inappropriate  Totally dependent on notes
Critical awareness of language use	Systematic, mature vocabulary and creative language use  Evidence of mature sensitivity to cultural diversity in respect of language use	Very good vocabulary and language use  Evidence of respect for / awareness of / sensitivity to cultural diversity in respect of language use	Good vocabulary and language use  Evidence of some respect for, awareness of, sensitivity to cultural diversity in respect of language use	Reasonable vocabulary and language use  Shows some awareness of / sensitivity to cultural diversity in respect of language use	Adequate vocabulary and language use  Shows adequate aware-ness of / sensitivity to cultural diversity and respect of language use	Limited vocabulary and language use  Seldom aware of, or sensitive to, cultural diversity in respect of language use	Extremely limited vocabulary and language use  Hardly aware of, or sensitive to, cultural diversity in respect of language use
Design and/or use of audio and/or visual aids	Exceptionally appropriate aids, effectively used to contribute to the success of the presentation	Very good and appropriate aids, used effectively to contribute to the success of the presentation	Good and appropriate aids, effectively used to contribute to the success of the presentation	Reasonably appropriate aids which make some contribution to the presentation	Aids used adequately to contribute a little to the presentation	Visual aids or lack thereof detract from the presentation	Does not use aids

**ASSESSMENT RUBRIC FOR READING ALOUD FOR SECOND ADDITIONAL LANGUAGES (GRADE 10 – 12)**

<b>LO 1 AND 2</b>	<b>Code 7 Outstanding 20-25</b>	<b>Code 6 Meritorious 18-19</b>	<b>Code 5 Substantial 15-17</b>	<b>Code 4 Adequate 13-14</b>	<b>Code 3 Moderate 10-12</b>	<b>Code 2 Elementary 8-9</b>	<b>Code 1 Not achieved 0-7</b>
Demonstrates an understanding of the text and conveys meaning to the audience	Reader shows thorough understanding of the text  Audience reaction shows interest in the text	Reader shows full understanding of the text  Audience reaction is positive	Reader shows understanding of the text  Audience reaction is mostly positive	Reader shows reasonable understanding of the text  Most members of the audience show interest	Reader shows partial understanding of the text  Only some members of the audience show interest	Not always clear that the reader understands what is being read  Audience not interested	It is clear that there was little or no understanding of the text  Lack of communication
Use of voice and mastery of reading skills	Fluent, expressive reading  Uses pauses well; varies pace  Excellent voice projection and audibility	Fluent reading  Uses pauses; some variation in pace  Very good voice projection and audibility	Fluent reading with minor lapses  Uses pauses; little pace variation  Good voice projection and audibility	Reads fairly fluently with minor hesitations  Use of pause fairly appropriate; no variation in pace  Fair voice projection and audibility	Reads fairly fluently but often hesitates  Adequate use of pauses; too fast or too slow some of the time  Can be heard most of the time	Reading not fluent  Little evidence of the use of pauses; too fast or too slow most of the time  Poor voice projection Listener struggles to hear	Reading so halting that message is lost  No attention to pauses; much too fast or too slow  Inaudible
Use of gestures, body language and facial expression	Altogether appropriate eye-contact  Gestures, facial expression and body language used effectively	Very good eye-contact  Gestures, facial expression and body language used appropriately	Good eye-contact  Gestures, facial expression and body language used fairly appropriately	Fairly good eye-contact  Regular evidence of gestures, facial expression and body language to support meaning	Conscious effort made to establish eye-contact  Some evidence of suitable gestures, facial expressions and body language to support meaning	Unsuccessful attempts at eye-contact  Very few gestures, facial expressions or sensible body language Nervous gestures	No eye-contact  Distracting and inappropriate gestures and body language
Responses to questions asked by the audience and critical interpretation of the text	Reader responds confidently to questions. Answers them with ease and insight  Able to defend opinion with confidence	Reader responds confidently and with understanding to questions  Able to give opinion and justify it well	Reader responds with understanding and sensibility to questions  Able to give opinion and justify it	Reader understands and answers most of the questions correctly  Reasonably capable of giving and justifying opinion	Reader understands and answers some of the questions adequately  Sometimes able to give and justify opinion	Reader finds it difficult to understand and interpret questions  Sometimes able to give opinion, but mostly unable to justify	Reader cannot understand any questions and cannot to answer them  Very hesitant /unable to express an opinion
Choice of text and preparation (choice of text is only appropriate when the learner chooses own text for prepared reading)	Text at appropriate language level; has an impact on the audience  Reader is exceptionally well prepared; reads confidently and enthusiastically	Text at appropriate level for the audience; some impact on audience  Reader well prepared and reads confidently	Text chosen is mostly at an appropriate level for the audience  Reader prepared and reads confidently	Language of text reasonably appropriate for the audience  Reader is familiar with the text and has made some effort to prepare	Text likely to be of little interest to some members of the audience  Reader is familiar with text, but lack of preparation is obvious	Text inappropriate for reading aloud in terms of language level and is of little interest to the audience  Reader may have read the text, but has not prepared the text for presentation	Unsuitable text and language level  No evidence of any preparation