



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

HOME LANGUAGE

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR HOME LANGUAGE

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette*, No. 29467 of 11 December 2006; and
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette*, No.29466 of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A of the South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be

knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.

- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.
- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

2.1 The subject Home Language

Language is a tool for thought and communication. It is through language that cultural diversity and social relations are expressed and constructed. Learning to use language effectively enables learners to think and acquire knowledge, to express their identity, feelings and ideas, to interact with others, and to manage their world. Language learning includes all the official languages – Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Sepedi (Sesotho sa Leboa), Sesotho, Setswana, Siswati, Tshivenda, and Xitsonga.

Home Language is the language first acquired by learners through immersion at home, the language in which they learn to think. The cognitive level of the home language should be such that it may be used as a language of learning and teaching. Listening, speaking and language usage skills will be further developed and refined, but the emphasis at this level will be on developing the learners' reading and writing skills. The table below indicates the main skills in the Home Language curriculum.

1.	Listening and Speaking
2.	Reading and Viewing
3.	Writing and Presenting
4.	Language structure and use

Listening and speaking are central to learning in all subjects. Through effective listening and speaking strategies, learners collect and synthesise information, construct knowledge, solve problems, and express ideas and opinions. Critical listening skills enable learners to recognise values and attitudes embedded in texts and to challenge biased and manipulative language.

Well-developed **reading and viewing** skills are central to successful learning across the curriculum, as well as for full participation in society and the world of work. Learners develop proficiency in reading and viewing a wide range of literary and non-literary texts, including visual texts, for information. Learners recognise how genre and register reflect the purpose, audience and context of texts.

Writing (and presenting) is a powerful instrument of communication that allows learners to construct and communicate thoughts and ideas coherently. Frequent writing (and presenting) practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. The aim is to produce competent, versatile writers who will be able to use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

Through interacting with a variety of texts, learners extend their use of vocabulary and correctly apply their understanding of **language structures**. They develop critical awareness of how values and power relations are embedded in language and how language may influence others.

2.2 In the subject Home Language learners will:

- Study the language skills required for academic learning across the curriculum.
- Learn listening, speaking, reading/viewing and writing/presenting skills that will enable them to appreciate and enjoy texts. These skills will enable them to listen, speak, read/view and write/present with confidence. These skills and attitudes form the basis for life-long learning.
- Use language appropriately in real-life contexts, taking into account audience, purpose and context.
- Express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers.
- Use language and their imagination to find out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing.
- Use language to access and manage information for learning across the curriculum and in

a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for lifelong learning.

- Use language as a tool for critical and creative thinking. This objective recognises that knowledge is socially constructed through the interaction between language and thinking.
- Express their opinions on ethical issues and values. In order to develop their own value system, learners engage with texts concerning human rights and responsibilities such as the rights of children, women, the disabled, the aged and issues linked to race, culture, ideology, class, belief systems, gender, HIV and AIDS, freedom of expression, censorship and the environment.
- Interact critically with a wide range of texts. Learners will recognise and be able to challenge the perspectives, values and power relations that are embedded in texts.
- Read texts for various purposes, e.g. enjoyment, research, critique, etc.
- Recognise the unequal status of different languages and language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.

2.3 Time allocation of Home Language in the curriculum

The teaching time for Home Language is 4.5 hours per week. All language content is provided within a two-week cycle. Timetabling should make provision for one continuous double period per week. In a two-week cycle the following time allocation for the different language skills are suggested:

Skills	Weighting %	Time Allocation per Two Week Cycle (Hours)
*Listening & Speaking	11,1	1
*Reading & Viewing: Comprehension	22,2	2
*Reading & Viewing: Literature	44,4	4
*Writing & Presenting	22,3	2

*Language structures and use are integrated within the time allocation of the above-mentioned skills.

2.2 Requirements to offer Home Language as a subject

- Each learner should have:
 - (a) An approved language textbook
 - (b) Three (3) of the following four (4) approved / prescribed literary genres:
 - Novel
 - Folklore (African Languages)
 - Drama
 - Poetry
 - (c) A dictionary
 - (d) Media material: A collection of newspapers and magazines.
- The teacher should have:
 - (a) A Curriculum and Assessment Policy Statement
 - (b) Language in Education Policy
 - (c) The language textbook used by learners and other textbooks for resource purposes in addition to the approved text
 - (d) Three (3) of the following four (4) approved / prescribed literary genres:
 - Novel
 - Folklore (African Languages)
 - Drama
 - Poetry

- (e) Dictionaries
- (f) Study Guides
- (g) Media material: A variety of newspapers, magazines, brochures and flyers.

2.5 Language teaching approaches

The approaches to teaching language are text-based, communicative, integrated and process orientated.

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

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

A **communicative approach** suggests that when learning a language, a learner should have a great deal of exposure to the target language and many opportunities to practise or produce the language by communicating for social or practical purposes. Language learning should be a natural, informal process carried over into the classroom where literacy skills of reading/viewing and writing/presenting are learned in a 'natural' way – learners read by doing a great deal of reading and learn to write by doing much writing.

This document encourages integration of language skills, although they are dealt with separately. Sometimes learners will concentrate on reading and reading only, but there are days when they can integrate reading and writing. Sometimes learners will listen to a comprehension passage and then take notes.

Reading and writing are constructive. The outcome of both reading and writing is that the individual constructs his or her own meaning. Given the similarities of these two processes, it is clear that they should be taught together most of the time.

Listening and speaking should also be **integrated** as it is impossible to speak in a conversation if you do not listen as well.

During the integration of all these skills, focus on one skill can lead to practice in another e.g. a learner involved in a debate will have to read some argumentative/discursive essays and then produce his own written argumentative/discursive essay using language structures such as synonyms and antonyms, negations, conjunctions, etc.

Speaking as a process

The delivery of different forms of oral communication involves the following stages:

- Planning and research
- Preparation of effective introduction, body and ending
- Presenting

Reading for comprehension:

Teaching reading should focus on reading for comprehension and will include the reading process strategies (pre-reading, reading and post/after reading).

The reading process

The reading process consists of the pre-reading, reading and post reading stages. The activities can be summarised as follows:

Pre-reading:

- Activating prior knowledge
- Looking at the source, author, and publication date.
- Reading the first and last paragraphs of a section.
- Making predictions.

Reading:

- Pause occasionally to check your comprehension and to let the ideas sink in.
- Compare the content to your predictions.
- Keep going even if you don't understand a part here and there.
- Reread a section if you get completely lost. Read confusing sections aloud, at a slower pace, or both.
- Ask someone to help you understand a difficult section
- Add reading marks and annotate key points.
- Reflect on what you read.

Post reading:

- If you will need to recall specific information, make a graphic organizer or outline of key ideas and a few supporting details.
- Drawing conclusions.
- Write a summary to help you clarify and recall main ideas.
- Think about and write new questions you have on the topic.
- Purpose - did you accomplish it?
- Understanding - confirm understanding
- Evaluate - bias, accuracy, quality
- Extend your thinking - use ideas you saw in text.

Approaches to teaching literature

The teaching of literature should focus on teaching for comprehension and will include the reading process strategies (pre-reading, reading and post/after reading)

The teaching of literature should also include the teaching of the key features of the narratives, drama and poetry such as plot (exposition, rising action, conflict, climax and denouement/resolution, flashbacks, foreshadowing), theme and message, characterization, sound devices, stage directions, dialogues, monologue/soliloquy, etc. The teaching of these key features of literature should be text-based and they should not be taught in isolation.

Other approaches to literature which can be integrated with teaching for comprehension and for understanding the key features of literature are the **chronological, the author, the theme and the genre approaches**.

In the **chronological approach** learners can research and combine the literature period with the historical events for the same timeframe

In the **author approach**, learners can participate in a broad and deep study of an author especially in poetry and can link his/her poems with a particular historical period.

With regard to the **theme approach** learners can look at themes such as justice success, love, etc. across a number of poems or across different genres and relate them to events in real life situations. They can make judgments about the character's actions and write their own beliefs on the theme

Regarding the **genre approach**, learners can classify, compare and contrast different types of literary genre, e.g., the difference between the plots in a novel/ short story/drama/folklore.

Process approach to writing

Writing and designing texts is a process which consists of the following stages:

- Pre-writing / planning
- Drafting
- Revision
- Editing /Proofreading
- Publishing / presenting

Learners need the opportunity to put this process into practice and they should:

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

Approaches to teaching language structures/grammatical structures

The teaching of language structure should focus on how language is used and what can be done with language, i.e. how to make meaning, how to attend to problems and interests, influence friends and colleagues, and how to create a rich social life. The teaching of language structures should be a means to getting things done.

The teaching of language structures/ grammatical structures should therefore be text-based, communicative and integrated.

The following principles should be taken into consideration when teaching language structures:

- Grammar should be presented to learners as a set of tools they can use rather than a set of rules about what not to do.

- Grammar should be taught for constructing texts in their context of use - it is concerned, in other words, with real language.
- The application of grammar should not be restricted to the analysis of isolated sentences – it should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters, reports which learners learn to read and write in school.
- Use authentic materials such as dialogues, interviews,
- Link the language structure with functional uses of language in different social settings, e.g. expressing one's thoughts or feelings; introducing people; talking about or reporting things, actions, events or people in the environment, in the past or in the future; making requests; making suggestions; offering food or drinks and accepting or declining politely; giving and responding to instructions; comparing or contrasting things.
- Use classroom activities that relate language forms with functions, e.g. the past tense with a narrative essay and report writing; the subjunctive mood with a reflective essay.
- Focus on meaningful tasks.

SECTION 3

3.1 Overview of skills, content and strategies

Grades 10-12		
Skills	Content	Strategies and sub-skills
Listening and Speaking	<ul style="list-style-type: none"> • Listening comprehension • Different forms of oral communication: <ul style="list-style-type: none"> ○ Oral: Prepared and unprepared speech ○ Oral: Prepared and unprepared reading ○ Speaking: Directions and instructions ○ Story telling ○ Introducing a speaker ○ Vote of thanks ○ Role-play ○ Group discussion ○ Debate ○ Meetings and procedures ○ Interview ○ Forum ○ Panel discussion • Critical language awareness 	<p>Listening comprehension</p> <ul style="list-style-type: none"> • Recording main and supporting ideas by making notes, checklists, summaries, paraphrasing, retelling, explaining • Using persuasive/ manipulative techniques • Clarifying questions • Critical awareness of language use (emotive and manipulative language, bias, prejudice, stereotyping, language varieties, facts, opinions, inferences, assumptions, arguments) • Purpose of including or excluding of information <p>Communication for social purposes</p> <ul style="list-style-type: none"> • Initiating and sustaining conversations • Turn taking conventions • Defending a position • Negotiating • Filling in gaps and encouraging the speaker • Sharing ideas and experiences and show understanding of concepts <p>Prepared speech</p> <ul style="list-style-type: none"> • Conducting research • Organising material coherently. Choose and develop main ideas and support with examples • Correcting format, vocabulary, language and conventions • Using of rhetorical questions, pauses and repetition • Using tone, voice projection, pace, eye contact, posture and gestures • Effective introduction and conclusion • Style and register • Incorporating fitting visual, audio and/or audiovisual aids, e.g. charts, posters, images <p>Unprepared speaking</p> <ul style="list-style-type: none"> • Using one, voice projection, pace eye contact, posture and gestures • Effective vocabulary and language structures • Effective introduction and conclusion <p>Prepared Reading (Reading aloud)</p> <ul style="list-style-type: none"> • Using tone, voice projection, pace, eye contact, posture and gestures • Pronouncing words without distorting meaning <p>Unprepared reading (reading aloud)</p> <ul style="list-style-type: none"> • Reading fluently according to purpose • Pronouncing words without distorting meaning • Using tone, voice projection, pace, eye contact, posture and gestures correctly

<p>Reading and Viewing</p>	<ul style="list-style-type: none"> • Novel / drama / poetry (prescribed) / folklore • Reading and viewing strategies • Summary • Visual literacy: advertising (poster, pamphlet), cartoon, comic strip, diagram / graph / table / charts • Critical language awareness • Comprehension 	<ul style="list-style-type: none"> • <u>Reading / Viewing strategies:</u> <u>Pre-reading, reading and post reading strategies</u> <p>Introducing learners to :</p> <ul style="list-style-type: none"> ○ Text features – titles, headings, captions, illustrations, graphs, charts, diagrams, bold-faced print, italics, headings, subheadings, numberings, captions, illustrations, graphs, diagrams, maps, icons, pull down menus, key word searches, ○ Text structures - sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution. ○ Parts of a book – title page, table of contents, chapters, glossary, index, appendix, footnotes, etc. ○ Skimming for main ideas ○ Scanning for supporting details ○ Predicting ○ Inferring meaning of unfamiliar words and images by using word attack skills and contextual clues ○ Rereading / reviewing ○ Restating ○ Visualizing ○ Making notes (main and supporting ideas) ○ Identifying and discussing critical language awareness (fact and opinion, direct and implied meaning, denotation and connotation, socio-political and cultural background of texts and author, the effect of selections and omissions on meaning, bias, stereotyping, prejudice and discrimination, relationships between language and power, figurative language) ○ Summarising main and supporting ideas in point / paragraph as per required length ○ Clarifying issues ○ Making inferences ○ Explaining / evaluating writer's inferences and conclusions ○ Drawing conclusions / own opinion ○ Evaluating <p><u>Visual Literacy – Advertising, Cartoons (range of graphic and visual texts):</u></p> <ul style="list-style-type: none"> ➤ Persuasive techniques: Emotive language, persuasion, bias manipulative language, ➤ How language and images reflect and shape values and attitudes ➤ How selections and omissions in texts affect meaning ➤ Impact of use of font types and sizes, headings and captions ➤ Analyze, interpret, evaluate, and respond to a range of cartoons/comic strips <p>Poetry:</p> <ul style="list-style-type: none"> • Literal meaning • Figurative meaning • Mood • Theme and message • Imagery
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		<ul style="list-style-type: none"> • Internal structure of a poem: figures of speech/ imagery, word choice (diction), sound devices, tone, rhetorical devices, emotional responses • External structure of a poem: lines, words, stanzas, rhyme, link, rhythm, punctuation, refrain, repetition, alliteration (consonance and assonance), enjambment <p>Drama</p> <p>Structure and the key features of texts</p> <ul style="list-style-type: none"> • plot and sub-plot (exposition, rising action, conflict, climax, denouement/resolution, foreshadowing and flashback) • characterization • role of narrator/persona/ point of view • theme and messages • background and setting – relation to character and theme • dramatic structure: plot, subplot (exposition, rising action and climax) • mood and tone • ironic twist/ending • stage directions • link between dialogue /monologue/soliloquy and action • dramatic irony <p>Novel</p> <ul style="list-style-type: none"> • plot, subplot (exposition, rising action, conflict, climax, denouement/resolution, foreshadowing and flashback) • conflict • characterization • role of narrator • explaining and interpreting messages and themes • interpreting how background and setting relate to character and theme • identifying theme and message • interpreting mood , ironic twist/ending <p>Folklore</p> <ul style="list-style-type: none"> • plot and sub-plot (exposition, rising action, conflict, climax, denouement/resolution, foreshadowing and flashback) • characterization • role of narrator/persona/ point of view • conflict • character • role of narrator • explaining and interpreting messages and themes • interpret how background and setting relate to character and theme • identifying theme and message • interpreting mood , ironic twist/ending • Poetry (praise poems, different types of songs, clan praises) • Plays (ceremonies, rituals, cultural habits), Other forms (proverbs, idioms, riddles, superstitions)
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<p>Writing and Presenting</p>	<ul style="list-style-type: none"> • Word writing • Sentence writing • Paragraph writing • Essay writing: descriptive, narrative, argumentative, discursive, reflective, expository • Transactional writing <ul style="list-style-type: none"> ○ Longer transactional texts ○ Shorter transactional texts • Literary essay 	<p>Process writing</p> <p><u>Planning/ Pre-writing</u></p> <ul style="list-style-type: none"> • requirements of format, style, point of view • target audience, purpose and context • brainstorming using mind-maps / spider web lists / flow charts • organising coherent ideas <p><u>Drafting</u></p> <ul style="list-style-type: none"> • word choice • personal voice and style • vivid description • tone and register • main and supporting ideas • specific details of the required text (use of quotations, substantiating and motivating the argument) <p><u>Revising, editing, proofreading and presenting</u></p> <ul style="list-style-type: none"> • refining word choice, sentence and paragraph structure • eliminating ambiguity, verbosity, redundancy, slang and offensive language • presenting
<p>Language structure and use</p>	<ul style="list-style-type: none"> • language rules • words (spelling patterns, rules and conventions) • using thesaurus and dictionary • punctuation • abbreviations and acronyms • roots, prefixes and suffixes • borrowed and inherited words • parts of speech • synonyms, antonyms, paronyms, polysemes, homonyms, homophones and one word for a phrase, figures of speech, idiomatic expressions / idioms / proverbs • concord • clauses • sentence structure (simple, complex and compound; word order) • tenses • direct and indirect speech • article, infinitive, copulative • negative forms • active and passive voice • formal and informal language (slang/colloquialism, jargon) • critical language awareness: (fact and opinion, denotative and connotative meaning, implied meaning, positioning through implicit and explicit messages, values and attitudes. bias, stereotypes, emotive language, persuasive and manipulative language, alternative ways of expression, hlonipha/thompho/honorific/musanda language) • textual editing 	

3.2 Resources

Listening and Speaking	Reading and Viewing	Writing and Presenting	Language Structures and Use
<ul style="list-style-type: none"> • Integrated recommended textbooks • Oral, visual, audio-visual and multi-media texts such as magazine articles, newspapers, cartoons, advertisements • Dictionaries / Thesaurus • Audio texts (listening comprehension) • Telephone directories, TV guides and schedules • Transactional and creative texts • Referential and informational texts • Texts for enrichment • Audio-visual texts (Films, television programmes and documentaries, slide shows, recordings, radio programmes, photographs, music videos) 	<ul style="list-style-type: none"> • Integrated recommended textbooks • THREE of the following recommended literary genres as included in the National Literature Catalogue: <ul style="list-style-type: none"> ○ Novel ○ Drama ○ Folklore (Gr.10 – 8 folktales, Gr. 11 – 9 folktales, Gr. 12 – 10 folktales) <ul style="list-style-type: none"> ○ Poetry (Gr. 10 – 10 poems; Gr. 11 – 12 poems; Gr. 12 – 15 poems.) • Visual, audio and multi-media texts such as films, television, radio drama, magazine articles, newspapers, cartoons, advertisements • Transactional and creative texts 	<ul style="list-style-type: none"> • Integrated recommended textbooks • Transactional texts • Creative texts • Referential and informational texts • Oral, visual and multi-media texts 	<ul style="list-style-type: none"> • Integrated recommended textbooks • Relevant texts

3.3 Texts

3.3.1 Length of texts for listening comprehension

Texts	Grades	Disjunctive orthography	Conjunctive orthography
Listening comprehension	Grade 10	200 words	150 words
	Grade 11	300 words	250 words
	Grade 12	400 words	350 words
OR a 30 minute test (inclusive of audio clip and answering questions)			

3.3.2 Length of written texts to be produced:

Texts	Grades	Disjunctive orthography	Conjunctive orthography
Literary Essays	Grade 10	150 - 200 words	90 – 140 words
	Grade 11	200 – 250 words	140 – 190 words
	Grade 12	400 – 450 words	340 – 390 words
Essay	Grade 10	300 – 350 words	240 – 290 words
	Grade 11	350 – 400 words	290 – 340 words
	Grade 12	400 – 450 words	340 – 390 words
Longer transactional texts	Grade 10	180 – 200 words (content only)	100 – 120 words (content only)
	Grade 11	180 – 200 words (content only)	100 – 120 words (content only)
	Grade 12	180 – 200 words (content only)	100 – 120 words (content only)
Shorter transactional texts	Grade 10	60 – 80 words	40 – 60 words
	Grade 11	60 – 80 words	40 – 60 words
	Grade 12	60 – 80 words	40 – 60 words

3.3.2 Length of written texts to be used / read

		Disjunctive orthography		Conjunctive orthography	
Comprehension	Grade 10	500-600 words		380-440 words	
	Grade 11	600-700 words		440-500 words	
	Grade 12	700-800 words		500-560 words	
			Length of summary		Length of summary
Summary	Grade 10	280 words	70 – 80 words	220 words	60 – 70 words
	Grade 11	320 words	80 – 90 words	250 words	70 –80 words
	Grade 12	350 words	80 - 90 words	270 words	70 - 80 words

3.4 Teaching plans

The teaching plan indicates the minimum content to be covered per term. The content is packaged in two-week cycles of nine hours. In order to maximise opportunities to read and write learners are expected to do the following in every two-week cycle:

1. Participate in a listening and speaking exercise
2. Read a comprehension passage and answer questions or develop a summary
3. Read prescribed literature
4. Write an essay OR a long and short transactional piece
5. Develop grammar skills

The teacher does not have to mark all the oral and written work produced by learners. The teaching plan indicates the number and type of formal assessment tasks to be marked by the teacher. The other tasks may be marked by the learners or peers with guidance from the teacher. The teacher may also choose to mark selected learners' informal tasks or part of these informal tasks in order to give feedback to learners.

For example, in Grade 10 term 1 learners will write two essays, one longer transactional pieces and one shorter transactional pieces. Only one essay, one longer and one short transactional piece are marked as formal assessment tasks. The other tasks will not be marked by the teacher unless he/she chooses to do so.

The sequence of the content listed is not prescribed and the time given is an approximate indication of how long it could take to cover the content. Teachers should design their Work Schedules from their textbooks.

Section 3.1 provides guidance on how to teach various components of the language..

3.5 Skills, Content and Strategies in Home Language: Grades 10-12

GRADE 10 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
1 and 2	<p>1 x Listening comprehension: Duration: 1 hour</p> <p>Teacher activities:</p> <ul style="list-style-type: none"> • Teach listening skills. • Read a text from a newspaper/own source/literature / textbook <p>Learner activities:</p> <ul style="list-style-type: none"> • record main and supporting ideas by making notes / checklists • paraphrase /retell/ explain listening text to show understanding 	<p>Introduction to key features of text</p> <p>1 x Reading text 1 x Literature text Duration: 2 hrs</p> <p>Teacher activities: Use newspaper/own source/textbook / prescribed text to introduce learners to key features of a text and parts of a book.</p> <p>Learner activities: Identify parts of a book and text features</p>	<p>Longer transactional texts: Friendly / formal letters (request / complaint / application / business) Duration: 2 hrs</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Spelling patterns and rules <ul style="list-style-type: none"> ○ Introduce spelling patterns and rules ○ Compile a personal spelling list of at least twenty words comprising: <ul style="list-style-type: none"> ▪ Words – new and complex ▪ Borrowed and inherited words ▪ Honorifics

3 and 4	<p>Discussions / conversation / dialogue Duration: 1 hr</p> <p>Teacher activities: Use an audio /audio-visual text/ dialogue to demonstrate oral communication skills</p> <p>Learner activities: Apply the following communication strategies in discussions /conversation/dialogue:</p> <ul style="list-style-type: none"> • Initiating and sustaining conversations • Turn taking conventions • Filling in gaps and encouraging the speaker • Using negotiation skills to reach consensus 	<p>Introduction to text structures</p> <p>1 x Reading comprehension text Duration: 2 hrs</p> <p>Teacher activities: Use newspaper/own source/textbook /prescribed text and other texts used across the curriculum to introduce learners to text structures</p> <p>Learner activities: Identify the following text structures: Sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>Literature: Novel/drama / folklore and poetry Duration: 4 hrs</p> <p>Teacher activities: Teach key features and structure of the literary genre</p>	<p>1 x Essay: Narrative / descriptive / argumentative Duration: 2 hrs</p> <p>Teacher activities: Teach the features, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay</p>	<ul style="list-style-type: none"> • Abbreviations and acronyms • Use a thesaurus and dictionary: <ul style="list-style-type: none"> ○ headword and spelling ○ pronunciation ○ etymology • Roots, prefixes and suffixes to determine function and meaning of words • Noun, verbs, conjunctions and other cohesive devices such as pronouns, adverbs
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GRADE 10 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
5 and 6	<p>1x Listening Comprehension Duration: 1hr Assess listening comprehension using written/oral/ audio texts</p>	<p>1 x Comprehension passage Duration: 2 hrs</p> <p>Literature: Novel/drama / folklore and poetry Duration: 4 hrs</p> <p>Teacher activities: Teach key features and structure of the literary genre</p>	<p>Shorter transactional texts Duration: 2 hrs Writing a fax/email</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan and draft text, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> ○ Types of nouns: <ul style="list-style-type: none"> Simple Common Complex Compound Concrete Abstract Collective Proper Gerund Derivative ○ Tense

7 and 8	<p>Prepared Speech Duration: 1 hr</p> <p>Teacher activities: Introduce the public speaking techniques, structure and preparation process</p> <p>Learner activities: Plan and research selected speech topic</p>	<p>1 x Comprehension passage Duration: 2 hrs</p> <p>Literature: Novel/drama / folklore and poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Longer transactional texts: Friendly / formal letters (request / complaint / application / business) Duration: 2 hrs</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Noun: gender, plurals, diminutives and augmentatives <p>Sentences and clauses:</p> <ul style="list-style-type: none"> - main and subordinate clauses • Simple sentence: subject, object and predicate • Compound sentences • Complex sentences
9 and 10	<p>Prepared Speech Duration: 1hr</p> <p>Teacher activities: Check the first draft of prepared speech and gives feedback.</p> <p>Learner activities: Plan and research selected speech topic</p>	<p>1 x Comprehension passage Duration: 2 hrs</p> <p>Novel / Folklore/ Drama and Poetry Duration: 4hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Writing:</p> <p>Teacher activities: Feedback and remediation of written texts, i.e. essays, longer and shorter transactional writing texts</p>	<p>Language structure and use</p> <ul style="list-style-type: none"> • Pronouns Types: <ul style="list-style-type: none"> - personal - possessive - reflexive - demonstrative • Interrogative • Punctuation marks
Formal assessment tasks				
Task 1	Task 2	Task 3	Task 4	
*Oral: Listening Comprehension	**Writing: Narrative / descriptive / argumentative essay	**Writing: Transactional writing: Longer and shorter texts	Test 1: Comprehension Summary Language Literature: Contextual Questions	

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

****Writing:** Choose one essay, one longer and one shorter transaction texts for the purpose of formal assessment at the end of the term.

GRADE 10 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
11 and 12	<p>Prepared speech Duration: 1 hr</p> <p>Teacher activities: Assess the prepared speeches</p> <p>Learner activities: Present the speech</p>	<p>1 x Comprehension passage Duration: 2 hrs</p> <p>Teacher activities: Teach summary skills</p> <p>Novel/Folklore/ Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Longer transactional texts: Written speech Duration: 2 hrs</p> <p>Teacher activities: Teach format, features, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Verb <ul style="list-style-type: none"> ○ main and auxiliary verbs ○ Prefixes, roots and suffixes ○ derivative verbs ○ verbal extensions ○ finite and non-finite words ○ infinitive ○ participles • Copulative • Synonyms and antonyms • Paronyms • One word for a phrase • Punctuation marks
13 and 14	<p>Prepared reading Duration: 1 hr</p> <p>Teacher and learner activities: Discussion of rubric and assessment criteria of prepared reading.</p> <p>Learner activities: Choose their reading text and prepare for assessment</p>	<p>Summary Writing 1 x reading passage Duration: 2 hrs</p> <p>Teacher activity: Teach summary skills</p> <p>Learner activities: Summarise a passage</p> <p>Novel / Folklore/ Drama and Poetry Duration: 4 hrs</p> <p>Teacher activities: Teach key features and structure of the literary essay.</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>1 x Essay: Narrative / descriptive / argumentative Duration: 2 hrs</p> <p>Teacher activities: Teach the features, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay.</p>	<ul style="list-style-type: none"> • Tenses: <ul style="list-style-type: none"> ○ present ○ present continuous ○ perfect tense ○ past tense ○ future tenses ○ concord • Hlonipho/Tlhompho / Musanda language • Idioms • Idiomatic expressions • Proverbs • Figures of speech • Word choice

15 and 16	<p>Prepared reading Duration: 1 hr</p> <p>Teacher activities: Assess the reading presentation</p> <p>Learner activities: Present the reading text</p>	<p>Visual literacy: Advertising Duration: 2 hrs Teacher activity: Teach concepts, features and language of advertising</p> <p>Novel/Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Shorter transactional texts Duration: 2 hrs Advertisement/ poster / flyer</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> • Punctuation • The use of concord. • Prepositions / locatives
	GRADE 10 TERM 2			
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
17 and 18	<p>Give and follow directions and instructions Duration: 1hr</p> <p>Teacher activities: Teach the conventions</p> <p>Learner activities: Present the activity</p>	<p>Visual Literacy – Advertising Duration: 2hrs</p> <p>Learner activities: Interpret, analyse, visualize text and complete exercise</p> <p>Novel/Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Shorter transactional texts Duration: 2 hrs Instructions/ directions</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Adjectives <ul style="list-style-type: none"> - numerical - demonstrative - possessive - the article - positive, comparative, superlative • Adverbs <ul style="list-style-type: none"> - time - manner - place/locatives • Negation • Conjunctions
	Mid-year examinations			
19 and 20	Formal assessment tasks			
	Task 5	Task 6	Task 7	
	**Oral: Prepared and unprepared speech	*Literary Essay	Mid-year examinations Paper 1: 2½ hours Paper 2: 3 hours Paper 3: 3 hours – to be completed in May	

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

***Literature:** One essay and one set of contextual questions should be attempted of different genres during the year.

GRADE 10 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
21 and 22	<p>Meetings and meeting procedures Duration: 1 hr</p> <p>Teacher activity: Discuss the structures of the forms of communication</p> <p>Learner Activities: Present activity</p>	<p>Summary Writing 1 x reading passage Duration: 2 hrs Teacher activity: Teach summary skills Learner activities: Summarise a passage</p> <p>1 x Comprehension passage (Use visual texts) Duration: 1 hr</p> <p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher activity Introduce learners to key features of the genre Learner activities: Reading and critical analysis of text</p>	<p>Longer transactional text: Notice, agenda and minutes of a meeting Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit and present</p>	<ul style="list-style-type: none"> • Ideophones • Interjectives • Interrogatives • Direct and indirect speech
23 and 24	<p>Storytelling and / or praise poems</p> <p>Group discussion Duration: 1 hr Teacher activity: Teach learners the style of storytelling / features of praise poems Learner Activities: Present activity</p>	<p>Novel/Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>1 x Essay: Narrative / descriptive / argumentative Duration: 2 hrs</p> <p>Teacher activities: Teach the features, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay</p>	<p>Sentence structure :</p> <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> ○ Simple sentence ○ Compound sentence ○ Complex sentence • Differences between sentences, phrases and clauses <ul style="list-style-type: none"> ○ noun phrase ○ adverbial phrase ○ adjectival phrase • WH questions – Who, When, Where, How, etc.

<p style="text-align: center;">25 and 26</p>	<p>Debates / interview/ dialogue Duration: 1 hr</p> <p>Teacher activity: Discuss the structures of the forms of communications</p> <p>Learner Activities: Present activity</p>	<p>1 x Comprehension passage (Visual and written texts) Duration: 2 hrs</p> <p>Novel/ Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Longer transactional texts:</p> <p>Written interview/ dialogue Duration: 2 hrs</p> <p>Teacher activities: Teach the features, writing process, formats, and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Direct and indirect speech • Paronyms, polysemes, homonyms, antonyms homophones, puns, malapropisms and one word for a phrase • Idiomatic expressions, idioms and proverbs – figurative language
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GRADE 10 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
27 and 28	<p>Unprepared reading (reading aloud) Duration: 1 hr</p> <p>Teacher activities: Discuss the criteria for unprepared reading and give learners a text</p> <p>Learner Activities: Reading text</p>	<p>1 x Comprehension passage (Use visual and written texts) Duration: 2 hrs</p> <p>Novel/Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>1 x Essay: Narrative / descriptive / argumentative Duration: 2 hrs</p> <p>Teacher activities: Teach the features, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay</p>	<ul style="list-style-type: none"> • Types of clauses: <ul style="list-style-type: none"> ○ adjectival clauses ○ adverbial clauses ○ relative clauses • Exclamations
29 and 30	<p>Critical listening Duration: 1 hr</p> <p>Teacher activities: Discuss the criteria for critical listening. Play an audio clip of 5 minutes and provide questions.</p> <p>Learner Activities: Listen to audio clip and respond to questions based on the text</p>	<p>1 x Comprehension passage (Critical language awareness in texts)</p> <p>Novel/Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Shorter transactional texts: Postcard / diary entry / fax Duration: 2 hrs</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<p>Critical language awareness</p> <ul style="list-style-type: none"> • Fact and opinion • Denotative and connotative meaning, implied meaning • Positioning through implicit and explicit messages, values and attitudes. • Bias • Stereotypes • Emotive language • Persuasive and manipulative language • Alternative ways of expression
	Formal assessment tasks			
	Task 8	Task 9	Task 10	
	*Writing: Essay	**Oral: Prepared and unprepared reading	Test 2 Comprehension Summary Language Literature: Contextual questions	

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

***Writing:** Choose one essay for the purpose of formal assessment at the end of the term.

GRADE 10 TERM 4				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
31 and 32	<p>Introducing a speaker / vote of thanks Duration: 1 hr</p> <p>Teacher activities: Teach the conventions</p> <p>Learner activities: Present the activity</p>	<p>1 x Comprehension passage (Visual and written texts) Duration: 2 hrs</p> <p>Novel/Folklore/ Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Longer transactional text: Curriculum vitae and covering letter Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit and present</p>	<ul style="list-style-type: none"> • The article and the infinitive • The copulative - identifying copulative • Modal verbs
33 and 34	<p>Unprepared Speech Duration: 1 hr</p> <p>Teacher activities: Assess the unprepared speeches</p> <p>Learner activities: Present the speech</p>	<p>Novel/Folklore/ Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Longer transactional text: Written interview/ dialogue</p> <p>Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit and present</p>	<ul style="list-style-type: none"> • Negative forms • Active and passive voice and analyse their functions in texts
35 and 36	<p>Unprepared speech Duration: 1 hr</p> <p>Teacher activities: Assess the unprepared speeches</p> <p>Learner activities: Present the speech</p>	<p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>Shorter transactional texts: Filling- in of forms / Application form/ Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit and present</p>	<ul style="list-style-type: none"> • Direct and indirect speech

37 and 38		Prepare for examination Reading and viewing: <ul style="list-style-type: none"> • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> ○ Novel / folklore ○ Drama ○ Poems 	Prepare for examination Writing and presenting: <ul style="list-style-type: none"> • Essays • Longer transactional texts • Shorter transactional texts 	Prepare for examination Language structures and use: <ul style="list-style-type: none"> • Language structures (words and sentences in context) • Critical language awareness
39 and 40	End of the year examinations			
	Formal assessment tasks			
	Task 11	Task 12		
	Literature: Contextual questions	End of the year examinations: Paper 1: (2 hrs) Paper 2: (2½ hrs) Paper 3: (3hrs) – To be completed in October Paper 4: Orals		

GRADE 11 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
1 and 2	<p>1 x Listening comprehension: Duration: 1 hour</p> <p>Teacher activities:</p> <ul style="list-style-type: none"> • Teach listening skills. • Read a text of 300 - 350 words from a newspaper/own source/literature / textbook <p>Learner activities:</p> <ul style="list-style-type: none"> • record main and supporting ideas by making notes / checklists • paraphrase /retell/ explain listening text to show understanding 	<p>Introduction to key features of text</p> <p>1 x Reading text Duration: 2 hrs</p> <p>Teacher activities: Use newspaper/own source/textbook / approved/ prescribed text to introduce learners to key features of a text.</p> <p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher activities: Revise key features of literary texts</p>	<p>1 x Longer Transactional Text: Informal or Formal letter (of sympathy/ complaint / thanks / business (ordering / marketing)) Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Spelling patterns and rules <ul style="list-style-type: none"> ○ Introduce spelling patterns and rules ○ Compile a personal spelling list of at least 35 words comprising: <ul style="list-style-type: none"> ▪ Words – new and complex; ▪ Borrowed and inherited words ▪ Neologisms

3 and 4	<p>Panel discussions / forum discussions / interview Duration: 1 hr</p> <p>Teacher activities: Use an audio /audio-visual text/ dialogue to demonstrate oral communication skills</p> <p>Learner activities: Apply the following communication strategies in discussions / conversation / dialogue:</p> <ul style="list-style-type: none"> • Initiating and sustaining conversations • Turn taking conventions • Filling in gaps and encouraging the speaker • Using negotiation skills to reach consensus 	<p>Introduction to text structures</p> <p>1 x Reading comprehension passage Duration: 2 hrs</p> <p>Teacher activities: Use newspaper/own source/textbook /prescribed text and other texts used across the curriculum to introduce learners to text structures</p> <p>Learner activities: Identify the following text structures: Sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of text</p>	<p>1 x Essay: Reflective /expository / discursive Duration: 2 hrs</p> <p>Teacher activities: Teach the features, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay</p>	<ul style="list-style-type: none"> • Abbreviations and acronyms • Use a thesaurus and dictionary: <ul style="list-style-type: none"> ○ headword and spelling ○ pronunciation ○ etymology • Roots, prefixes and suffixes to determine function and meaning of words • Noun, verbs, conjunctions and other cohesive devices such as pronouns and adverbs
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GRADE 11 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
5 and 6	<p>1x Listening Comprehension Duration: 1hr Assess listening comprehension using written / oral / audio texts</p>	<p>1 x Reading Comprehension passage: Class discussion/ activity Duration: 2 hrs</p> <p>Teacher and learner activities:</p> <ul style="list-style-type: none"> Teacher reads selected text from a textbook or own source Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read orally. Homework: Learners answer questions in writing. <p>2 x prescribed literature texts: Duration: 4 hrs Drama/Novel/ Folklore and Poetry</p> <p>Learner and teacher activities: Reading and critical analysis of selected text</p>	<p>Shorter transactional texts Duration: 2 hrs Advertisement/poster / flyer</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text.</p>	<p>Types of nouns: simple, common, complex, compound, concrete, abstract, collective, locative, countable, uncountable, proper, gerund, derivative</p> <ul style="list-style-type: none"> Tense
7 and 8	<p>Prepared Speech Duration: 1 hr</p> <p>Teacher activities: Revise public speaking techniques, structure and preparation process</p> <p>Learner activities: Plan and research selected speech topic</p>	<p>Summary Writing 1 x reading passage Duration: 2 hrs</p> <p>Teacher activity: Teach summary skills</p> <p>Learner activities: Summarise a passage</p> <p>Teacher activity: Teach summary skills</p> <p>Learner activities: Summarise a passage</p> <p>Literature: Novel/drama/folklore and poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Longer transactional texts: Written speech Duration: 2 hrs</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> Nouns: gender, plurals, diminutives and augmentatives Sentences and clauses: main and subordinate clauses Simple sentence: <ul style="list-style-type: none"> subject, object and predicate Compound sentences Complex sentences

GRADE 11 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
9 and 10	<p>Prepared Speech Duration: 1 hr</p> <p>Teacher activities: Guide learners with the first draft of prepared speech</p> <p>Learner activities: Plan and research selected speech topic</p>	<p>1 x Reading Comprehension passage: Class activity Duration: 2 hrs</p> <p>Learner activities: Feedback and remediation.</p> <p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Writing: Feedback and remediation on essays, longer and shorter transactional texts.</p>	<ul style="list-style-type: none"> • Pronouns <ul style="list-style-type: none"> ○ Types: <ul style="list-style-type: none"> - personal - possessive - reflexive - indefinite - quantitative - relative - demonstrative • interrogative • Punctuation marks
	Formal assessment tasks			
	Task 1	Task 2	Task 3	Task 4
	Writing: Essay	**Oral: Listening Comprehension	*Literature; Contextual questions	Test 1: Comprehension Summary Language *Literature (Contextual)

***Literature:** One essay and one set of contextual questions should be attempted of different genres during the year.

Poetry should be taught concurrently with the second and third genres

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

GRADE 11 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
11 and 12	<p>Prepared speech Duration: 1 hr</p> <p>Teacher activity: Teach features of speech</p> <p>Learner activities: Present prepared speech</p>	<p>1 x Reading Comprehension passage: Individual activity Duration: 2 hrs</p> <p>Learner activities: Read selected text from a textbook or teacher's own source. Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read.</p> <p>Novel/Folklore/ Drama and Poetry Duration: 4 hrs</p> <p>Teacher activities: Revise the features of the literary essay</p> <p>Learner activities: Write literary essay</p>	<p>1 x Longer Transactional Text: Informal or Formal letter (of sympathy/ complaint / thanks / business (ordering / marketing)) Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Verb <ul style="list-style-type: none"> ○ main and auxiliary verbs ○ transitive and intransitive ○ Prefixes, roots and suffixes ○ derivative verbs ○ verbal extensions ○ finite and non-finite words ○ infinitive ○ participles • Copulative • Synonyms and antonyms • Paronyms • One word for a phrase • Punctuation marks
13 and 14	<p>Prepared speech Duration: 1 hr</p> <p>Teacher activity: Assess speeches</p> <p>Learner activities: Present prepared speech</p>	<p>Summary Writing 1 x reading passage Duration: 2 hrs</p> <p>Teacher activity: Teach summary skills</p> <p>Learner activities: Summarise a passage</p> <p>Novel / Folklore/ Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Shorter transactional text: Diary entries (1-2 entries) / instructions / directions Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Tenses: <ul style="list-style-type: none"> ○ present ○ present continuous ○ perfect tense ○ past tense ○ future tenses ○ concord • Hlonipho/Tlhompho/Mu sanda language • Idioms, • Proverbs • Figures of speech • Word choice

GRADE 11 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
15 and 16	<p>Meeting and meeting procedures Duration: 1 hr</p> <p>Teacher activities: Teach meeting procedures:</p> <ul style="list-style-type: none"> • role of the chair person, scribe, etc. • Opening and closing • Making a motion • Noting a speaker • Reaching a consensus • Minutes • Attendance register etc. <p>Learner activities: Simulate meetings, applying appropriate meeting procedures</p>	<p>1 x Reading Comprehension passage: Class activity Duration: 2 hrs</p> <p>Learner activities: Learners discuss, compare and present their answers in class.</p> <p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>1 x Longer Transactional Text: Meeting procedures and documentation: Notice, agenda and minutes\ Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present written text</p>	<ul style="list-style-type: none"> • Punctuation • The use of concord • Prepositions / locatives
17 and 18	<p>Meeting and meeting procedures Duration: 1 hr</p> <p>Learner activities: Simulate meetings, applying appropriate meeting procedures</p>	<p>Visual Literacy – Advertising: Duration: 2 hrs</p> <p>Teacher activities: Teach advertising skills. Present examples of advertisements</p> <p>Learner activities: Present examples of ads they know and explain why the advertisements were successful / unsuccessful</p> <p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>1 x Essay: Reflective / expository / discursive Duration: 2 hrs</p> <p>Teacher activities: Teach the features, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay</p>	<ul style="list-style-type: none"> • Adjectives <ul style="list-style-type: none"> - numerical - demonstrative - possessive - interrogative - indefinite - to indicate order - descriptive - the article - positive, comparative, superlative - attributive and predicative • Adverbs <ul style="list-style-type: none"> - time - manner - place/locatives - enumerative - reason • Negation • Conjunctions

19 and 20	Mid-year examinations		
	Formal assessment task		
	Task 5	Task 6	Task 7
	**Writing: Transactional Writing: Longer and Shorter Transactional Texts	*Literary: Essay	Mid-year examinations Paper 1: (2 hrs) Paper 2: (2½ hrs) Paper 3: (2½hrs) – To be completed in May

***Literature:** One essay and one set of contextual questions should be attempted of different genres during the year.

Poetry should be taught concurrently with the second and third genres

****Writing:** Choose one of the two longer transactional texts for the purpose of formal assessment at the end of the term.

GRADE 11 TERM 3				
SKILLS				
Weeks	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
CONTENT AND CONTEXT				
21 and 22	<p>Prepared reading: Reading aloud (Approved / prescribed literature texts) Duration: 1 hr</p> <p>Teacher activities: Assess reading using rubric</p> <p>Learner activities: Read aloud from selected extracts from prescribed literature texts</p>	<p>1 x Reading Comprehension passage (Use visual texts) Duration: 2 hrs</p> <p>Teacher activities: Use cartoons, posters and magazines/newspapers to teach key features of visual literacy.</p> <p>Novel /Folklore/Drama and Poetry</p> <p>Teacher and learner activities: Reading and critical analysis of selected text Duration: 4 hrs</p>	<p>Shorter transactional texts: Postcard / poster /fax / email Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Ideophones/homophones • Interjectives/exclamations • Interrogatives / question forms • Direct and indirect speech
23 and 24	<p>Prepared reading: Reading aloud (Approved / prescribed literature texts) Duration: 1 hr</p> <p>Teacher activities: Assess reading using rubric</p> <p>Learner activities: Read aloud from selected extracts from prescribed literature texts</p>	<p>1 x Reading Comprehension passage (Visual texts) Duration: 2 hrs</p> <p>Learner activities: Answer questions based on the visual text</p> <p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Essay: Discursive / expository / reflective Duration: 2 hours</p> <p>Teacher activities: Teach the features, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay.</p>	<p>Sentence structure:</p> <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> ○ Simple sentence ○ Compound sentence ○ Complex sentence • Differences between sentences, phrases and clauses <ul style="list-style-type: none"> ○ noun phrase ○ adverbial phrase ○ adjectival phrase <p>WH questions – Who, When, Where, How, etc./interrogatives</p>

GRADE 11 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
25 and 26	<p>Storytelling and / or praise poems</p> <p>Group discussion Duration: 1 hr</p> <p>Teacher activity: Teach learners the style of storytelling / features of praise poems</p> <p>Learner Activities: Present activity</p>	<p>1 x Comprehension passage (Visual and written texts) Duration: 2 hrs Teacher and learner activities: Feedback and remediation</p> <p>Novel/ Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Longer transactional texts: Friendly / formal letters (request / complaint / application / business) Duration: 2 hrs</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Direct and indirect speech • Paronyms, polysemes, homonyms, antonyms homophones, puns, malapropisms and one word for a phrase • Idiomatic expressions, idioms and proverbs – figurative language
27 and 28	<p>Unprepared reading: Reading aloud Duration: 1 hr</p> <p>Teacher activities: Discuss the criteria for unprepared reading and give learners a text</p> <p>Learner Activities: Read text</p>	<p>1 x Reading Comprehension passage (Use visual and written texts) Duration: 2 hrs</p> <p>Teacher and learner activities: Discuss questions and answers based on the texts. Learners answer questions of the same text individually.</p> <p>Novel / Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Shorter transactional texts: Postcard / poster / fax / email Duration: 2 hrs</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, edit, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Types of clauses: <ul style="list-style-type: none"> ○ adjectival clauses ○ adverbial clauses: time, manner, condition, concession, reason, clause, purpose, result, comparison and degree ○ relative clauses • Ideophones • Exclamations

GRADE 11 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
29 and 30	<p>Critical listening</p> <p>Duration : 1 hour</p> <p>Teacher activities:</p> <ul style="list-style-type: none"> Teach critical listening skills. Read a text of 300 - 350 words from a newspaper/own source/literature/text book <p>Learner activities:</p> <p>Identify;</p> <ul style="list-style-type: none"> Bias Stereotypes Emotive language Persuasive and manipulative language 	<p>1 x Reading Comprehension passage (Critical language awareness in texts)</p> <p>Duration: 2 hours</p> <p>Teacher activities:</p> <ul style="list-style-type: none"> Teach aspects of critical language awareness. Use selected text to demonstrate critical language use. Set questions on another text. <p>Learner activities:</p> <p>Answer questions on another text selected by the teacher.</p> <p>Novel/Folklore/Drama and Poetry</p> <p>Duration: 4 hours</p> <p>Teacher and learner activities:</p> <p>Reading and critical analysis of selected text</p>	<p>Writing:</p> <p>Feedback and remediation on essays, longer and shorter transactional texts</p>	<p>Critical language awareness</p> <ul style="list-style-type: none"> Fact and opinion Denotative and connotative meaning, implied meaning Bias Stereotypes Emotive language Persuasive and manipulative language Alternative ways of expression
Total:	Formal assessment tasks			
	Task 8	Task 9	Task 10	
160	**Oral: Prepared and unprepared reading	Writing: Essay	Test 2 Comprehension Summary Language Literature	

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

GRADE 11 TERM 4				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
31 and 32	<p>Introducing a speaker/vote of thanks Duration: 1 hr</p> <p>Teacher activities: Introduce appropriate forms of communication for social purposes.</p> <p>Learner activities: Apply communication skills to introduce a speaker/give vote of thanks.</p>	<p>1 x Reading Comprehension passage (Visual and written texts) Duration: 2 hrs</p> <p>Teacher activities: Provides questions based on visual and written texts Discuss questions and answers based on the texts.</p> <p>Learner activities: Learners answer questions of the same text individually.</p> <p>Novel/Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Essay: Expository /reflective / discursive Duration: 2 hrs</p> <p>Teacher activities: Revise features, writing process, introduce writing topic/s and assessment criteria</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay</p>	<ul style="list-style-type: none"> • The article and the infinitive • The copulative - identifying copulative • Modal verbs
33 and 34	<p>Unprepared speech Duration: 1 hr</p> <p>Teacher activities: Assess the unprepared speeches</p> <p>Learner activities: Present the speech</p>	<p>Summary Writing 1 x reading passage Duration: 2 hrs</p> <p>Teacher activity: Teach summary skills</p> <p>Learner activities: Summarise a passage</p> <p>Novel/Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Longer transactional texts: Friendly / formal letters (request / complaint / application / business) /dialogue/ speech/ written interview Duration: 2 hrs</p> <p>Teacher activities: Revise format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Negative forms • Active and passive voice and analyse their functions in texts

35 and 36	<p>Unprepared speech Duration: 1 hr</p> <p>Teacher activities: Assess the unprepared speeches</p> <p>Learner activities: Present the speech</p>	<p>Novel/Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Shorter transactional texts Duration: 2 hrs Advertisement/ poster / flyer/diary entry/ instructions/directions</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> • Direct and indirect speech
37 and 38		<p>Prepare for examination Reading and viewing: Reading comprehension Summary Literature: Novel / folklore Drama / film study Poems</p>	<ul style="list-style-type: none"> • Prepare for examination • Writing and presenting: • Essays • Longer transactional texts • Shorter transactional; texts 	<ul style="list-style-type: none"> • Prepare for examination • Language structures and use: • Language structures (words and sentences in context) • Critical language awareness
39 and 40	End of the year examinations			

GRADE 11 TERM 4			
Formal assessment tasks			
	Task 11	Task 12	Task 13
	Writing: Essay	**Oral: Prepared and unprepared speech	End of the year examinations: Paper 1: (2 hrs) Paper 2: (2½ hrs) Paper 3: (2½hrs) – To be completed in October Paper 4: Orals

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

GRADE 12 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
1 and 2	<p>1 x Listening comprehension: Duration: 1 hour Teacher activities:</p> <ul style="list-style-type: none"> Revise listening skills. Read a text from a newspaper/own source/literature/textbook Assess listening comprehension using written/oral/ audio texts <p>Learner activities:</p> <ul style="list-style-type: none"> record main and supporting ideas by making notes / checklists <p>paraphrase /retell/ explain listening text to show understanding</p>	<p>Introduction to key features of text</p> <p>1 x Reading text 1 x Literature text Duration: 2 hrs</p> <p>Teacher activities: Use newspaper/own source/textbook / prescribed text to introduce learners to key features of a text and parts of a book.</p> <p>Learner activities: Learners identify parts of a book / text features</p>	<p>1 x Longer Transactional Text: Formal letter of application and CV / request/complaint / thanks / business ordering/marketing)</p> <p>Duration: 2 hrs</p> <p>Teacher activities: Teach features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> Spelling patterns and rules <ul style="list-style-type: none"> Introduce spelling patterns and rules Compile a personal spelling list of at least 35 words comprising: <ul style="list-style-type: none"> Words – new and complex; Borrowed and inherited words Neologisms

3 and 4	<p>Reading aloud: Unprepared reading</p> <p>Duration: 1 hr</p> <p>Teacher activities: Assess reading using selected texts and rubric</p> <p>Learner activities: Read aloud from given texts</p>	<p>Introduction to text structures</p> <p>1 x Reading comprehension text Duration: 2 hrs Teacher activities: Use newspaper/own source/textbook /prescribed text and other texts used across the curriculum to introduce learners to text structures</p> <p>Learner activities: Identify the following text structures: Sequential order, description, simple cause and effect, procedure, compare/contrast, order of importance, problem/solution, etc.</p> <p>Literature: Novel/drama / folklore and poetry Duration: 4 hrs Teacher activities: Teach key features and structure of the literary genre</p>	<p>1 x Reflective /expository / narrative / argumentative / discursive / descriptive essay Duration: 2 hrs</p> <p>Teacher activities: Teach the features, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> • Abbreviations and acronyms • Use a thesaurus and dictionary: <ul style="list-style-type: none"> ○ headword and spelling ○ pronunciation ○ etymology • Roots, prefixes and suffixes to determine function and meaning of words • Noun, verbs, conjunctions and other cohesive devices such as pronouns, adverbs
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GRADE 12 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
5 and 6	<p>Prepared Speech Duration: 1 hr</p> <p>Teacher activities: Revise public speaking techniques, structure and preparation process</p> <p>Learner activities: Plan and research selected speech topic</p>	<p>1 x Reading Comprehension passage: Class discussion/ activity Duration: 2 hrs</p> <p>Teacher and learner activities: Teacher reads selected text from a textbook or own source. Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read orally. Homework: Learners answer questions in writing.</p> <p>2 x Prescribed literature texts: Drama/Novel/ Folklore and Poetry Duration: 4 hrs Revise key features of literary texts Reading and critical analysis of selected text</p>	<p>1 x Shorter Transactional Text: Invitation cards / directions / instructions Duration: 2 hrs</p> <p>Teacher activities: Teach features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present</p>	<p>Types of nouns: simple, common, complex, compound, concrete, abstract, collective, locative, countable, uncountable, proper, gerund, derivative</p> <ul style="list-style-type: none"> • Tense

7 and 8	<p>Prepared speech Duration: 1 hr</p> <p>Teacher activity: Assess speeches</p> <p>Learner activities: Present prepared speech</p>	<p>1 x Reading Comprehension passage: Individual activity Duration: 2 hrs</p> <p>Learner activities: Read selected text from a textbook or teacher's own source. Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read.</p> <p>Literature: Novel/drama/folklore and poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>1 x Longer Transactional Text: Formal letter of application and CV/request /complaint /thanks/ business (ordering/ marketing) dialogue/ reviews/ reports (formal or informal) Duration: 2 hrs</p> <p>Teacher activities: Teach format, features , writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Nouns: gender, plurals, diminutives and augmentatives • Sentences and clauses: main and subordinate clauses • Simple sentence: subject, object and predicate • Compound sentences • Complex sentences
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GRADE 12 TERM 1				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
9 and 10	Prepared speech Duration: 1 hr Teacher activity: Assess speeches Learner activities: Present prepared speech	1 x Reading Comprehension passage: Class activity Duration: 2 hrs Learner activities: Feedback and remediation. Novel/Folklore/Drama and Poetry Duration: 4 hrs Teacher and learner activities: Reading and critical analysis of selected text	1 x Reflective / narrative / expository / argumentative / discursive / descriptive essay Duration: 2 hrs Teacher activities: Teach the features, writing process and introduce writing topic/s Learner activities: Plan, draft text, revise, edit, proofread and present text	Language structure and use <ul style="list-style-type: none"> • Pronouns Types: -personal -possessive -reflective -indefinite -quantitative -relative -demonstrative • Interrogative • Punctuation marks
	Formal assessment tasks			
	Task1	Task 2	Task 3	Task 4
	* Oral: Listening Comprehension	** Writing: Essay	** Writing: Transactional writing: Longer (and shorter transactional texts	Test 1: Comprehension Language Summary and Literature: Contextual questions

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

****Writing:** Choose one essay, one longer and one shorter transaction texts for the purpose of formal assessment at the end of the term.

GRADE 12 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
11 and 12	<p>Prepared reading: Reading aloud (Prescribed literature texts/magazines/newspapers/ learner's own source) Duration: 1 hr</p> <p>Teacher activities: Assess reading using rubric</p> <p>Learner activities: Read aloud from selected extracts from prescribed literature texts</p>	<p>1 x Reading Comprehension passage: Individual activity Duration: 2 hrs Learner activities: Read selected text from a textbook or teacher's own source. Apply appropriate reading strategies to facilitate understanding. Answer questions based on text read. Novel/Folklore/ Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Shorter transactional texts Diary entries/ directions/ instructions Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft text, revise, edit, proofread and present text.</p>	<ul style="list-style-type: none"> • Verb <ul style="list-style-type: none"> ○ main and auxiliary verbs ○ transitive and intransitive ○ Prefixes, roots and suffixes ○ derivative verbs ○ verbal extensions ○ finite and non finite words ○ infinitive ○ participles • Copulative • Synonyms and antonyms • Paronyms • One word for a phrase • Punctuation marks
13 and 14	<p>Prepared reading Reading aloud (Prescribed literature texts/magazines / newspapers / learner's own source) Duration: 1 hr</p> <p>Teacher activities: Assess reading using rubric</p> <p>Learner activities: Read aloud from selected extracts from prescribed literature texts</p>	<p>Summary Writing 1 x reading passage Duration: 2 hrs Teacher activity: Teach summary skills Learner activities: Summarise a passage</p> <p>Novel / Folklore/ Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>1 x Reflective / expository / narrative / argumentative / discursive / descriptive essay Duration: 2 hrs</p> <p>Teacher activities: Teach the features, the writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present essay.</p>	<ul style="list-style-type: none"> • Tenses: <ul style="list-style-type: none"> ○ present ○ present continuous ○ perfect tense ○ past tense ○ future tenses • Concord • Hlonipho/Tlhompho/ Musanda language • Idioms • Idiomatic expressions • Proverbs • Figures of speech • Word choice

GRADE 12 TERM 2				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
15 and 16	<p>Unprepared speech Duration: 1 hr</p> <p>Teacher activities: Revise public speaking techniques, structure and assessment criteria</p> <p>Learner activities: Present unprepared speech</p>	<p>1 x Reading Comprehension passage: Class activity Duration: 2 hrs Learner activities: Learners discuss, compare and present their answers in class.</p> <p>Novel/Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Longer transactional texts: Friendly or formal letters (to the press/ application/ business/complaint/request) /magazine/newspaper articles/ columns/reports (formal or informal) Duration: 2 hrs</p> <p>Teacher activities: Teach format, features, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<p>Sentence structure:</p> <ul style="list-style-type: none"> • Types <ul style="list-style-type: none"> ○ Simple sentence ○ Compound sentence ○ Complex sentence • Differences between sentences, phrases and clauses <ul style="list-style-type: none"> ○ noun phrase ○ adverbial phrase ○ adjectival phrase <p>WH questions – Who, When, Where, How / Interrogatives</p> <ul style="list-style-type: none"> • Punctuation • Prepositions
17 and 18	<p>Unprepared speech Duration: 1 hr</p> <p>Teacher activities: Revise public speaking techniques, structure and assessment criteria</p> <p>Learner activities: Present unprepared speech</p>	<p>Visual Literacy – Advertising: Duration: 2 hrs</p> <p>Teacher activities: Teach advertising skills. Present examples of advertisements.</p> <p>Learner activities: Present examples of advertisements they know and explain why the advertisements were successful / unsuccessful.</p> <p>Novel/Folklore / Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Shorter transactional texts Advertisement/poster/ flyer Duration: 2 hrs</p> <p>Teacher activities: Teach the features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Adjectives <ul style="list-style-type: none"> - numerical - demonstrative - possessive - interrogative - indefinite - to indicate order - descriptive - the article - positive, comparative, superlative - attributive and predicative • Adverbs <ul style="list-style-type: none"> - time - manner - place/locatives - enumerative - reason • Negation • Conjunctions

19 and 20	Mid-year examinations			
	Formal assessment task			
	Task 5	Task 6	Task 7	Task 8
	**Oral: Prepared and unprepared reading	**Oral: Prepared and unprepared speech	*Literature (essay / contextual)	Mid-year examinations Paper 1: 2 hours Paper 2: 2½ hours Paper 3: 3 hours – to be completed in May

***Literature:** One essay and one set of contextual questions should be attempted of different genres during the year.

Poetry should be taught concurrently with the second and third genres

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

GRADE 12 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
21 and 22	Oral moderation	1 x Reading Comprehension passage (Use visual texts) Duration: 2 hrs Teacher activities: Use cartoons, posters and magazines / newspapers to teach key features of visual literacy. Novel /Folklore/Drama and Poetry Teacher and learner activities: Reading and critical analysis of selected text Duration: 4 hrs	Writing: Longer transactional texts: Report / speech / internal memorandum/ review/ obituary/ notice, agenda and minutes/ CV and covering letter/ written interview Duration: 2 hrs Teacher activities: Revise the features, format, writing process and introduce writing topic/s Learner activities: Plan, draft, revise, edit, proofread and present written text	<ul style="list-style-type: none"> • Ideophones / homophones • Interjectives / exclamations • Interrogatives / question forms • Direct and indirect speech

23 and 24	<p>Oral Moderation</p>	<p>1 x Reading Comprehension passage (Critical language awareness in texts) Duration: 2 hours</p> <p>Teacher activities:</p> <ul style="list-style-type: none"> • Revise aspects of critical language awareness. • Use selected text to demonstrate critical language use. • Set questions on another text. <p>Learner activities: Answer questions on another text selected by the teacher.</p> <p>Novel/Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Writing: Shorter transactional texts: Advertisement / posters / flyers/ diary entries/ directions/ instructions/ post cards/ invitation cards/ filling-in of forms</p> <p>Duration: 2 hrs</p> <p>Teacher activities: Revise the features, format, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present written text</p>	<p>Critical language awareness</p> <ul style="list-style-type: none"> • Fact and opinion • Denotative and connotative meaning, implied meaning • Bias • Stereotypes • Emotive language • Persuasive and manipulative language <p>Alternative ways of expression</p>
25 and 26	<p>Oral Moderation</p>	<p>Summary Writing 1 x reading passage Duration: 2 hrs</p> <p>Teacher activity: Teach summary skills</p> <p>Learner activities: Summarise a passage</p> <p>Novel/ Folklore/Drama and Poetry Duration: 4 hrs</p> <p>Teacher and learner activities: Reading and critical analysis of selected text</p>	<p>Essay: 1 x Reflective /expository /narrative/ argumentative / discursive / descriptive essay</p> <p>Teacher activities: Revise the features, writing process and introduce writing topic/s</p> <p>Learner activities: Plan, draft, revise, edit, proofread and present text</p>	<ul style="list-style-type: none"> • Direct and indirect speech • Paronyms, polysemes, homonyms, antonyms homophones, puns, malapropisms and one word for a phrase • Idiomatic expressions, idioms and proverbs – figurative language

GRADE 12 TERM 3				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
27 and 28	Oral Moderation	1 x Reading Comprehension passage (Use visual and written texts) Duration: 2 hrs Teacher and learner activities: Discuss questions and answers based on the texts. Learners answer questions of the same text individually. Novel/Folklore/Drama and Poetry Duration: 4 hrs Teacher and learner activities: Reading and critical analysis of selected text	Writing: Feedback and remediation on essays, longer and shorter transactional texts	<ul style="list-style-type: none"> • Types of clauses: <ul style="list-style-type: none"> ○ adjectival clauses ○ adverbial clauses: time, manner, condition, concession, reason, clause, purpose, result, comparison and degree ○ relative clauses • Ideophones • Exclamations
29 and 30	Trial examinations			
	Formal assessment task			
	Task 10	Task 11	Task 12	
	*Literature (essay / contextual)	Writing: Essay	**Trial examinations Paper 1: 2 hours Paper 2: 2½hours Paper 3: 3 hours – to be completed in August	

***Literature:** One essay and one set of contextual questions should be attempted of different genres 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.

GRADE 12 TERM 4				
SKILLS				
	Listening and speaking	Reading and viewing	Writing and presenting	Language structures and use
Weeks	CONTENT AND CONTEXT			
31 and 32	Moderation of orals	Prepare for examination by using previous Language in context and Literature examination papers regarding: Reading <ul style="list-style-type: none"> • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> ○ Novel / folklore ○ Drama ○ Poems 	Prepare for examination by using previous examination papers on: Writing <ul style="list-style-type: none"> • Essays • Longer transactional texts • Shorter transactional; text 	Prepare for examination by using previous examination papers on: Language in context <ul style="list-style-type: none"> • Language structures (words and sentences in context) • Critical language awareness
33 and 34	Moderation of orals	Prepare for examination by using previous Language in context and Literature examination papers regarding: Reading <ul style="list-style-type: none"> • Reading comprehension • Summary • Literature: <ul style="list-style-type: none"> ○ Novel / folklore ○ Drama ○ Poems 	Prepare for examination by using previous examination papers on: Writing <ul style="list-style-type: none"> • Essays • Longer transactional texts • Shorter transactional; texts 	Prepare for examination by using previous examination papers on: Language in context <ul style="list-style-type: none"> • Language structures (words and sentences in context) • Critical language awareness
35 and 36	External examinations			
	External examinations			
	Paper 1: 2 hours Paper 2: 2½ hours Paper 3: 3 hours Paper 4: Orals			

SECTION 4

4.1 Assessment in Home Language

4.1.1 Daily assessment

Daily assessment is part of the process of learning that takes place in the classroom and should be taken into account when planning the lessons. As daily assessment occurs in every lesson, it can take the form of informal assessment tasks at the beginning, during or at the end of the lesson. This includes learning activities such as class work or homework exercises where learners are provided with an assessment sheet for the exercise that is based on a list of competencies or criteria that they can use as a formative learning experience. As learners measure their knowledge and skills against these competencies and criteria, their strengths and weaknesses are reflected and should be used to enhance the learning process.

Daily assessment tasks should be used to scaffold the attainment of content, concepts and skills and should be the stepping-stones to the formal tasks in the Programme of Assessment. These informal daily tasks are not recorded and are not taken into account for promotion.

Daily assessment should be reflected in the lesson plan and should not be seen as separate from the learning activities taking place in the classroom.

4.1.1 Formal assessment

In addition to daily assessment, teachers should develop a year-long formal Programme of Assessment for each grade. In Grades 10 and 11 the Programme of Assessment consists of tests and 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%, including the Oral component.

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 tasks undertaken during the school year and 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. For Grades 10-11 Orals will be internally set, internally assessed and **internally** moderated. For Grade 12 Orals will be internally set, internally assessed and **externally** moderated.

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 to the next class or not. In Grade 12, these marks will be submitted as the internal continuous assessment mark.

The following section provides an overview of the Programme of Assessment in Home Language.

4.2 Assessment Components and Weighting

4.2.1 Grade 10 and 11

Programme of Assessment			
Formal Assessments	End-of-Year Examination		
25%	75%		
School Based Assessment (SBA) – During the Year	End-of-Year Exam Papers		
25%	62,5%	12,5%	
<ul style="list-style-type: none"> • 2 tests • Grade 10: 8 tasks, Grade 11: 9 tasks • 1 exam (mid-year) 	<p>Written examinations</p> <p>Paper 1 (2 hours) - Language in context</p> <p>Paper 2 (Gr. 10: 2 hours. Gr.11: 2½ hours) - Literature</p> <p>Paper 3 (Gr. 10: 2 hours. Gr. 11: 2½ hours) – Writing (May be completed in October)</p>	<p>Oral Assessment Tasks: Paper 4</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.</p>	
SBA per Term			
Term 1: 1 Written Test + 3 Tasks	Term 2: 2 Tasks+ 1 Examination (3 Papers)	Term 3: 1 Written Test + 2 Tasks	Term 4: 1 Examination 3 Papers+ Oral: Paper 4:+ Grade 10:1 Task Grade 11: 2 Tasks
<p>Term Mark (Terms 1 – 3): Each term, add raw marks and totals and convert to % for term mark.</p> <p>Promotion Mark: Add raw marks and totals for assessment tasks from term 1 to term 4 and convert to 25%, Convert Oral mark (Paper 4)s to 12,5%, Convert Paper 1 to 17,5%, Convert Paper 2 to 20% & Convert Paper 3 to 25%</p>			

The mark allocation for Grades 10 - 11 is as follows:

COMPONENT	%	MARKS
Programme of assessment: Tasks	25	100
End-of-year examination, including oral tasks	75	300
Total for Home Language	100	400

Mid-year Examination

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

November Examination

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

The format for each of the Grades 10 – 11 examination papers (Papers 1 – 4) is the same as the formats of the Grade 12 examination Papers 1 – 4 as discussed below.

Programme of assessment

Grade 10 Formal assessment tasks

TERM 1				
Total 210	Task 1: Oral	Task 2: Writing	Task 3: Transactional writing	Task 4: Test 1
	Listening Comprehension (10 marks)	Essay (50 marks)	Longer transactional text (30 marks) Shorter text (20 marks) = 50	Language (30) Comprehension (30) Summary (10) Literature Contextual questions (30) =100
TERM 2				
Total 295	Task 5: Oral	Task 6: Literature	Task 7: Midyear exam	
	Prepared and unprepared Speech (20 marks)	Literature: essay (25 marks)	Paper 1: 2 hours (70 marks) Paper 2: 1 hour (80 marks) Paper 3: 2 hours (100 marks) – to be completed in May = 250	
TERM 3				
Total 170	Task 8: Writing	Task 9: Oral	Task 10: Test 2	
	Essay (50 marks)	Prepared and unprepared reading (20 marks)	Language (30) Comprehension (30) Summary (10) Literature Contextual questions (30) =100	
TERM 4				
25 marks excluding End of year Examination (Task 12) Note The total mark for Tasks 1 – 11 (700) is divided by 7 & added to the end of year examination mark.	Task 11: Literature	Task 12		
	Literature : contextual questions (25 marks)	End of year examinations Paper 1: 2 hours (70 marks) Paper 2: 1 hour (80 marks) Paper 3: 2 hours (100 marks) Paper 4: Orals (50 marks) = 300		

Grade 11 Formal assessment tasks

TERM 1				
Total	Task 1: Writing	Task 2: Oral	Task 3 : Literature	Task 4: Test 1
185	Essay (50 marks)	Listening (10 marks)	Literature: contextual (25 marks)	Language (30) Comprehension (30) Summary (10) Literature Contextual questions (30) =100
TERM 2				
Total	Task 5: Transactional writing	Task 6	Task 7: Midyear exam	
325	Longer (30) and shorter (20) = 50 marks	Literature: Essay (25 marks)	Paper 1: 2 hours (70 marks) Paper 2: 2½ hours (80 marks) Paper 3: 2½ hours (100 marks) – to be completed in May = 250	
TERM 3				
Total	Task 8	Task 9	Task 10: Test 2	
170	Prepared and unprepared reading (20)	Essay (50 marks)	Language (30) Comprehension (30) Summary (10) Literature Contextual questions (30) =100	
TERM 4				
	Task 11: Writing	Task 12:Oral	Task 13: End of year examination	
70 marks excluding End of year Examination (Task 13) Note The total mark for Tasks 1 – 12 (750) is divided by 7.5 & added to the End of year examination mark.	Essay (50 marks)	Prepared and unprepared speeches (20 marks)	Paper 1: 2 hours (70 marks) Paper 2: 2½ hours (80 marks) Paper 3: 2½ hours (100 marks) Paper 4: Orals (50 marks) = 300	

Grade 12 Formal assessment tasks

Term 1				
Total	Task 1: Oral	Task 2: Writing	Task 3: Transactional writing	Task 4: Test 1
210	Listening comprehension (10 marks)	Essay (50)	Longer (30) and shorter (20) pieces= 50 marks	Language (30) Comprehension (30) Summary (10) Literature Contextual questions (30) =100
Term 2				
Total	Task 5: Oral	Task 6: Oral	Task 7: Literature	Task 8 Mid- year exam
320	Prepared and unprepared reading (20 marks)	Prepared and unprepared speeches (20 Marks)	Literature: Contextual questions (30 marks)	Paper 1: 2 hours (70 marks) Paper 2: 2½ hours (80 marks) Paper 3: 3 hours (100 marks) – to be completed in May = 250
Term 3				
Total	Task 9: Literature	Task 10: Writing	Task 11: Trial examinations	
325	Literature: Essay (25 marks)	Essay (50 marks)	Paper 1: 2 hours (70 marks) Paper 2: 2½ hours (80 marks) Paper 3: 3 hours (100 marks) = 250	

Programme of Assessment			
Formal Assessments	End-of-Year Examination		
25%	75%		
School Based Assessment (SBA) – During the Year	End-of-Year Exam Papers		
25%	62,5%	12,5%	
<ul style="list-style-type: none"> • 1 test • 9 tasks • 2 exams (mid-year & trial) 	<p>Written examinations</p> <p>Paper 1 (2 hours) - Language in context</p> <p>Paper 2 (2½ hours) - Literature</p> <p>Paper 3 (3 hours) – Writing</p>	<p>Oral Assessment Tasks: Paper 4</p> <p>Listening</p> <p>Speaking</p> <p>Reading</p> <p>The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.</p>	
SBA per Term			External Examination
Term 1:	Term 2:	Term 3:	Term 4:
1 Written Test + 3 Tasks	3 Tasks+ 1 Examination (3 Papers)	1 Examination (Preparatory) / Written Test + 2 Tasks	Final Examination - 3 Papers+ Oral: Paper 4:
Term Mark (Terms 1 – 3): Each term, add raw marks and totals and convert to % for term mark.			
SBA Mark: Add raw marks and totals for assessment tasks from term 1 to term 3 and convert to 25%			

Note:

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content and should be set for 45 – 60 minutes each and reflect the different cognitive levels as set out for exam papers

4.2 External Examinations (Grade 12)

The mark allocation for Grade 12 is as follows:

COMPONENT	%	MARKS
Programme of assessment: Tasks	25	100
External examination, including oral tasks	75	300
Total for Home Language	100	400

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. 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	17,5	70
2	Literature	20	80
3	Writing	25	100
4	Oral assessment tasks	12,5	50
	Total for examination	75	300

Format of Examination Papers 1, 2 and 3 for Grades 10-12

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	Grades 10 -12 2 hours
	B: Summary: Disjunctive orthography (Grade 10: 70 – 80 words, Grade 11: 80 -90 words, Grade 12: 80-90 words) Conjunctive orthography (Grade 10:60 – 70 words, Grade 11: 70-80 words, Grade 12: 70-80 words) – The passage should not come from the comprehension text. Length of the text:			(10)		
	Grades	Disjunctive orthography	Conjunctive orthography			
	10	approximately 280 words	approximately 220 words			
	11	approximately 320 words	approximately 250 words			
	12	approximately 350 words	approximately 270 words			
C: Language <ul style="list-style-type: none"> Language structures (words and sentences) should be assessed in context using a variety of texts. Critical language awareness. Learners should identify and explain the impact of techniques such as the use of font types and sizes, headings and captions, etc. Learners should identify and explain the purpose, structure and language use of reports, procedures, explanations, descriptions and expositions, etc across the curriculum. 			(30)			

2. Literature	A: Poetry - Seen (contextual questions / essay questions from four seen poems of which two must be answered.) and unseen (contextual questions) (Seen = 20; Unseen = 10)		(30)	80	Grade 10: 2 hours	
	Length of the essay type questions:					
	Grades	Disjunctive orthography				Conjunctive orthography
	10	150 – 200 words				90 – 140 words
	11	200 – 250 words	140 – 190 words			
	12	250 – 300 words	190 – 240 words			
	Assess the following in the poetry essay :		60%			Grade 11 and 12: 2½ hours
	<ul style="list-style-type: none"> Content (Interpretation of topic, depth of argument, justification and grasp of poem) 		40%			
	B: Novel - Essay question or contextual question		(25)	60%	40%	
	Assess the following in the essay :					
	<ul style="list-style-type: none"> Content (Interpretation of topic, depth of argument, justification and grasp of text) 					
	<ul style="list-style-type: none"> Language & structure (structure, logical flow and presentation, language, tone and style) 					
C: Drama - Essay question or contextual question		(25)	60%	40%		
<ul style="list-style-type: none"> NOTE: Candidates must attempt ONE ESSAY question and ONE CONTEXTUAL question from either Section B or Section C. 						
Length of essay:						
Grades	Disjunctive orthography	Conjunctive orthography				
10	300 – 350 words	240 – 290 words				
11	350 – 400 words	290 – 340 words				
12	400 – 450 words	340 – 390 words				
Assess the following in the essay :		60%				
<ul style="list-style-type: none"> Content (Interpretation of topic, depth of argument, justification and grasp of text) 		40%				
<ul style="list-style-type: none"> Language & structure (structure, logical flow and presentation, language, tone and style) 						

3. Writing	A: Essay – One essay Narrative / descriptive / reflective / argumentative / discursive / expository Length of essay:		(50)	100	Grade 10: 2 hours Grade 11: 2½ hours Grade 12: 3 hours
	Grades	Disjunctive orthography	Conjunctive orthography		
	10	300 – 350 words	240 – 290 words		
	11	350 – 400 words	290 – 340 words		
	12	400 – 450 words	340 – 390 words		
	Assess the following:		60%		
	<ul style="list-style-type: none"> • Content & planning 		30%		
	<ul style="list-style-type: none"> • Language, style & editing 		10%		
	<ul style="list-style-type: none"> • Structure 				
	B: One text – Longer Transactional text: Curriculum Vitae and Covering letter/ 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 / newspaper articles and columns/ Memoranda/ Minutes and agendas (asked as a combination)/ Obituaries/ Reports (formal and informal)/ Reviews/ Written formal and informal speeches Length of text:		(30)		
Grades	Disjunctive orthography	Conjunctive orthography			
10 - 12	180 – 200 words – content only	100 – 120 words – content only			
Assess the following:		60%			
<ul style="list-style-type: none"> • Content, planning, & format 		40%			
<ul style="list-style-type: none"> • Language, style & editing 					
C: One text – Shorter text: Transactional/ Referential/ Informational: Advertisements/ Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ Instructions/ Flyers/ Posters Length of text:		(20)			
Grades	Disjunctive orthography	Conjunctive orthography			
10 - 12	60 – 80 words	40 – 60 words			
Assess the following:		60%			
<ul style="list-style-type: none"> • Content, planning, & format 		40%			
<ul style="list-style-type: none"> • Language, style & editing 					

Content to be covered

Assessment addresses the content as set out in this document. Due to the conceptual progression of the content across the grades, content and skills from Grades 10 – 12 will be assessed in the external papers at the end of Grade 12.

Oral Assessment Task: Paper 4

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment. It constitutes 50 of the 300 marks in the end-of-year external assessment. The details for the oral tasks, which are administered during the year, are as follows:

Paper 4	DETAILS	MARKS
Orals	<p>Orals will be internally set, internally assessed and externally moderated.</p> <ul style="list-style-type: none">• Reading Prepared & unprepared reading (10 & 10 = 20) Prepared & unprepared reading Assess: <i>Understanding of text, conveying meaning, use of voice, mastery of reading skills, use of gestures, body language and facial expression, responding to questions, critical interpretation of text, choice of own text and for prepared reading also the preparation)</i>• Speaking: Prepared & unprepared speech (10 & 10 = 20) Prepared speech Assess: <i>Research skills, planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice, design and use of audio, audio-visual aids</i> Unprepared speech: Assess: <i>Planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage</i>• Listening (10) Assess: <i>Listen critically for comprehension, information and evaluation</i>	50

4.3 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. Learners offering another language on Home Language level must achieve at least a rating code of 2 (Elementary achievement: 30 – 39%) to be promoted.