



DEPARTMENT OF EDUCATION
ISEBE LEZEMFUNDO
DEPARTMENT VAN ONDERWYS
Province of the Eastern Cape

NATIONAL CURRICULUM STATEMENT

General Education and Training

PROVINCIAL ASSESSMENT GUIDELINES

FOR

LANGUAGES (Intermediate and Senior Phases)

**Home Language
First Additional Language
Second Additional Language**

January 2008

PREFACE TO THE PROVINCIAL ASSESSMENT GUIDELINE DOCUMENT

The Eastern Cape Department of Education: Curriculum Chief Directorate, in collaboration with District curriculum personnel, provincialised the National Assessment Guidelines for Languages. The purpose of the document is to provide assistance in developing, organizing, structuring and implementing an assessment programme for Languages in the Intermediate and Senior Phases of the National Curriculum Statement.

This process has been informed by the *Languages Learning Area Statements Grade R-9*, *The National Policy on Assessment and Qualifications for Schools in the General Education and Training Band*, *The National Assessment Guidelines for Languages (Intermediate and Senior Phases)*, *Teachers Guide for the Development of Learning Programmes in Languages*, *The Language in Education Policy* and other current *Assessment policies*.

Critical engagement with the document is encouraged. We invite you to be as rigorous and vigorous as you can and have complete faith in your professionalism as you implement the National Curriculum Statement (NCS).

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1. INTRODUCTION

This document serves to highlight issues on assessment in Languages in the Intermediate and Senior Phase. Emphasis is on school based assessment.

The document should be read/ utilized in conjunction with the Languages *National Assessment Guidelines* document.

The purpose of the document therefore is not to repeat any part of the *National Assessment Guidelines*, based on the *National Assessment Policy of February 2007*, but merely to expand on issues not clearly stated, yet crucial for micro planning of learner assessment. Teachers are thus encouraged to critically engage with this document when they plan for Assessment.

2. PRINCIPLES OF OUTCOMES BASED EDUCATION (OBE)

Assessment in the NCS is based on the principles of Outcomes Based Education: Design down, Clarity of focus, High expectations and Expanded opportunities.

Design down:

The Outcomes to be addressed through teaching and learning are first clearly stated before developing the teaching and learning activities the learners will be engaged in. When planning assessment, teachers must start by identifying Outcomes to be assessed from those that are to be addressed through teaching and learning. The next step is to choose appropriate assessment forms and activities to be used when assessing the chosen Outcomes.

Clarity of focus:

Everyone involved must have a clear picture of what is wanted at the end. This implies that teachers must ensure that learners are clear about the criteria against which they are to be assessed and therefore what they are expected to demonstrate.

High expectations:

Teachers must assist learners to reach their full potential.

Expanded opportunities:

This means that teachers must find multiple ways (formal and informal) of exposing learners to learning opportunities that will help them demonstrate their full potential in terms of skills, knowledge and values.

Outcomes Based Assessment (OBA) should therefore:

- assist learners to reach their full potential
- be participative, democratic and transparent
- involve learners actively, using relevant knowledge in real-life contexts
- be integrated throughout the teaching and learning process
- be used for remedial as well as enrichment

3. ASSESSMENT IN THE LANGUAGES LEARNING AREA**3.1 INTRODUCTION**

Assessment in the National Curriculum Statement is an integral part of teaching and learning. Learner assessment should therefore be undertaken on a continuous basis. This continuous assessment should provide constructive information about learner performance in relation to the Assessment Standards of the Learning Outcomes.

In addition to informal assessment to monitor and support learner progress throughout the school year, it is further expected of teachers to plan a formal Programme of Assessment for a specific year. This formal Programme of Assessment should be used to evaluate learner progress and to determine progression and promotion.

Continuous assessment through both informal daily assessment and the Formal Programme of Assessment should furthermore be used to:

- develop learners' knowledge, skills and values
- assess learners' strengths and weaknesses
- provide additional support to learners
- motivate and encourage learners

3.2 LANGUAGES LEARNING OUTCOMES

The NCS for Languages prescribes the six Learning Outcomes for both Home Language and First Additional Language and the five Learning Outcomes for Second Additional Language (Learning Outcome 5 is excluded).

LEARNING OUTCOMES IN LANGUAGES
<u>Learning Outcome 1: Listening</u> The learner will be able to listen for information and enjoyment, and respond appropriately and critically in a wide range of situations.
<u>Learning Outcome 2: Speaking</u> The learner will be able to communicate confidently and effectively in spoken language in a wide range of situations.
<u>Learning Outcome 3: Reading and viewing</u> The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts.
<u>Learning Outcome 4: Writing</u> The learner will be able to write different kinds of factual and imaginative texts for a wide range of purposes.
<u>Learning Outcome 5: Thinking and reasoning</u> The learner will be able to use language to think and reason, as well as to assess, process and use information for learning.
<u>Learning Outcome 6: Language structure and use</u> The learner will know and be able to use the sounds, words and grammar of the language to create and interpret texts.

When designing an Assessment Task for the Languages Learning Area, the Learning Outcomes will usually be integrated. But it is, however, crucial that a specific Assessment Task should focus on one or two key Learning Outcomes and their related Assessment Standards.

3.3 CONTINUOUS ASSESSMENT (CASS)

Continuous assessment involves activities that are undertaken throughout the year, using a variety of assessment forms (components of language), methods and instruments. In the GET-Band continuous assessment comprises two different but related sections: informal daily assessment and a formal Programme of Assessment.

3.3.1 DAILY ASSESSMENT (INFORMAL)

The informal assessment tasks are the planned teaching and learning activities that take place in the Languages classroom on a daily basis. Learner progress should be monitored during learning activities. During teaching and learning, practical exercises should be done in the form of *class work, homework, question and answer sessions, short assessment tasks, etc.* – completed during the lesson by individuals, pairs or groups – and assessed informally. It is important to allow learners to learn from and reflect on their own performance. Therefore teachers should involve learners actively in informal assessment, by making use of self, peer and group assessment.

Evidence of informal assessment tasks may be included in both the Learner- and Teacher Portfolios. The results, however, are not formally recorded unless the teacher wishes to do so. The results are also not taken into account for progression and promotion purposes.

Teachers may use learner performance in these assessment tasks to provide verbal or written feedback to learners, the School Management Team and parents. This is particularly important if barriers to learning or poor levels of participation are encountered.

3.3.2 PROGRAMME OF ASSESSMENT (FORMAL)

In addition to daily assessment, teachers should develop a year long formal Programme of Assessment for each grade. This formal programme should clearly specify the different formal assessment tasks learners have to complete in a specific year and grade.

FORMAL ASSESSMENT TASKS IN LANGUAGES

- will sometimes involve more than one form of assessment (component) and possibly a number of assessment activities that support the form/s of assessment used
- must be weighted to collectively engage with all the Learning Outcomes and Assessment Standards for the Grade
- provide learners with an opportunity to demonstrate their acquired competencies in various Languages levels
- should enable the teacher to make informed judgments about various levels of performance and learner competence
- are set and marked by the teacher

- should focus on an integration of Learning Outcomes and Assessment Standards
- should be preceded by informal assessment, e.g. class work, homework, etc.
- should be recorded
- are used for progression in grades R - 8 and promotion in grade 9

GRADES 4-8

In Grades 4-8 CASS comprises 100% of the final Languages mark or level of achievement. In Languages, all the formal recorded Assessment Tasks over the year should give learners an opportunity to cover the full scope of the Learning Outcomes and Assessment Standards within the Languages Learning Area.

Number of formal recorded Assessment Tasks: Grades 4-6

LANGUAGE LEVEL	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Home Language	2	2	2	2	8
First Additional Language	2	2	2	2	8
Second Additional Language	1	1	1	1	4

Number of formal recorded Assessment Tasks: Grades 7-8

LANGUAGE LEVEL	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Home Language	3	2	3	2	10
First Additional Language	2	2	2	2	8
Second Additional Language	2	1	2	1	6

GRADE 9

In Grade 9, the CASS component consists of tasks undertaken during the school year and counts 75% of the final Grade 9 mark or level of achievement. The other 25% is made up of externally set Assessment Tasks or Common Tasks of Assessment.

The learner will be promoted only if s/he satisfies the requirements of both the Continuous Assessment (75%) and the External Assessment (25%) components in all Learning Areas.

Number of formal recorded Assessment Tasks: Grade 9

LANGUAGE LEVEL	TERM 1	TERM 2	TERM 3	TERM 4	TOTAL
Home Language	3	2	3	C	8
First Additional Language	2	2	2	T	6
Second Additional Language	2	1	2	A	5

REQUIREMENTS FOR FORMAL ASSESSMENT TASKS IN GRADES 4-9

The teacher must provide the Programme of Assessment to the Learning Area head and School Management Team before the start of the school year. This will be used to draw up a *School Assessment Plan*, which includes the formal Tasks for all Learning Areas to be undertaken by learners during the school year. The proposed School Assessment Plan should be provided to learners and parents in the first week of the first term.

When planning for formal assessment in the Intermediate and Senior Phases, the following important factors should be kept in mind:

- the emphasis applicable to the specific level of the language
- progression within a Learning Outcome as well as across LO's
- a variety of activities, methods and instruments
- alignment with what is expected of learners in the FET (grades 10-12)

In the Intermediate phase some of the formal tasks could be controlled tests / examinations. In the Senior Phase (which includes Grade 7) specific tasks have to be controlled tests / examinations. Administering this will depend on the management / administration at a particular school.

These tests and examinations are part of CASS. Particulars on the format of exam papers, duration and mark allocation are specified in the relevant Program of Assessment for the different levels of Languages per grade. Teachers should take note that the particulars are NOT exactly the same for the different levels (Home Language, FAL and SAL) or the different grades!

At the end of Grade 9 learners are engaged in the CTA. Therefore they have to write a full midyear exam, aligned with what is expected of them in Grade 10.

The remainder of the formal assessment tasks should NOT be tests or exams. They should be carefully designed tasks, which give learners opportunities to research and explore the Learning Area in exciting and varied ways.

When designing the formal assessment tasks, the teacher should very clearly indicate the focus Learning Outcome and relevant Assessment Standards, the supporting Learning Outcomes, the component (form of assessment) and instruments.

COMPULSORY ASSESSMENT PORTFOLIO COMPONENTS (FORMS)

Following is a brief summary of:

- the compulsory components for Languages (forms of assessment) that have been identified for inclusion in the portfolio
- the focus Learning Outcomes for each component
- supporting Learning Outcomes
- possible assessment tasks relevant to a specific grade (refer to the Assessment standards per grade)

Portfolio here is used holistically to mean the full collection of evidence that the learner must provide.

COMPONENT (FORM OF ASSESSMENT)	FOCUS LEARNING OUTCOME	POSSIBLE ASSESSMENT TASKS
CREATIVE WRITING	LO 4: Writing Informed and supported by LO 3, 5 and 6	Longer pieces/essays: Narrative / Descriptive
FUNCTIONAL WRITING	LO 4: Writing Informed and supported by LO 3, 5 and 6	Dialogues, poems, songs, letters, reports, e-mails, sms's, CV's, reviews, agendas, minutes, cartoons, posters, pamphlets, advertisements, etc.
SPOKEN LANGUAGE (Oral)	LO 1: Listening LO 2: Speaking LO 3: Reading Supported by LO 5 and LO 6	Listening comprehension, reading aloud, conversations, dialogues, interviews, role play, debates, prepared/unprepared speech, etc.
RESPONSE TO TEXT (includes reading comprehension, viewing of visual texts, language in context and literature)	LO 3: Reading LO 6: Language Supported by LO 4 and LO 5	Macro texts: a variety of genres Micro texts: a variety of visual and written texts (newspapers, magazines, pictures, cartoons, covers, etc.)
INVESTIGATION (written and oral component)	LO 4: Writing LO 2: Speaking Supported by ALL other LO's	Create mind-maps, questionnaire, problem-solving, multi-media texts

For more detail, discussion, aspects to consider and examples of possible Assessment Tasks, as well as examples of rubrics to assess some of those tasks, refer to pp. 14-18 and 31-73 of the *National Assessment Guidelines for Languages (Intermediate and Senior Phases)*.

The total number of words for the different pieces for creative and functional writing are indicated below. There is a gradual increase to be in line with what is expected in Grade 10.

HOME LANGUAGE

TASK	GR4	GR5	GR6	GR7	GR8	GR9	GR10
Paragraph	30 – 40	40 – 50	50 – 60	60 – 75	75 – 90	90 – 100	
Essay	100 – 120	120 – 140	140 – 160	150 – 200	200 – 250	250 – 300	300 – 350
Summary	60 – 70	60 – 70	60 – 70	70 – 80	70 – 80	70 – 80	80 – 90
Longer transactional texts, e.g. reports and reviews	Content only: 90 – 100	100 – 110	110 – 120	Content only: 120 – 140	140 – 160	160 – 180	Content only: 180 – 200
Shorter texts, e.g. diary entry	30 – 40	40 – 50	50 – 60	60 – 70	70 – 80	80 – 100	100 – 120

FIRST ADDITIONAL LANGUAGE

TASK	GR4	GR5	GR6	GR7	GR8	GR9	GR10
Paragraph	20 -30	30 - 40	40 – 50	50 - 60	60 - 70	70 - 80	
Essay	70 – 80	80 – 90	90 – 100	100 – 120	120 – 140	140 – 150	150 – 200
Summary	40 – 50	40 – 50	40 – 50	50 – 60	50 – 60	50 – 60	60 – 70
Longer transactional texts, e.g. letters	Content only: 30 – 40	40 – 50	50 – 60	Content only: 60 – 80	80 – 100	100 – 120	Content only: 120 – 150
Shorter texts, e.g. sms	15 – 20	20 – 25	25 – 30	30 – 40	40 – 60	60 – 80	80 – 100

SECOND ADDITIONAL LANGUAGE

TASK	GR4	GR5	GR6	GR7	GR8	GR9	GR10
Paragraph	15 - 20	20 - 30	30 – 40	40 - 50	50 - 60	60 - 70	
Summary	20 – 30	30 - 40	30 – 40	40 - 50	40 - 50	40 - 50	50 – 60
Longer transactional texts, e.g. dialogues	Content only: 30 – 40	40 - 50	50 – 60	Content only: 60 - 70	70 - 80	80 - 90	Content only: 80 – 100
Shorter texts, e.g. postcards	15 - 20	20 - 25	25 – 30	30 - 40	40 - 60	60 - 70	60 – 80

3.4 RECORDING OF FORMAL ASSESSMENT TASKS

All formal Assessment Tasks should be recorded and reflected in the Teacher's Portfolio. Each learner's performance is recorded as a mark and/or code for the assessment task.

In addition the following should be included in the Teachers Portfolio:

- a Contents page
- all Assessment Tasks
- the requirements for each task
- an indication of the Learning Outcomes and Assessment Standards assessed in each task
- Assessment instruments (rubrics, memoranda, etc.)
- Learning Area Recording Sheets (Formally recorded assessment tasks should be clearly marked or indicated in the Teacher's Portfolio)
- the annual Programme of Assessment
- Planning steps and activities that inform the development of these Tasks
- Documents related to assessment
- Work schedule reflecting BOTH informal and formal tasks

Teachers Portfolio's should be available on request at all times for moderation and accountability purposes.

3.5 REPORTING LEARNER ACHIEVEMENT

Teachers must report regularly and timeously to learners and parents on the progress of learners. Schools will determine the reporting mechanism but it could include written reports, parent-teacher interviews and parent days. Schools are required to provide written reports once per term on the Programme of Assessment using a formal reporting tool (Please compare paragraph 73 of the *National Policy on Assessment in the GET-Band*)

The achievement rating on the report card should be indicated by means of a combination of national codes together with either descriptors or percentages and comments.

Codes and percentages for recording & reporting in Grades 4-6

RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGES
4	Outstanding Achievement	70-100
3	Satisfactory Achievement	50-69
2	Partial Achievement	35-49
1	Not Achieved	1-34

Codes and percentages for recording & reporting in Grades 7-9

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

3.6 EXTERNAL ASSESSMENT IN GRADE 9 – COMMON TASKS FOR ASSESSMENT (CTA)

The CTA is only applicable to Grade 9. It makes up 25% of the final mark for Grade 9 learners.

For more detail about:

- administration of the CTA
- roles and responsibilities of the teacher in administering, marking and recording the CTA

Refer to *National Assessment Guidelines for Languages (Intermediate and Senior Phases)* pp. 9-12.

NB: Refer also to previous Languages CTA's.

3.7 PROGRAMMES OF ASSESSMENT FOR GRADES 4 – 9

- HOME LANGUAGE
- FIRST ADDITIONAL LANGUAGE
- SECOND ADDITIONAL LANGUAGE:



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PROGRAMME OF ASSESSMENT: HOME LANGUAGE
Grade 4

LO'S TARGETED	TERM 1	TASK 1 (50) Genre 1: Short story/novel/folk tale	MARKS		TASK 2 (50) Text from other LA	MARKS
	LO 1 & 2	Oral (listening comprehension) - written response	10	LO 3 & 5	Reading (factual texts) - written response	15
	LO 3 & 5	Reading aloud (literature above)	15	LO 1 & 2	Oral (discussion)	10
	LO 4 & 5	Creative writing (paragraph)	15	LO 4 & 5	Functional writing (transactional text)	15
	LO 6 & 5	Language in context	10	LO 6 & 5	Language in context	10
	TERM 2	TASK 3 (50) Genre 2: Poetry	MARKS		TASK 4 (80) Exam	MARKS
	LO 1 & 2	Oral (listening comprehension)- oral/written response	10	LO 6 & 5	Paper 1 - Language in context	25
	LO 3 & 5	Unprepared reading (poem above) - written response	15	LO 4 & 5	Paper 2 - Writing	25
	LO 4 & 5	Creative writing (two paragraphs on above theme)	15	LO1,2 & 3	Paper 3 - Oral: reading / listening / speaking	30
	LO 6 & 5	Language in context	10		(see addendum for explanation of above)	
	TERM 3	TASK 5 (50) Investigation	MARKS		TASK 6 (50) Visual text	MARKS
	LO 3 & 5	Silent reading (written response as mind map)	15	LO 1 & 2	Oral (interviews)	10
	LO 4 & 5	Functional writing (report on findings)	15	LO 3 & 5	Read and interpret visual texts (oral response)	15
	LO 6 & 5	Language in context	10	LO 4 & 5	Creative writing (design poster / graph / map etc.)	15
LO 1 & 2	Oral presentation (investigation)	10	LO 6 & 5	Language in context	10	
TERM 4	TASK 7 (50) Genre 3: Short drama/play	MARKS		TASK 8 (80) Exam	MARKS	
LO 1 & 2	Oral (dramatization)	10	LO 6 & 5	Paper 1 - Language in context	25	
LO 3 & 5	Read aloud (drama)	15	LO 4 & 5	Paper 2 - Writing	25	
LO 4 & 5	Functional writing (dialogue)	15	LO1,2 & 3	Paper 3 - Oral: reading / listening / speaking	30	
LO 6 & 5	Language in context	10		(see addendum for explanation of above)		

- AS's targeted in the above activities must be reflected in both the planning and tools used.
- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: HOME LANGUAGE
Grade 5

LO'S TARGETED	TERM 1	TASK 1 (50) Genre 1: Short story/novel/folk tale	MARKS		TASK 2 (50) Text from other LA	MARKS
	LO 1 & 2	Oral (listening comprehension) - written response	10	LO 1 & 2	Oral (prepared speech)	10
	LO 3 & 5	Prepared reading (from literature above)	15	LO 3 & 5	Reading (factual texts) - written response	15
	LO 4 & 5	Creative writing (paragraph)	15	LO 4 & 5	Functional writing (transactional text)	15
	LO 6 & 5	Language in context	10	LO 6 & 5	Language in context	10
	TERM 2	TASK 3 (50) Genre 2: Poetry	MARKS		TASK 4 (90) Exam	MARKS
	LO 1 & 2	Oral (listening comprehension) - written response	10	LO 6 & 5	Paper 1 - Language in context	30
	LO 3 & 5	Silent reading (poem) - written response	15	LO 4 & 5	Paper 2 - Writing	30
	LO 4 & 5	Functional writing (transactional text)	15	LO 1,2 & 3	Paper 3 - Oral: reading / listening / speaking	30
	LO 6 & 5	Language in context	10		(see addendum for explanation of above)	
TERM 3	TASK 5 (50) Investigation	MARKS		TASK 6 (50) Visual text	MARKS	
LO 3 & 5	Silent reading (skim / scan) - write summary	15	LO 1 & 2	Oral (visual texts) - discussion	10	
LO 4 & 5	Functional writing (research report)	15	LO 3 & 5	Read and interpret above texts (oral response)	15	
LO 6 & 5	Language in context	10	LO 4 & 5	Creative writing (design poster / graph / map etc.)	15	
LO 1 & 2	Oral presentation (investigation)	10	LO 6 & 5	Language in context	10	
TERM 4	TASK 7 (50) Genre 3: Short drama/play	MARKS		TASK 8 (90) Exam	MARKS	
LO 1 & 2	Oral (dramatization)	10	LO 6 & 5	Paper 1 - Language in context	30	
LO 3 & 5	Reading aloud (drama)	15	LO 4 & 5	Paper 2 - Writing	30	
LO 4 & 5	Functional writing (dialogue)	15	LO1,2 & 3	Paper 3 - Oral: reading / listening / speaking	30	
LO 6 & 5	Language in context	10		(see addendum for explanation of above)		

- AS's targeted in the above activities must be reflected in both the planning and tools used.
- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: HOME LANGUAGE
Grade 6

LO'S TARGETED	TERM 1	TASK 1 (50) Genre 1: Short story/novel/folk tale	MARKS		TASK 2 (50) Text from other LA	MARKS
	LO 1 & 2	Oral (listening comprehension) - written response	10	LO 1 & 2	Oral (prepared speech)	10
	LO 3 & 5	Prepared reading (on texts used above)	15	LO 3 & 5	Reading comprehension (factual texts)	15
	LO 4 & 5	Creative writing (own story)	15	LO 4 & 5	Functional writing (transactional text)	15
	LO 6 & 5	Language in context	10	LO 6 & 5	Language in context	10
	TERM 2	TASK 3 (50) Genre 2: Poetry	MARKS		TASK 4 (100) Exam	MARKS
	LO 1 & 2	Oral (discussion)	10	LO 6 & 5	Paper 1 - Language in context	35
	LO 3 & 5	Silent reading (poem) - written response	15	LO 4 & 5	Paper 2 - Writing	35
	LO 4 & 5	Creative writing (two paragraphs based on theme)	15	LO1,2 & 3	Paper 3 - Oral: reading / listening / speaking	30
	LO 6 & 5	Language in context	10		(see addendum for explanation of above)	
TERM 3	TASK 5 (50) Investigation	MARKS		TASK 6 (50) Newspaper/magazine	MARKS	
LO 3 & 5	Silent reading (create mind maps from text read)	15	LO 3 & 5	Reading comprehension (newspaper / magazine)	15	
LO 4 & 5	Written report (based on research topic)	15	LO 1 & 2	Oral (unprepared speech)	10	
LO 6 & 5	Language in context	10	LO 4 & 5	Functional writing (friendly letter)	15	
LO 1 & 2	Oral presentation (investigation report)	10	LO 6 & 5	Language in context	10	
TERM 4	TASK 7 (50) Genre 3: Short drama/play	MARKS		TASK 8 (100) Exam	MARKS	
LO 1 & 2	Oral (dramatization / role play)	10	LO 6 & 5	Paper 1 - Language in context	35	
LO 3 & 5	Reading aloud (drama)	15	LO 4 & 5	Paper 2 - Writing	35	
LO 4 & 5	Creative Writing (write own play script)	15	LO1,2 & 3	Paper 3 - Oral: reading / listening / speaking	30	
LO 6 & 5	Language in context	10		(see addendum for explanation of above)		

- AS's targeted in the above activities must be reflected in both the planning and tools used.
- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: HOME LANGUAGE
GRADE 7

TERM 1	TASK 1 - 20 marks	TASK 2 - 20 marks	TASK 3 - 60 marks: TEST 1
100 marks	<u>LISTENING (LO 1), SPEAKING (LO 2) and READING (LO 3); (LO 5):</u> Listening comprehension (written response): 10 Prepared reading and conversation: 10 Assessment instruments: Memorandum and rubric	<u>WRITING (LO 4):</u> Shorter texts 20 Diary entry / poster / cartoon Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 15 Language (LO 6): 25 Literature (1 st genre) (LO 3): 20 Assessment instrument: Memorandum
TERM 2	TASK 4 - 40 marks	TASK 5 - 100 marks: EXAM	
140 marks converted to 100	<u>INVESTIGATION (LO 2; LO 3; LO 4; LO 5; LO6):</u> Written component: 20 Oral presentation: 20 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 15 Language (LO 6): 25 Literature (2 nd genre) (LO 3): 20 Writing (LO 4)- a descriptive paragraph: 20 (60 – 75 words) - a friendly letter: 20 Assessment instrument: Memorandum (including rubrics for the written work)	1 st genre – poetry 2 nd genre – short stories 3 rd genre – short drama
TERM 3	TASK 6 - 10 marks	TASK 7 - 40 marks	TASK 8 - 60 marks: TEST 2
110 marks converted to 100	<u>READING (LO 3), LISTENING (LO 1) and SPEAKING (LO 2); (LO 5):</u> Unprepared reading AND conversation 10 Assessment instrument: Rubric	<u>WRITING (LO 4):</u> Longer text Narrative essay (150 – 200 words) 40 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 15 Language (LO 6): 25 Summary (LO 3; LO 4; LO 5): 20 (Text: 200 words; summary: 70 – 80 words) Assessment instrument: Memorandum
TERM 4	TASK 9 - 20 marks	TASK 10 - 100 marks: EXAM	
120 marks converted to 100	<u>LISTENING (LO 1) and SPEAKING (LO2):</u> Interview / dialogue (within a given scenario) 20 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 15 Language (LO 6): 25 Literature (3 rd genre) (LO 3): 20 Writing (LO 4) - dialogue: 20 - eye witness report: 20 Assessment instrument: Memorandum (including rubrics for the written work)	Suggested format for exam papers: Paper 1: Comprehension, Language and Literature (1 hr) Paper 2: Writing (can be written before the start of the formal exam, but under exam conditions!) (1 hr)



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**PROGRAMME OF ASSESSMENT: HOME LANGUAGE
GRADE 8**

TERM 1	TASK 1 - 20 marks	TASK 2 - 20 marks	TASK 3 - 70 marks: TEST 1
110 marks converted to 100	<u>LISTENING (LO 1), SPEAKING (LO 2) and READING (LO3); LO 5:</u> Listening comprehension (written response): 10 Prepared reading and conversation: 10 Assessment instruments: Memorandum and rubric	<u>WRITING (LO 4):</u> Shorter texts Dialogue / friendly letter (within a given scenario) 20 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 20 Language (LO 6): 30 Literature (1 st genre) (LO 3): 20 Assessment instrument: Memorandum
TERM 2	TASK 4 - 40 marks	TASK 5 - 120 marks: EXAM	
160 marks converted to 100	<u>INVESTIGATION (LO 2; LO 3; LO 4; LO 5; LO 6):</u> Factual written and multimodal texts Written component: 20 Oral presentation: 20 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 20 Language (LO 6): 30 Literature (2 nd genre) (LO 3): 30 Writing (LO 4) - 2 descriptive paragraphs: 20 (75 – 100 words) - formal letter: 20 Assessment instrument: Memorandum (including rubrics for the written work)	1 st genre – poetry 2 nd genre – short stories 3 rd genre – drama
TERM 3	TASK 6 - 10 marks	TASK 7 - 40 marks	TASK 8 - 70 marks: TEST 2
120 marks converted to 100	<u>READING (LO 3), LISTENING (LO 1) and SPEAKING (LO 2); (LO 5):</u> Unprepared reading AND conversation 10 Assessment instrument: Rubric	<u>WRITING (LO 4):</u> Longer text Descriptive essay (200 – 250 words) 40 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 20 Language (LO 6): 30 Summary (LO 3; LO4; LO5): 20 (Text: 230 words; summary: 70 - 80 words) Assessment instrument: Memorandum
TERM 4	TASK 9 - 30 marks	TASK 10 - 120 marks: EXAM	
150 marks converted to 100	<u>SPEAKING (LO 2); (LO 5):</u> Prepared speech 30 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 20 Language (LO 6): 30 Literature (3 rd genre) (LO 3): 30 Writing (LO 4) - a narrative essay: 40 (200 - 250 words) Assessment instrument: Memorandum (including rubrics for the written work)	Suggested format for exam papers: Paper 1: Comprehension, Language and Literature (1½ hr) Paper 2: Writing (can be written before the start of the formal exam, but under exam conditions!) (1 hr)



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**PROGRAMME OF ASSESSMENT: HOME LANGUAGE
GRADE 9**

TERM 1	TASK 1 - 40 marks	TASK 2 - 20 marks	TASK 3 - 80 marks: TEST 1
140 marks converted to 100	<u>LISTENING (LO 1), SPEAKING (LO 2) and VIEWING (LO 3); (LO 5):</u> Listening comprehension (written response): 10 Prepared role play within a given scenario - meeting / dramatization of a situation / advertisement: 20 Viewing - a variety of multimedia texts - critical response: 10 Assessment instruments: Rubric	<u>WRITING (LO 4):</u> Shorter texts Agenda / minutes / eye witness reports / advertisements / news report 20 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 25 Language (LO 6): 30 Literature (1 st genre) (LO 3): 25 Assessment instrument: Memorandum
TERM 2	TASK 4 - 50 marks	TASK 5 - 150 marks: EXAM	
200 marks converted to 100	<u>INVESTIGATION (LO 2; LO 3; LO 4; LO 5; LO 6):</u> Factual written and multimedia texts Written component - Questionnaire / outline AND Report / findings / conclusion: 10 +20 = 30 Oral presentation: 20 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 20 Language (LO 6): 30 Literature (2 nd genre) (LO 3): 30 Summary (LO 3; LO 4; LO5): 10 (Text: 250 words; summary: 70 - 80 words) Writing (LO 4) - a formal letter / dialogue: 20 - narrative / descriptive essay: 40 (250 - 300 words) Assessment instrument: Memorandum / Rubrics	1 st genre – poetry 2 nd genre – short stories 3 rd genre – novel
TERM 3	TASK 6 - 30 marks	TASK 7 - 40 marks	TASK 8 - 80 marks: TEST 2:
150 marks converted to 100	<u>SPEAKING (LO 2); (LO 5):</u> Debate / panel discussion / prepared speech 30 Assessment instrument: Rubric	<u>WRITING (LO 4) on ANY ONE of the 3 genres (LO 3); (LO 5):</u> Longer text Literary essay (250 - 300 words) 40 Assessment instrument: Rubric	Comprehension (LO 3; LO 5): 25 Language (LO 6): 30 Literature (3 rd genre) (LO 3): 25 Assessment instrument: Memorandum
TERM 4			
	CTA: BOOK A	CTA: BOOK B	Suggested format for exam papers: Paper 1: Comprehension, Language and Summary (1½ hr) Paper 2: Literature (1 hr) Paper 3: Writing (can be written before the start of the formal exam, but under exam conditions!) (1½ hr)



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PROGRAMME OF ASSESSMENT: 1st ADDITIONAL LANGUAGE
Grade 4

LO'S TARGETED	TERM 1	TASK 1 (50) Genre 1: Short story/novel/folk tale	MARKS		TASK 2 (50) Text from other LA	MARKS
	LO 1 & 2	Oral (list comprehension - stories) written response	15	LO 3 & 5	Reading - factual texts (written response)	15
	LO 3 & 5	Reading aloud (on texts used above)	15	LO 1 & 2	Oral - prepared speech	15
	LO 4 & 5	Creative writing (Recount)	10	LO 4 & 5	Functional writing - summary	10
	LO 6 & 5	Language in context	10	LO 6 & 5	Language in context	10
	TERM 2	TASK 3 (50) Micro text: newspaper / magazine	MARKS		TASK 4 (80) Exam	MARKS
	LO 3 & 5	Reading comprehension (written response)	15	LO 6 & 5	Paper 1 - Language in context	25
	LO 1 & 2	Oral: unprepared speech based on above text	15	LO 4 & 5	Paper 2 - Writing	25
	LO 4 & 5	Creative writing - friendly letter	10	LO 1,2 & 3	Paper 3 - Oral: reading/listening/speaking	30
	LO 6 & 5	Language in context	10			
TERM 3	TASK 5 (50) Investigation	MARKS		TASK 6 (50) Genre 2: Short drama/play	MARKS	
LO 3 & 5	Silent reading - (draw mind maps)	15	LO 1 & 2	Oral: role play familiar real life situations	15	
LO 4 & 5	Functional writing (report)	10	LO 3 & 5	Prepared reading: short drama / play	15	
LO 6 & 5	Language in context	10	LO 4 & 5	Writing: short simple dialogue	10	
LO 1 & 2	Oral presentation on investigation	15	LO 6 & 5	Language in context	10	
TERM 4	TASK 7 (50) Visual text	MARKS		TASK 8 (80) Exam	MARKS	
LO 1 & 2	Oral - visual text - conversation / debate	15	LO 6 & 5	Paper 1 - Language in context	25	
LO 3 & 5	Reading - visual texts - oral response	15	LO 4 & 5	Paper 2 - Writing	25	
LO 4 & 5	Writing: design poster /map /advert. / graph etc	10	LO 1,2 & 3	Paper 3 - Oral: reading/listening/speaking	30	
LO 6 & 5	Language in context	10				

- AS's targeted in the above activities must be reflected in both the planning and tools used.
- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: 1st ADDITIONAL LANGUAGE
Grade 5

LO'S TARGETED	TERM 1	TASK 1 (50) Genre 1: Short story/novel/folk tale	MARKS		TASK 2 (50) Text from other LA	MARKS
	LO 1 & 2	Oral - stories (debate)	15	LO 1 & 2	Oral - discussion(text from other LAs)	15
	LO 3 & 5	Silent reading - written response	15	LO 3 & 5	Reading comprehension - (written response)	15
	LO 4 & 5	Functional writing - book review	10	LO 4 & 5	Functional writing - summary	10
	LO 6 & 5	Language in context	10	LO 6 & 5	Language in context	10
	TERM 2	TASK 3 (50) Micro text: newspaper / magazine	MARKS		TASK 4 (90) Exam	MARKS
	LO 3 & 5	Reading comprehension - newspaper / magazine	15	LO 6 & 5	Paper 1 - Language in context	30
	LO 1 & 2	Oral - unprepared speech	15	LO 4 & 5	Paper 2 - Writing	30
	LO 4 & 5	Writing: transactional text	10	LO 1,2 & 3	Paper 3 - Oral: reading/listening/speaking	30
	LO 6 & 5	Language in context	10			
	TERM 3	TASK 5 (50) Investigation	MARKS		TASK 6 (50) Genre 2: Short drama / play	MARKS
	LO 3 & 5	Silent reading – (draw mind maps)	15	LO 1 & 2	Oral: role play real life situations	15
	LO 4 & 5	Functional writing (report)	10	LO 3 & 5	Prepared reading	15
	LO 6 & 5	Language in context	10	LO 4 & 5	Write short simple dialogue	10
	LO 1 & 2	Oral presentation on investigation	15	LO 6 & 5	Language in context	10
	TERM 4	TASK 7 (50) Micro text: newspaper / magazine	MARKS		TASK 8 (90) Exam	MARKS
LO 1 & 2	Oral - listening comprehension (written response)	15	LO 6 & 5	Paper 1 - Language in context	30	
LO 3 & 5	Unprepared reading based on above text	15	LO 4 & 5	Paper 2 - Writing	30	
LO 4 & 5	Creative writing: letter	10	LO 1,2 & 3	Paper 3 - Oral: reading/listening/speaking	30	
LO 6 & 5	Language in context	10				

- AS's targeted in the above activities must be reflected in both the planning and tools used.
- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: 1st ADDITIONAL LANGUAGE
Grade 6

LO'S TARGETED	TERM 1	TASK 1 (50) Genre 1: Short story/novel/folk tale	MARKS		TASK 2 (50) Text from other LA	MARKS
	LO 1 & 2	Oral - stories (discussion and conversation)	15	LO 1 & 2	Oral - prepared speech (text from other LAs)	15
	LO 3 & 5	Silent reading - written response	15	LO 3 & 5	Reading comprehension - (written response)	15
	LO 4 & 5	Creative writing - write a story	10	LO 4 & 5	Functional writing - summary	10
	LO 6 & 5	Language in context	10	LO 6 & 5	Language in context	10
	TERM 2	TASK 3 (50) Micro text: newspaper / magazine	MARKS		TASK 4 (100) Exam	MARKS
	LO 1 & 2	Listening comprehension (written response)	15	LO 6 & 5	Paper 1 - Language in context	35
	LO 3 & 5	Prepared reading and conversation	15	LO 4 & 5	Paper 2 - Writing	35
	LO 4 & 5	Writing: fill in forms / diary entry	10	LO 1,2 & 3	Paper 3 - Oral: reading/listening/speaking	30
	LO 6 & 5	Language in context	10			
	TERM 3	TASK 5 (50) Investigation	MARKS		TASK 6 (50) Genre 2: Short drama / play	MARKS
	LO 3 & 5	Silent reading + interview	15	LO 1 & 2	Oral - dialogue / role play	15
	LO 4 & 5	Functional writing (report)	10	LO 3 & 5	Reading comprehension (written response)	15
	LO 6 & 5	Language in context	10	LO 4 & 5	Writing - dialogue	10
LO 1 & 2	Oral presentation on investigation	15	LO 6 & 5	Language in context	10	
TERM 4	TASK 7 (50) Micro text: newspaper / magazine	MARKS		TASK 8 (100) Exam	MARKS	
LO 3 & 5	Reading comprehension - news paper / magazine	15	LO 6 & 5	Paper 1 - Language in context	35	
LO 1 & 2	Oral - debate	15	LO 4 & 5	Paper 2 - Writing	35	
LO 4 & 5	Writing: a letter	10	LO 1,2 & 3	Paper 3 - Oral: reading/listening/speaking	30	
LO 6 & 5	Language in context	10				

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- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: 1ST ADDITIONAL LANGUAGE
GRADE 7

TERM 1	TASK 1 - 30 marks	TASK 2 - 70 marks: TEST 1	
100 marks	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3) and WRITING (LO 4); (LO 5):</u> Listening comprehension (written response): 10 Prepared reading and conversation: 10 Written work - fill in forms / diary entry: 10 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 10 Language (LO 6): 20 Literature (1 st genre) (LO 3): 20 Writing: (LO 4) - a descriptive paragraph (50 - 60 words): 20 Assessment instrument: Memorandum (including a rubric)	1 st genre - poetry 2 nd genre - short stories
TERM 2	TASK 3 - 40 marks	TASK 4 - 80 marks: EXAM	
120 marks converted to 100	<u>INVESTIGATION (LO 2; LO 3; LO4; LO 5; LO6):</u> Written component: 20 Oral presentation: 20 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 15 Language (LO 6): 25 Literature (2 nd genre) (LO 3): 20 Writing: (LO 4) - 2 descriptive paragraphs (60 - 80 words): 20 Assessment instrument: Memorandum (including a rubric)	Suggested format for exam papers: Paper 1: Comprehension, Language and Literature (1½ hrs) Paper 2: Writing (1 hr)
TERM 3	TASK 5 - 30 marks	TASK 6 - 70 marks: TEST 2	
100 marks	<u>LISTENING (LO 1), SPEAKING (LO 2) and READING (LO 3):</u> Listening comprehension (written response): 10 Unprepared reading AND conversation: 10 Work with reference books / word puzzles: 10 Assessment instruments: Memorandum (for listening comprehension) and rubrics	Comprehension (LO 3; LO 5): 10 Language (LO 6): 20 Summary (LO 3; LO 4; LO 5): (Text: 100 words; summary: 50 - 60 words) 20 Writing (LO 4) - a friendly letter: 20 Assessment instrument: Memorandum (including a rubric)	
TERM 4	TASK 7 - 40 marks	TASK 8 - 100 marks: EXAM	
140 marks converted to 100	<u>SPEAKING (LO 1), READING (LO 3) and WRITING (LO 4); (LO 5):</u> Role play - formal telephone conversation / dialogue / interview / simple debating: 10 Prepared reading (of a longer text) AND oral response (identify point of view, character, plot, etc.): 10 Writing - a summary: 20 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 15 Language (LO 6): 25 Literature (both genres) (LO 3): 20 + 20 = 40 Writing (LO 4) - a dialogue: 20 Assessment instrument: Memorandum (including a rubric)	Suggested format for exam papers: Paper 1: Comprehension, Language and Literature (1½ hrs) Paper 2: Writing (1 hr)



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**PROGRAMME OF ASSESSMENT: 1ST ADDITIONAL LANGUAGE
GRADE 8**


TERM 1	TASK 1 - 30 marks	TASK 2 - 70 marks: TEST 1	
100 marks	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3) and WRITING (LO 4); (LO 5):</u> Listening comprehension (written response): 10 Prepared reading and conversation: 10 Written work - sms / email / short explanations: 10 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 10 Language (LO 6): 20 Literature (1 st genre) (LO 3): 20 Writing (LO 4) - informational paragraph (60 - 75 words): 20 Assessment instrument: Memorandum (including a rubric)	1 st genre - poetry 2 nd genre - short drama / play
TERM 2	TASK 3 - 40 marks	TASK 4 - 100 marks: EXAM	
140 marks converted to 100	<u>INVESTIGATION (LO 2; LO 3; LO 4; LO 5; LO6):</u> Factual written and multimodal texts Written component: 20 Oral presentation: 20 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 20 Language (LO 6): 30 Literature (2 nd genre) (LO 3): 30 Writing (LO 4) - 2 narrative paragraphs (75 - 90 words): 20 Assessment instrument: Memorandum (including a rubric)	Suggested format for exam papers: Paper 1: Comprehension, Language and Literature (1½ hrs) Paper 2: Writing (1 hr)
TERM 3	TASK 5 - 30 marks	TASK 6 - 70 marks: TEST 2	
100 marks	<u>LISTENING (LO 1), SPEAKING (LO 2) and READING (LO 3):</u> Listening comprehension (written response): 10 Unprepared reading AND conversation: 10 Work with reference books / word puzzles: 10 Assessment instruments: Memorandum (for listening comprehension) and rubrics	Comprehension (LO 3; LO 5): 10 Language (LO 6): 20 Summary (LO 3; LO 4; LO 5): (Text: 130 words; summary:50 - 60 words) 20 Writing (LO 4) - a dialogue: 20 Assessment instrument: Memorandum (including a rubric)	
TERM 4	TASK 7 - 40 marks	TASK 8 - 120 marks: EXAM	
160 marks converted to 100	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO3) and WRITING (LO4); (LO 5):</u> Role play - formal real-life situations / dialogue / debating: 10 Prepared reading (of a longer text) AND oral response (identify point of view, character, plot, etc.): 10 Writing - translation: 20 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 25 Language (LO 6): 35 Literature (both genres) (LO 3): 20 + 20 = 40 Writing (LO 4) - narrative essay (120 - 140 words) 20 Assessment instrument: Memorandum (including a rubric)	Suggested format for exam papers: Paper 1: Comprehension, Language and Literature (1½ hrs) Paper 2: Writing (1 hr)



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**PROGRAMME OF ASSESSMENT: 1ST ADDITIONAL LANGUAGE
GRADE 9**

TERM 1	TASK 1 - 30 marks	TASK 2 - 100 marks: TEST 1	
130 marks converted to 100	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3) and WRITING (LO 4); (LO 5):</u> Role play - translation / interpretation / meetings: 10 Prepared reading and conversation: 10 Written work - fax / memo / email / minutes: 10 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 20 Language (LO 6): 30 Literature (1 st genre) (LO 3): 30 Writing (LO 4) - longer explanation / informational paragraph: (70 – 80 words) 20 Assessment instrument: Memorandum (including a rubric)	1 st genre - poetry 2 nd genre – novel
TERM 2	TASK 3 - 40 marks	TASK 4 - 140 marks: EXAM	
180 marks converted to 100	<u>INVESTIGATION (LO 2; LO 3; LO 4; LO 5; LO 6):</u> Factual written and multimodal texts Written component: 20 Oral presentation: 20 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 25 Language (LO 6): 35 Literature (2 nd genre) (LO 3): 30 Summary (LO 3; LO 4; LO 5): (Text: 160 words; summary: 50 – 60 words) 20 Writing (LO 4) - descriptive / narrative essay: (140 – 150 words) 30 Assessment instrument: Memorandum (including a rubric)	Suggested format for exam papers: Paper 1: Comprehension, Language and Summary (1½ hrs) Paper 2: Literature (1 hr) Paper 3: Writing (1½hr)
TERM 3	TASK 5 - 60 marks	TASK 6 - 110 marks: TEST 2	
170 marks converted to 100	<u>LISTENING (LO 1), SPEAKING (LO 2) and WRITING (LO 4):</u> Listening comprehension (written response): 10 Role play - interview: 20 Writing - Application letter and CV: 20 + 10 = 30 Assessment instruments: Rubrics	Comprehension (LO 3; LO 5): 20 Language (LO 6): 30 Literature (both genres) (LO 3): 20 + 20 = 40 Summary (LO 3; LO 4; LO 5): (Text: 160 words; summary: 50 – 60 words) 20 Assessment instrument: Memorandum (including a rubric)	
TERM 4			
	CTA: BOOK A	CTA: BOOK B	

	Department of Education Province of the Eastern Cape	PROGRAMME OF ASSESSMENT: 2nd ADDITIONAL LANGUAGE <u>GRADE 4</u>	
TERM 1	TASK 1 - 50 marks		MARKS
50 marks LO 1 & LO 2 LO 3 LO 4 & LO 6 LO 6	<u>VIEWING (LO 3), LISTENING (LO 1), SPEAKING (LO 2), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral response to simple questions (everyday language) Reads a picture story Writing - filling in words in sentences Language in context Assessment instruments: Memorandum / checklist and rubrics		15 15 10 10
TERM 2	TASK 2 - 50 marks		MARKS
50 marks LO 1 & LO 2 LO 2 & LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: response to instructions Reading comprehension - comic strip / signs Writing sentences using a frame Language in context Assessment instruments: Memorandum / checklist and rubrics		15 15 10 10
TERM 3	TASK 3 - 50 marks		MARKS
50 marks LO 1 & LO 2 LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: listening comprehension Reading - a song / poetry Writing - simple dictation Language in context Assessment instruments: Memorandum / checklist and rubrics		15 15 10 10
TERM 4	TASK 4 - 50 marks Controlled Conditions		MARKS
50 marks LO 1 & LO 2 LO 2 & LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: prepared speech Reading (magazine) - oral response Creative writing: one descriptive paragraph - 30 words Language in context Assessment instruments: Memorandum / checklist and rubrics		15 15 10 10

- AS's targeted in the above activities must be reflected in both the planning and tools used.
- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: 2nd ADDITIONAL LANGUAGE
GRADE 5

TERM 1	TASK 1 - 50 marks	MARKS
50 marks LO 1 & LO 2 LO 3 LO 4 & LO 6 LO 6	<u>VIEWING (LO 3), LISTENING (LO 1), SPEAKING (LO 2), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: response to simple questions (everyday language) Reading a simple popular song / poetry Writing: sentences using a frame Language in context Assessment instruments: Memorandum / checklist and rubrics	15 15 10 10
TERM 2	TASK 2 - 50 marks	MARKS
50 marks LO 1 & LO 2 LO 2 & LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: response to instructions Reading: a simple short story Writing: filling in forms eg. (a questionnaire about yourself) Language in context Assessment instruments: Memorandum / checklist and rubrics	15 15 10 10
TERM 3	TASK 3 - 50 marks	MARKS
50 marks LO 1 & LO 2 LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: role play some familiar situations Reading: short authentic texts (newspaper headlines / greeting cards) Writing a simple dialogue Language in context Assessment instruments: Memorandum / checklist and rubrics	15 15 10 10
TERM 4	TASK 4 - 50 marks Controlled Conditions	MARKS
50 marks LO 1 & LO 2 LO 2 & LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: recounting events Reading (magazine): oral response Creative writing: a narrative paragraph - 30 words Language in context Assessment instruments: Memorandum / checklist and rubrics	15 15 10 10

- AS's targeted in the above activities must be reflected in both the planning and tools used.
- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: 2nd ADDITIONAL LANGUAGE
GRADE 6

TERM 1	TASK 1 - 50 marks	MARKS
50 marks LO 1 & LO 2 LO 3 LO 4 & LO 6 LO 6	<u>VIEWING (LO 3), LISTENING (LO 1), SPEAKING (LO 2), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: response to simple questions (everyday language) Reading: a simple story Writing: filling in forms eg. (a questionnaire about yourself) Language in context Assessment instruments: Memorandum / checklist and rubrics	15 15 10 10
TERM 2	TASK 2 - 50 marks	MARKS
50 marks LO 1 & LO 2 LO 2 & LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: conversation Reading: a simple song Writing: a paragraph Language in context Assessment instruments: Memorandum / checklist and rubrics	15 15 10 10
TERM 3	TASK 3 - 50 marks	MARKS
50 marks LO 1 & LO 2 LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: role play some familiar situations Reading: short texts eg. advertisements / cartoons Writing: a simple dialogue Language in context Assessment instruments: Memorandum / checklist and rubrics	15 15 10 10
TERM 4	TASK 4 - 50 marks Controlled Conditions	MARKS
50 marks LO 1 & LO 2 LO 2 & LO 3 LO 4 & LO 6 LO 6	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Oral: gives report back orally Reading: authentic texts eg. (newspaper headlines / greeting card) Functional writing: design a poster Language in context Assessment instruments: Memorandum / checklist and rubrics	15 15 10 10

- AS's targeted in the above activities must be reflected in both the planning and tools used.
- Activities within each task to be done in an integrated manner.



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PROGRAMME OF ASSESSMENT: 2nd ADDITIONAL LANGUAGE
GRADE 7

TERM 1	TASK 1 - 25 marks	TASK 2 - 25 marks
50 marks	<u>LISTENING (LO 1) and SPEAKING (LO 2):</u> Oral response to simple questions (everyday language): 10 Short dialogue with others: 15 Assessment instruments: Rubrics	<u>VIEWING (LO 3), LISTENING (LO 1), SPEAKING (LO 2), WRITING (LO 4) and LANGUAGE (LO 6):</u> Interpreting visual texts – written work: short paragraph: 15 Language exercise - vocabulary and pronunciation: 10 Assessment instruments: Memorandum / checklist and rubrics
TERM 2	TASK 3 - 50 marks	
50 marks	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Role play - informal telephone call (listens to a telephone call and convey the message / make a phone call and leave a message): 20 Prepared reading - folklore: 10 Writing - short, simple dialogue: 10 Language - structures relevant to the above: 10 Assessment instruments: Memorandum / checklist and rubrics	
TERM 3	TASK 4 - 20 marks	TASK 5 - 30 marks
50 marks	<u>LISTENING (LO 1) and SPEAKING (LO 2):</u> Oral response to short authentic texts - songs / advertisement: 10 Conversation - being polite in different situations: 10 Assessment instruments: Rubrics	<u>VIEWING (LO 3), LISTENING (LO 1), SPEAKING (LO 2), WRITING (LO 4) and LANGUAGE (LO 6):</u> Interpreting visual texts - oral response: 10 Written work - simple advertisement / other: 10 Language exercise - vocabulary and relevant language structures: 10 Assessment instruments: Memorandum / checklist and rubrics
TERM 4	TASK 6 - 50 marks	
50 marks	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Role play - dialogue (real life situations): 10 Prepared reading - short story: 10 Writing - short, simple dictation: 10 Language - vocabulary and structures relevant to the above: 20 Assessment instruments: Memorandum / checklist and rubrics	Some of the activities, e.g. written work and language can be treated as tests / exams.



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PROGRAMME OF ASSESSMENT: 2nd ADDITIONAL LANGUAGE
GRADE 8

TERM 1	TASK 1 - 25 marks	TASK 2 - 45 marks
70 marks	<u>LISTENING (LO 1) and SPEAKING (LO 2):</u> Oral response to questions (everyday language): 10 Short dialogue with others: 15 Assessment instruments: Rubrics	<u>VIEWING (LO 3), LISTENING (LO 1), SPEAKING (LO 2), WRITING (LO 4) and LANGUAGE (LO 6):</u> Interpreting visual texts - Written work - short paragraph: 15 Language exercise - vocabulary and pronunciation: 10 - structures 20 Assessment instruments: Memorandum / checklist and rubrics
TERM 2	TASK 3 - 70 marks	
70 marks	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Role play - conversations (problem and advice / solution): 15 Prepared reading - drama: 15 Writing - word puzzles + short dictation: 20 Language - structures relevant to the above: 20 Assessment instruments: Memorandum / checklist and rubrics	
TERM 3	TASK 4 - 25 marks	TASK 5 - 45 marks
70 marks	<u>LISTENING (LO 1) and SPEAKING (LO 2):</u> Oral response to short authentic texts - dramatization / TV extract / other: 15 Unprepared reading: 10 Assessment instruments: Rubrics	<u>READING (LO 3), LISTENING (LO 1), SPEAKING (LO 2), WRITING (LO 4) and LANGUAGE (LO 6):</u> Listening comprehension - written response: 15 Written work - translation: 10 Language exercise - vocabulary and relevant language structures: 20 Assessment instruments: Memorandum / checklist and rubrics
TERM 4	TASK 6 - 70 marks	
70 marks	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Role play - dialogue (real life situations): 15 Prepared reading - short story: 15 Writing - a letter (as response to a specific text): 20 Language - structures relevant to the above: 20 Assessment instruments: Memorandum / checklist and rubrics	<p>Please note: learners have to be prepared for writing tests and exams in Grade 10.</p> <p>Some of the activities, e.g. written work, reading comprehension and language can therefore be treated as tests / exams.</p>



Department of Education
Province of the Eastern Cape

PROGRAMME OF ASSESSMENT: 2nd ADDITIONAL LANGUAGE
GRADE 9

TERM 1	TASK 1 - 30 marks	TASK 2 - 70 marks
100 marks	<u>LISTENING (LO 1) and SPEAKING (LO 2):</u> Oral response to questions (everyday language): 15 Listening comprehension (written response): 15 Assessment instruments: Memorandum and rubrics	<u>VIEWING (LO 3), LISTENING (LO 1), SPEAKING (LO 2), WRITING (LO 4) and LANGUAGE (LO 6):</u> Interpreting visual texts: advertisement - critical oral response: 10 Written work - text with visual and written material: 20 Language exercise - vocabulary and pronunciation: 15 - structures 25 Assessment instruments: Memorandum / checklist and rubrics
TERM 2	TASK 3 - 100 marks	
100 marks	<u>LISTENING (LO 1), SPEAKING (LO 2), READING (LO 3), WRITING (LO 4) and LANGUAGE (LO 6):</u> Role play - longer conversations: 20 Prepared reading – short story (longer text) 10 Response to text (contextual questions on the above): 15 Writing: - word games + dictation + translation 30 Language - structures relevant to the above: 25 Assessment instruments: Memorandum / checklist and rubrics	<u>Please note: learners have to be prepared for writing tests and exams in Grade 10.</u> Therefore <u>TASK 5</u> should be treated as either a formal test under controlled conditions, or as a full exam at the end of term 3! Paper 1 is for Comprehension and Language and Paper 2 for Writing.
TERM 3	TASK 4 - 40 marks	TASK 5 - 100 marks: TEST / EXAM
140 marks converted to 100	<u>LISTENING (LO 1) and SPEAKING (LO 2):</u> Listening comprehension (written response): 10 Oral response to short authentic texts - dramatization / TV / radio / other: 10 Class debate: 20 Assessment instruments: Memorandum and rubrics	Comprehension (LO 3): - visual text: 10 - written text: 10 - any genre dealt with, e.g. poem 10 Language (in context) (LO 6): 30 Writing (LO 4): - 2 narrative / descriptive paragraphs: 20 (100 - 150 words) - dialogue / letter: 20 Assessment instruments: Memorandum (including rubrics)
TERM 4		
	CTA: BOOK A	CTA: BOOK B

3.8 EXAMINATION PAPERS FOR GRADES 4-9

3.8.1 GRADES 4-6

The suggested outline for the midyear (Task 4) and end-of-year November (Task 8) examination papers for both Home- and First Additional Languages in Grades 4-6 is as follows:

PAPER	DESCRIPTION	MARKS: GR.4	MARKS: GR.5	MARKS: GR 6
1	Language in context	25	30	35
2	Writing	25	30	35
3	Oral: Reading, listening & speaking	30	30	30
TOTAL FOR EXAM		80	90	100

Suggested format for each of the examination papers:

PAPER	SECTION	MARKS			TIME
		GR4	GR5	GR6	
1	Language in context				
	A : Comprehension (A range of texts can be used including visual or graphic texts)	15	15	20	
	B : Language •Language structures (words & sentences) should be assessed in context using a variety of texts •Critical language awareness	10	15	15	
	TOTAL FOR PAPER 1	25	30	35	1 hr
2	Writing				
	A : One Essay Grade 4-6: narrative / descriptive (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	15	20	20	
	B: One text- Longer transactional text Formal & informal letters to the press / Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations, & business letters / Friendly letters / Magazine articles & columns / Memoranda / Minutes & agendas (asked as a combination) / Newspaper articles & columns / Obituaries/ Reports (formal & informal) / Reviews / Written formal & informal speeches / Curriculum Vitae / Editorials / Brochures / Written interviews / Dialogues (Please note that the number of words for the different Grades are specified under 3.3.2 of this document)	10	10	15	
	TOTAL FOR PAPER 2	25	30	35	1hr
3	Oral: reading/ listening/ speaking				
	A : Reading	15	15	15	
	B: Listening & Speaking: Prepared speech / unprepared speech / conversation / interview / debate / dramatization / role-play / discussions / listening comprehension / eulogies / mime	15	15	15	
	TOTAL FOR PAPER 3	30	30	30	

3.8.2 GRADES 7-9

The suggested outline for the mid year and end-of-year November examination papers for both Home- and First Additional Languages in Grades 7-9 is indicated on the various Programmes of Assessment.

3.9 MODERATION OF THE ASSESSMENT TASKS IN THE PROGRAMME OF ASSESSMENT

3.9.1 INTRODUCTION

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

According to the *Assessment Policy of February 2007*, Continuous Assessment should also be moderated externally by professional support services within the Guidelines set by the Provincial Education Department.

3.9.2 LEVELS OF MODERATION

Moderation of Assessment Tasks should take place at three levels:

LEVEL	MODERATION REQUIREMENTS
SCHOOL	<ul style="list-style-type: none">• The Programme of Assessment should be submitted to the Learning Area head and School Management Team before the start of the academic year for moderation purposes.• Each task which is to be used as part of the Programme of Assessment should be submitted to the Learning Area head for moderation before learners attempt the task.• Teacher Portfolios and evidence of learner performance should be moderated twice a year by the Learning Area head or his/ her delegate.
CLUSTER/ DISTRICT	<ul style="list-style-type: none">• Teacher Portfolios and a sample of evidence of learner performance must be moderated at least twice a year.
PROVINCIAL/ NATIONAL	<ul style="list-style-type: none">• Teacher Portfolios and a sample of evidence of learner performance must be moderated once a year.

3.9.3 MODERATION PLAN (SUGGESTED)

TIMEFRAME	GRADES R - 8	GRADE 9	GRADES 10 - 12
Term 1	March	April	April
Term 2	July	June	July
Term 3	September	September	September
Term 4	November	CTA	

3.9.4 MODERATION PROCEDURES

LEVEL 1: SCHOOLBASED MODERATION

This moderation should be conducted on an ongoing basis as tasks are completed in the classroom situation.

The moderation at school level should be conducted as follows:

- All Assessment Tasks and Tools must be moderated by the HOD before administered to the learners.
- The Learning Area teacher marks tasks in red ink.
- The Learning Area Head of Department, Deputy Principal or Principal, must then exercise further control in green ink. (The School Moderating Team).
- *Comments, signature and a school stamp* must appear on the moderated work. A *School based Moderation Tool* (see **Annexure C**) must be filled in and be submitted by the Learning Area teacher during cluster moderation.
- In a School where there is no SMT member qualified in the Learning Area, arrangements with the neighbouring school can be made. If this is not possible moderation can be done during Cluster Moderation by the Learning Area specialists.
- Two copies of the relevant recording sheets must also be signed by the teacher, HOD and principal (see the signatures page – **Annexure A**)
- The number of Learner Portfolios to be presented for Cluster moderation should be determined as follows:
10% of Learners' Portfolios must be prepared for moderation (minimum of 5 if there are fewer than 50 learners in the Learning Area sampled from *highest, average and lowest*).

LEVEL 2: CLUSTER / DISTRICT

- Moderation at this level should be done at least twice a year for Grades 4-9.
- Districts should ensure that management plans are in place for the moderation to take place.
- Cluster moderation will take place according to the District CASS moderation schedule.
- Each teacher brings along his/her *Teacher Portfolio*, required number of *Learner Portfolios* and two copies of the *Recording sheets (signed and stamped!)*.
- A School based *Moderation Report (Annexure C)*

LEVEL 3: PROVINCIAL

- Provincial Learning Area specialists (DCES's) are responsible for this moderation.
- This level of moderation takes place at the same time as the capturing of marks is done.
- The reports provided by the District DCES plays a vital role in this level of moderation.
- Common Tasks for Assessment (CTA) moderation will be conducted on a continuous basis when the learners are writing it.

LEVEL 4: NATIONAL

- This level of moderation can take place at any time during any other level of moderation.
- UMALUSI officials may visit any site of moderation at their discretion. They can also call for Portfolios from any School/ Cluster/ District for moderation purposes.
- They may as well use the reports compiled by the District DCES.

3.9.5 ROLES OF OFFICIALS

THE DCES: INTERSEN

- Coordinates CASS moderation plans/ programmes for the District for the year.
- Communicates the plans/ programmes to all Circuit Managers and Schools.
- Ensures that the venues are booked and confirmed.
- Collates all the *District Learning Area Moderation Reports (Annexure F)*.

THE LEARNING AREA SPECIALIST (SES)

- Assisted by the Learning Area cluster chairperson (teacher), organizes cluster moderation *venue, attendance registers, moderation tools and report form* (see **Annexure E**).
- Together with the Cluster chairperson decide on the role of each teacher (who moderates which Assessment Tasks).
- Should moderate all the *Teacher Portfolios*.
- Together with the Cluster chairperson decide on the moderation time per school.
- Verifies the evidence of School Moderation.
- Ensures that all the schools have signed the *Attendance Register* (**Annexure G**).
- Signs copy of *recording sheets* after moderation.
- Compiles the final *Moderation Report Form* (**Annexure F**) of the entire District.

THE CLUSTER CHAIRPERSON (TEACHER)

- Completes the *Cluster Moderation Tool for Languages* (**Annexure D**) with the assistance of all the teachers in the moderation venue and records the findings.
- Leads discussion/report on the moderator's findings.
- Signs Learner Portfolios.
- Verifies and signs copy of Recording sheets already signed and stamped by the Principal and HOD.
- Compiles the *Cluster Moderation Report Form* (**Annexure E**).

4. ANNEXURES (CASS MODERATION INSTRUMENTS)

4.1 CASS Moderation Instruments - Annexures: C, D, E, F and G

4.2 Assessment Recording Sheets (Grades 4-9) - Annexure B

4.3 Signature Page - Annexure A

4.4 CASS Portfolio Cover Sheets (Grades 4-9) - Annexure H