



higher education
& training

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA

NATIONAL CERTIFICATES (VOCATIONAL)

ASSESSMENT GUIDELINES

ENGLISH

FIRST ADDITIONAL LANGUAGE

Level 4

Implementation: January 2015

CONTENTS

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES -----	3
SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL) -----	3
1. ASSESSMENT PRINCIPLES AND OBJECTIVES -----	3
2. ASSESSMENT FRAMEWORK -----	5
2.1 Internal continuous assessment (ICASS)-----	5
2.2 External summative assessment (ESASS)-----	5
3. MODERATION OF ASSESSMENT -----	5
3.1 Internal moderation-----	5
3.2 External moderation-----	5
4. PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS) -----	5
5. ASSESSOR REQUIREMENTS -----	6
6. TYPES OF ASSESSMENT -----	6
6.1 Baseline assessment-----	6
6.2 Diagnostic assessment-----	6
6.3 Formative assessment-----	6
6.4 Summative assessment-----	6
7. PLANNING ASSESSMENT -----	6
7.1 Collecting evidence-----	6
7.2 Recording-----	6
7.3 Reporting-----	6
8. METHODS OF ASSESSMENT -----	6
9. INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE -----	7
10. TOOLS FOR ASSESSING STUDENT PERFORMANCE -----	8
11. SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS -----	8
12. COMPETENCE DESCRIPTIONS -----	8
13. STRATEGIES FOR COLLECTING EVIDENCE -----	8
13.1 Record sheets-----	8
13.2 Checklists-----	8
SECTION C: ASSESSMENT IN ENGLISH FAL -----	10
1. ASSESSMENT SCHEDULE AND REQUIREMENTS -----	10
2. RECORDING AND REPORTING -----	12
3. INTERNAL ASSESSMENT OF OUTCOMES IN ENGLISH FAL - LEVEL 4 -----	13
4. EXTERNAL ASSESSMENT IN ENGLISH FAL - LEVEL 4 -----	19

SECTION A: PURPOSE OF THE SUBJECT ASSESSMENT GUIDELINES

This document provides the lecturer with guidelines to develop and implement a coherent, integrated assessment system for English FAL in the National Certificates (Vocational). It must be read with the *National Policy Regarding Further Education and Training Programmes: Approval of the Documents, Policy for the National Certificates (Vocational) Qualifications at Levels 2 to 4 on the National Qualifications Framework (NQF)*.

This document explains the requirements for the internal and external subject assessment. The lecturer must use this document with the *Subject Guidelines: English FAL Level 4* to prepare for and deliver the subject. Lecturers should use a variety of resources and apply a range of assessment skills in the setting, marking and recording of assessment tasks.

SECTION B: ASSESSMENT IN THE NATIONAL CERTIFICATES (VOCATIONAL)

1. ASSESSMENT PRINCIPLES AND OBJECTIVES

Assessment in the National Certificates (Vocational) is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the student by addressing:
 - social adjustment and responsibility;
 - moral accountability and ethical work orientation;
 - economic participation; and
 - nation-building.

The **principles** that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources and develop the capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate recognition of competencies and skills acquired, national and international added value and recognition of the acquired qualification

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving Learning Outcomes, to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in the setting of standards and the co-ordination of the achievements required for the qualification.

- **Access**

To address barriers to learning experienced on different levels and to facilitate the students' progress.

- **Progression**

To ensure the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable students to transfer credits obtained within a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the educational system on condition that accredited pre-requisites have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment process or where a student possesses the capabilities as specified in the outcomes.

- **Validity of assessments**

To ensure assessment covers a broad range of skills, knowledge, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- clearly stating the outcome to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

Cumulative and summative assessments must be weighted more than single topic tests for the internal mark. There should be at least one standardised or norm test in each term. All standardised or norm tests must be moderated by a subject specialist.

- **Fairness and transparency**

To verify that assessment processes and/or method(s) used neither hinder nor unfairly advantage any student. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding Learning Outcome being assessed;
- Comparison of students' work with other students, based on learning styles and language.

Assessment in English FAL must take into consideration that the process or method carries more weight than the final answer.

- **Practicability and cost-effectiveness**

To integrate assessment tasks and/practices within an outcomes-based education and training system to strive for cost and time-effective assessment.

2. ASSESSMENT FRAMEWORK

The assessment structure for the National Certificates (Vocational) qualification is as follows:

2.1 Internal continuous assessment (ICASS)

Skills, knowledge, values, and attitudes (SKVAs) are assessed throughout the year using assessment instruments such as projects, tests, assignments, investigations, role-play and case studies. All internal continuous assessment (ICASS) evidence is kept in a Portfolio of Evidence (PoE) and must be readily available for monitoring, moderation and verification purposes. This component is moderated and quality assured both internally and externally.

2.2 External summative assessment (ESASS)

The external summative assessment comprises TWO papers set to meet the requirements of the Subject and Learning Outcomes. It is administered according to relevant assessment policies and requirements.

External summative assessments will be conducted annually between October and December, with provision made for supplementary sittings.

3. MODERATION OF ASSESSMENT

3.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the Further Education and Training (FET) College. Internal college moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of Assessment Standards and maintains these across vocational programmes.

3.2 External moderation

External moderation is conducted according to relevant quality assurance bodies' standards, policies, and requirements (currently the South African Qualifications Authority [SAQA] and Umalusi).

The external moderator:

- monitors and evaluates the standard of all summative assessments;
- maintains standards by exercising appropriate influence and control over assessors;
- ensures proper procedures are followed;
- ensures summative integrated assessments are correctly administered;
- observes a minimum sample of ten (10) to twenty-five (25) percent of summative assessments;
- gives written feedback to the relevant quality assurer; and
- moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

4. PERIOD OF VALIDITY OF INTERNAL CONTINUOUS ASSESSMENT (ICASS)

The period of validity of the internal continuous assessment mark is determined by the *National Policy on the Conduct, Administration and Management of the Assessment of the National Certificates (Vocational)*. The internal continuous assessment (ICASS) must be re-submitted with each examination enrolment for which it constitutes a component.

5. ASSESSOR REQUIREMENTS

Assessors must be subject specialists and a competent assessor.

6. TYPES OF ASSESSMENT

Assessment benefits the student and the lecturer. It informs students about their progress and helps lecturers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

6.1 Baseline assessment

At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that students bring to the classroom. This knowledge assists lecturers to plan learning programmes and learning activities.

6.2 Diagnostic assessment

This assessment diagnoses the nature and causes of learning barriers experienced by specific students. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for students requiring specialist help.

6.3 Formative assessment

This assessment monitors and supports teaching and learning. It determines student strengths and weaknesses and provides feedback on progress. It determines if a student is ready for summative assessment.

6.4 Summative assessment

This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

7. PLANNING ASSESSMENT

An assessment plan should cover three main processes:

7.1 Collecting evidence

The assessment plan indicates which Subject Outcomes and Assessment Standards will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

7.2 Recording

Recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.

7.3 Reporting

All the evidence is put together in a report to deliver a decision for the subject.

8. METHODS OF ASSESSMENT

Methods of assessment refer to who carries out the assessment and includes lecturer assessment, self-assessment, peer assessment and group assessment.

LECTURER ASSESSMENT	The lecturer assesses students' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Students assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Students assess another student or group of students' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Students assess the individual performance of other students within a group or the overall performance of a group of students against given criteria.

9. INSTRUMENTS AND TOOLS FOR COLLECTING EVIDENCE

All evidence collected for summative assessment purposes (ICASS) is kept or recorded in the student's Portfolio of Evidence (PoE).

The table that follows summarises a variety of methods and instruments for collecting evidence. A method and instrument is chosen to give students ample opportunity to demonstrate the Subject Outcome has been attained. This will only be possible if the chosen methods and instruments are appropriate for the target group and the Specific Outcome being assessed.

	METHODS FOR COLLECTING EVIDENCE		
	Observation-based (Less structured)	Task-based (Structured)	Test-based (More structured)
Assessment instruments	<ul style="list-style-type: none"> • Observation • Class questions • Lecturer, student, parent discussions 	<ul style="list-style-type: none"> • Assignments or tasks • Projects • Investigations or research • Case studies • Practical exercises • Demonstrations • Role-play • Interviews 	<ul style="list-style-type: none"> • Examinations • Class tests • Practical examinations • Oral tests • Open-book tests
Assessment tools	<ul style="list-style-type: none"> • Observation sheets • Lecturer's notes • Comments 	<ul style="list-style-type: none"> • Checklists • Rating scales • Rubrics 	<ul style="list-style-type: none"> • Marks (e.g. %) • Rating scales (1-7)
Evidence	<ul style="list-style-type: none"> • Focus on individual students • Subjective evidence based on lecturer observations and impressions 	<ul style="list-style-type: none"> • Open middle: Students produce the same evidence but in different ways. • Open end: Students use same process to achieve different results. 	<ul style="list-style-type: none"> • Students answer the same questions in the same way, within the same time.

10. TOOLS FOR ASSESSING STUDENT PERFORMANCE

Rating scales are marking systems where a symbol (such as 1 to 7) or a mark (such as 5/10 or 50%) is defined in detail. The detail is as important as the coded score. Traditional marking, assessment and evaluation mostly used rating scales without details such as what was right or wrong, weak or strong, etc.

Task lists and **checklists** show the student what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the student has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

11. SELECTING AND/OR DESIGNING RECORDING AND REPORTING SYSTEMS

The selection or design of recording and reporting systems depends on the purpose of recording and reporting student achievement. **Why** particular information is recorded and **how** it is recorded determine which instrument will be used. Computer-based systems, for example spread sheets, are cost and time effective. The recording system should be user-friendly and information should be easily accessed and retrieved.

12. COMPETENCE DESCRIPTIONS

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against the marking guidelines (memoranda/rubrics/checklists) and not simply be a total of ticks for right answers. Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a student must demonstrate to achieve each level of the rating scale.

When lecturers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a Subject Outcome. The relevant Assessment Standard must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

13. STRATEGIES FOR COLLECTING EVIDENCE

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

13.1 Record sheets

The lecturer observes students working in a group. These observations are recorded in a summary table at the end of each project. The lecturer can design a record sheet to observe students' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

13.2 Checklists

Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

SECTION C
ASSESSMENT IN ENGLISH FAL
LEVEL 4

SECTION C: ASSESSMENT IN ENGLISH FAL

1. ASSESSMENT SCHEDULE AND REQUIREMENTS

Internal and external assessments are conducted and the results of both are contributing to the final mark of a student in the subject.

The **internal continuous assessment (ICASS) mark accounts for 25 percent** and the **external examination mark for 75 percent** of the final mark. A student **needs a minimum final mark of 40 percent to enable a pass in the subject.**

Internal assessment

Lecturers must compile a detailed assessment plan/schedule of formal assessments to be undertaken during the year in the subject (e.g. date, assessment task/or activity, rating code/marks allocated, assessor, moderator).

Formal assessments are then conducted according to the plan/schedule using appropriate assessment instruments and tools for each assessment task (e.g. tests, assignments, practical tasks/projects and memorandum, rubric, checklist)

The marks allocated to both the practical and written formal assessment tasks conducted during the internal continuous assessment (ICASS) are kept and recorded in the Portfolio of Evidence (PoE) which is subjected to internal and external moderation.

A year mark out of 100 is calculated from the ICASS marks contained in the PoE and submitted to the Department on the due date towards the end of the year.

The following internal assessment units **GUIDE** the assessment of English FAL Level 4.

ICASS TASKS FOR ENGLISH FIRST ADDITIONAL LANGUAGE LEVEL 4

Task	Time-frame	Type of assessment activity	Scope of Assessment	Suggested Marks Allocation	% contribution to the year mark
1	Term 1	Formal test	Comprehension & summary AND/OR contextual questions for language and grammar structures AND/OR communication theory (Length of reading text to be guided by length of text to be summarised +/-400– 500 words) (Summary: 250 words reduced to 75-85 words)	At least 50 marks	10%
2	Term 1	Oral presentation and listening test	Negotiation and conflict resolution in structured scenarios AND/OR media or job interviews AND/OR demonstrating persuasive skill AND listening comprehension (4-5 minutes)	At least 40 marks	5%
3	Term 2	Functional writing (Shorter, intermediate and longer functional texts)	Shorter & intermediate functional texts: Letter of application and CV AND/OR proposal or other persuasive piece (120 -180 words) (5 %) Longer functional and reflective writing Reflective and critical writing (for example film or other review) AND/OR argumentative and discursive writing (newspaper or magazine article, editorial or letter to the press) (250 – 350 words) (10%)	Shorter & intermediate functional writing 20 marks Longer functional writing 30 marks	15%
4	Term 2	Oral presentation	Prepared subject-related speech, using visual, audio and/or audio-visual aids (5-10 minutes)	At least 40 marks	5%
5	Term 2 OR Term 3	Formal test *	Comprehension & summary AND/OR contextual questions for language and grammar structures AND/OR communication theory (Length of reading text to be guided by length of text to be summarised +/- 400-500 words) (Summary: 250 words reduced to 75-85 words)	At least 50 marks	10%
6	Term 3	Assignment	Literature assignment: Film Study AND/OR Novel	At least 50 – 80 marks	25%
7	Term 2 OR Term 3	Internal Examination* Paper 1 Internal Examination* Paper 2	Subject Outcomes completed to date		30% (Paper 1 = 15%) (Paper 2 = 15%)
TOTAL					100%

2. RECORDING AND REPORTING

English FAL is assessed according to seven levels of competence. The level descriptions are explained in the following table.

Scale of achievement for the Fundamental component

RATING CODE	RATING	MARKS (%)
7	Outstanding	80 – 100
6	Meritorious	70 – 79
5	Substantial	60 – 69
4	Adequate	50 – 59
3	Moderate	40 – 49
2	Elementary	30 – 39
1	Not achieved	0 – 29

The planned/scheduled assessment should be recorded in the Lecturer's Portfolio of Assessment (PoA) for each subject. The minimum requirements for the Lecturer's Portfolio of Assessment should be as follows:

- Lecturer information
- A contents page
- Subject and Assessment Guidelines
- Year plans /Work schemes/Pace Setters
- A formal schedule of assessment
- Instrument(s) (tests, assignments, practical) and tools (memorandum, rubric, checklist) for each assessment task
- A mark/result sheet for assessment tasks

The college could standardise these documents.

The minimum requirements for the student's Portfolio of Evidence (PoE) should be as follows:

- Student information/identification
- A contents page/list of content (for accessibility)
- A record/summary/ of results showing all the marks achieved per assessment for the subject
- The evidence of marked assessment tasks and feedback according to the assessment schedule
- Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

3. INTERNAL ASSESSMENT OF OUTCOMES IN ENGLISH FAL - LEVEL 4

Topic 1: Listening and Speaking

SUBJECT OUTCOME	
1.1 Listen and respond critically in diverse contexts for a variety of purposes	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
1.1.1 Predictions are made before listening to the text 1.1.2 Texts are critically analysed and evaluated 1.1.3 Meaning is inferred and content critically analysed 1.1.4 Notes are taken 1.1.5 Appreciation is expressed in response to listening texts 1.1.6 Notes are reviewed 1.1.7 Main points of a listening text are summarised in a précis 1.1.8 Critical questions based on the listening text are answered 1.1.9 Feedback is used to improve on subsequent performances	Students demonstrate the ability to: Pre-listening 1.1.1 make predictions During listening 1.1.2 listen to critically analyse and evaluate 1.1.3 listen to infer meaning and critically analyse content 1.1.4 take notes 1.1.5 listen for appreciation Post-listening 1.1.6 review notes 1.1.7 summarise the main points of a listening text by writing a précis 1.1.8 respond to the text by answering critical questions Feedback 1.1.9 use feedback to improve on their listening performance
ASSESSMENT TASKS OR ACTIVITIES	
Suggested forms of assessment: Listening comprehension (4-5 minutes)	
Assessment tools: Memoranda; rubrics; checklists	
<i>Range (listening text): Negotiation & conflict scenarios; media and job interviews; news and/or other media reports, and creative texts (extracts or readings from films and/or novels)</i>	
<i>Range (film and novel): Annexure E</i>	

SUBJECT OUTCOME	
1.2 Speak accurately and correctly in diverse contexts for a variety of purposes and audiences	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
1.2.1 speaking strategies are analysed and used for a wide range of purposes 1.2.2 Different forms of oral communication	Students demonstrate the ability to: Before speaking 1.2.1 plan, research and organise ideas and

<p>are used in diverse contexts</p> <p>1.2.3 Oral presentations are researched, planned and delivered in diverse contexts</p> <p>1.2.4 Oral presentations are evaluated using appropriate speaking techniques</p> <p>1.2.5 A critical awareness of language usage is applied in diverse oral situations</p>	<p>information</p> <p>1.2.2 practise speaking activities</p> <p>During speaking</p> <p>1.2.3 formulate logical and coherent sentences</p> <p>1.2.4 formulate relevant critical questions for diverse purposes</p> <p>1.2.5 respond appropriately to questions</p> <p>1.2.6 engage in sustained interaction in diverse contexts</p> <p>1.2.7 present an unprepared speech</p> <p>1.2.8 prepare and present a fully integrated multimedia group presentation</p> <p>1.2.9 use non-verbal communication effectively</p> <p>1.2.10 use grammatically correct language</p> <p>1.2.11 express appreciation and enjoyment related to the following aspects of creative texts: background, writing techniques, stylistic devices, themes, characters and plot</p> <p>Feedback</p> <p>1.2.12 provide constructive feedback to other speakers</p> <p>1.2.13 reflect on and improve their performance</p>
<p>ASSESSMENT TASKS OR ACTIVITIES</p>	
<p>Suggested forms of assessment: Formal presentation (5-10 minutes); Unprepared speech (2 minutes);</p> <p>Assessment tools: Checklists; rubrics</p> <p><i>Range (spoken text): Unprepared speeches; debates and work-related discussion; negotiation, conflict resolution and mediation in structured scenarios; formal subject-related multi-media presentations; media and job interviews as well as demonstrating persuasive skill (for example media campaigns, proposals or advertisements)</i></p>	

Topic 2: Reading and Viewing

SUBJECT OUTCOME	
2.1 Critically read texts and formulate insightful responses to the intended message	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<p>2.1.1 A variety of reading strategies are applied to comprehend, analyse, synthesise and appreciate language and information</p> <p>2.1.2 Written texts are investigated to explain meaning, values and attitudes</p> <p>2.1.3 The structure and key features of texts are examined and reflected on in order to show how they shape meaning</p> <p>2.1.4 Comprehension is demonstrated by answering questions accurately</p> <p>2.1.5 Information is summarised</p> <p>2.1.6 Text types are reproduced</p> <p>2.1.7 Familiar creative texts are evaluated and analysed in terms of background, stylistic devices, theme, characters</p>	<p>It is assumed that students have mastered the skills of skimming, scanning, pre-reading and re-reading.</p> <p>Students demonstrate the ability to:</p> <p>Pre-reading</p> <p>2.1.1 examine the text thoroughly.</p> <p>2.1.2 make predictions</p> <p>2.1.3 identify the purpose of the text</p> <p>During reading</p> <p>2.1.4 understand texts at a whole text level</p> <p>2.1.5 engage in extended reading for enjoyment</p> <p>Post-reading</p> <p>2.1.6 navigate the internet to access texts regarding current events</p> <p>2.1.7 answer questions critically and accurately</p> <p>2.1.8 consider the points of view of more than one source in order to reach a conclusion</p> <p>2.1.9 justify their own opinion with reference to a text</p> <p>2.1.10 summarise the main points of a written text by writing a précis</p> <p>2.1.11 reproduce the text types in their own writing</p> <p>Feedback</p> <p>2.1.12 respond to feedback to improve their performance</p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Suggested forms of assessment: Comprehension test (400-500 words); Write a précis (250 words reduced to 75-85 words)</p> <p>Assessment tools: Memoranda; checklists; rubrics</p> <p><i>Range (reading text): Creative texts (novel); job advertisements, job-finding correspondence and curriculum vitae; letters to the press; newspaper or magazine columns and/or articles and other media texts; proposals as well as film or other reviews or reflective texts</i></p> <p><i>Range (novel): Annexure E</i></p>	

Range (elements of novel study): Background, time-line and setting; development of plot and sub-plots; conflict; themes; characterisation and role of narrator (if applicable) as well as literary/stylistic techniques such as the use of objective and subjective/emotive-laden language, imagery and symbolism, repetition and the use of humour, irony, satire and/or sarcasm

SUBJECT OUTCOME	
2.2 Critically read/view multimodal forms of communication and formulate insightful responses to the intended meaning	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
<p>2.2.1 A variety of viewing strategies are applied to comprehend, analyse, synthesis and appreciate language and information</p> <p>2.2.2 Visual texts are investigated to explain meaning, values and attitudes</p> <p>2.2.3 The structure and key features of texts are examined and reflected on in order to show how they shape meaning</p> <p>2.2.4 Different forms of multimodal communication are examined and interpreted to explain meaning, values and attitudes</p>	<p>Students demonstrate the ability to:</p> <p>Viewing</p> <p>2.2.1 view multi-media texts with attention to format, layout, use of colour, meaning, message and purpose</p> <p>Post-viewing</p> <p>2.2.2 answer questions critically and accurately</p> <p>2.2.3 infer meaning from visual texts</p> <p>2.2.4 recognise the emotions evoked by the visual text and respond critically</p> <p>2.2.5 analyse and evaluate viewing texts to establish meaning and effectiveness</p> <p>Feedback</p> <p>2.2.6 incorporate explicit feedback into their work to improve their performance</p>
ASSESSMENT TASKS OR ACTIVITIES	
<p>Suggested forms of assessment: Controlled assignment – creative text (film and/or novel)</p> <p>Assessment tools: Memoranda; checklists; rubrics</p> <p><i>Range (visual text): Photographs, pictures and illustrations; film and animations; cartoons and caricatures as well as television advertisements or programmes</i></p> <p><i>Range (film): Annexure E</i></p> <p><i>Range (cinematographic techniques and study): film genres; background, time-line and setting; plot and sub-plots; themes; characterisation; use of colour and lighting; dialogue, music and sound effects; camera angles, shots and movement; framing and composition; foregrounding and backgrounding as well as editing</i></p>	

Topic 3: Writing and Presenting

SUBJECT OUTCOME	
3.1 Write and present texts for a wide range of purposes and audiences using correct language structures, grammar conventions and formats appropriate to diverse contexts	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
3.1.1 Writing tasks are planned for specific purposes, audiences and contexts 3.1.2 Writing strategies and techniques are used for first drafts 3.1.3 Language structures and conventions are used to create and write texts that are appropriate, logical as well as stylistically and grammatically correct 3.1.4 Feedback from others is analysed and incorporated where necessary into written texts 3.1.5 Own writing is proofread and edited to produce final texts 3.1.6 Final texts are presented using the conventions and formats required by the context	Students demonstrate the ability to: Pre-writing 3.1.1 persuasive (brainstorming, mind-mapping, etc.) and organise information according to the structure and features of the required text type Writing 3.1.2 write a first draft 3.1.3 make use of an appropriate voice 3.1.4 make use of correct punctuation, spelling, sentence structure and paragraphing 3.1.5 apply appropriate argument structure and language features of a persuasive text Post-writing 3.1.6 edit and proofread a final draft of their writing 3.1.7 present a final draft using the conventions and formats required by the context Feedback 3.1.8 incorporate feedback provided during the writing process to improve subsequent drafts
ASSESSMENT TASKS OR ACTIVITIES	
Suggested forms of assessment: Reflective writing (newspaper or magazine article; argumentative report (250-350 words) Letter of application; letter to the press; proposal; curriculum vitae (120-180 words)	
Assessment tools: Checklists; rubrics	
<i>Range (written text): Reflective and critical writing such as newspaper or magazine columns, editorials, articles and reviews; argumentative and persuasive writing in letters to the press, proposals or reports as well as job-finding correspondence (CV and application letter)</i>	

Topic 4: Language and Communication in Practice

SUBJECT OUTCOME	
4.1 Study and use a variety of theories to improve effectiveness of communication in diverse contexts	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
4.1.1 Different types of media communication are investigated and explained 4.1.2 Elements used in media communication are investigated and explored 4.1.3 Case studies are used to reflect critically on the impact and consequences of media communication	Students demonstrate the ability to : 4.1.1 investigate and explain different types of media communication 4.1.2 investigate and explain strategies and elements used in media communication, including selective reporting, propaganda, omission 4.1.3 reflect critically, using case study, on the impact and consequences of media communication
ASSESSMENT TASKS OR ACTIVITIES	
<p>Suggested forms of assessment: Theory test</p> <p>Assessment tools: Memorandum</p> <p><i>Range (types of media communication): Print media such as newspapers and magazines; audio-visual-media such as television, video or dvd recordings and electronic media such as Internet texts, websites and video clips</i></p> <p><i>Range (elements of manipulative media communication): propaganda and persuasive techniques; use of emotive language as well as stereotyping, bias and selective reporting</i></p>	

SUBJECT OUTCOME	
4.2 Study and correctly apply a variety of language structures and grammar conventions in diverse settings	
ASSESSMENT STANDARDS	LEARNING OUTCOMES
4.2.1 A range of language structures and grammar conventions of South African English are accurately identified and applied in diverse contexts	Students demonstrate the ability to: 4.2.1 accurately identify and apply a range of language structures and grammar conventions of South African English in diverse contexts
ASSESSMENT TASKS OR ACTIVITIES	
<p>Suggested forms of assessment: Language questions included in tests on other topics (e.g. comprehension), assess accurate use of language structures and grammar conventions in spoken and written tasks</p>	

Range: Critical language awareness; fact and opinion; subjective (or emotive) and objective language; assumptions and inferences; implicit and explicit messages; purposes of messages and text; writer's point of view and bias as well as vocabulary and politically correct language usage

4. EXTERNAL ASSESSMENT IN ENGLISH FAL - LEVEL 4

Apart from the internal assessment a national examination is also conducted annually in October or November each year by means of two 2 ½ hour examination papers set externally. The national examination is subjected to external moderation by Umalusi or an appropriate Education and Training Quality Assurance (ETQA) body, appointed by the Umalusi Council in terms of Section 28(2) of the *General and Further Education and Training Quality Assurance Act, 2001 (Act No. 58 of 2001)*.

The Level 4 papers will be structured as follows:

LEVEL 4	KNOWLEDGE AND COMPREHENSION	APPLICATION	ANALYSIS, SYNTHESIS AND EVALUATION	TOTAL
	20%	40%	40%	100
EXAM	60 marks	120 marks	120 marks	300

The following mark distribution between paper 1 and paper 2 is proposed for setting national examination papers.

PAPER	DESCRIPTION	MARKS
1	Topic 2: Reading and Viewing Topic 4: Language and Communication in Practice	180
2.	Topic 3: Writing and Presenting	120
	TOTAL FOR EXAMINATION	300

SUGGESTED FORMAT FOR EACH OF THE EXAMINATION PAPERS

Paper 1 (3 hours)

PAPER 1	DESCRIPTION	MARKS	Knowledge and Comprehension	Analysis, Synthesis and Evaluation	TIME
Reading	A: Comprehension 400-500 words	50	20	30	3 hours
	B: Summary/ Précis 250 words reduced to 75-85 words	20		20	
Viewing	C: Viewing Cartoons & caricatures, photographs, illustrations and/or pictures	30	20	10	

Language and communication in practice	D: Language in Practice (including editing) <i>Language structures should be assessed in context using a variety of texts</i>	40	20	20
	E: Communication in Practice <i>Media communication theory</i>	40		40
	TOTAL	180	60	120

Students will not be permitted to use any resources in Examination Paper 1. In the case of texts containing technical terms or jargon a glossary must be provided.

Paper 2 (3 hours)

It is recommended that students be provided with 3 options for each section from which one should be selected.

PAPER 2	DESCRIPTION	MARKS	Application	TIME
Writing and Presenting	A: Shorter & intermediate functional texts: <i>Letter of application and CV AND/OR proposal or other persuasive piece 120-180 words</i>	50	50	3 hours
	B: Longer functional and reflective writing <i>Reflective and critical writing (for example film or other review) AND/OR argumentative and discursive writing (newspaper or magazine article, editorial or letter to the press)250-350 words</i>	30 + 40	30 + 40	
	TOTAL	120	120	

Students will not be permitted to use any resources in Examination Paper 2. This paper must be accompanied by an information sheet detailing the format required for the pieces of writing (e.g. structured layout of a report etc.) OR templates should be provided for students. Examples are included in Annexure A.