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CONTENTS • INHOUD

No.	Page No.      Gazette No.
-----	---------------------------------

GOVERNMENT NOTICE

National Education, Department of

Government Notice

800 National Education Policy Act (27/1996): National policy regarding further education and training programmes: Approval of the Language Standardisation document as National Policy.....	3      22615
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## GOVERNMENT NOTICE

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### DEPARTMENT OF EDUCATION

No. 800

27 August 2001

#### NATIONAL EDUCATION POLICY ACT, 1996 (ACT NO. 27 OF 1996)

#### NATIONAL POLICY REGARDING FURTHER EDUCATION AND TRAINING PROGRAMMES: APPROVAL OF THE LANGUAGE STANDARDISATION DOCUMENT AS NATIONAL POLICY

The Minister of Education, hereby determines national policy in terms of *Section 3(4)(l) of the National Education Policy Act, 1996 (Act No. 27 of 1996)*, relating to curriculum frameworks, core syllabuses and education programmes, learning standards, examinations and the certification of qualifications, that:

Approval has been granted that the Language Standardisation document, which has been developed with the aim of ensuring uniformity in the teaching and assessment of all eleven official languages, be declared as national policy.

He further gives notice in terms of *Section 7* of the said Act that this policy is obtainable upon written request from the Director-General, Department of Education, Private Bag X895, Pretoria, 0001. For attention Ms R. Netshilate at telephone (012) 312-5327 or fax (012) 328-2128.

Professor Kader Asmal, MP  
Minister of Education



DEPARTMENT OF EDUCATION

## **FURTHER EDUCATION AND TRAINING**

### **LANGUAGE STANDARDISATION POLICY**

#### **FOR OFFICIAL PRIMARY AND OFFICIAL ADDITIONAL LANGUAGES**

##### **HIGHER GRADE STANDARD GRADE**

**Date of implementation: July 2001**

# CONTENT

## 1. INTRODUCTION

- 1.1 WHY LANGUAGE STANDARDISATION
- 1.2 ESSENTIAL ELEMENTS OF LANGUAGE STANDARDISATION
- 1.3 DIFFERENTIATION BETWEEN HIGHER GRADE AND STANDARD GRADE
- 1.4 WHY PORTFOLIO ASSESSMENT?
- 1.5 MODIFICATIONS MADE IN THE CONTENT AND ASSESSMENT SECTIONS OF LANGUAGE SYLLABUSES

## 2. EXAMINATION FORMAT AND REQUIREMENTS FOR PRIMARY LANGUAGES

- 2.1 SUMMARIES OF EXAMINATION FORMATS FOR PRIMARY LANGUAGES HIGHER GRADE AND STANDARD GRADE (FULL TIME CANDIDATES)
- 2.2 EXAMINATION REQUIREMENTS FOR PRIMARY LANGUAGES HIGHER GRADE (FULL TIME CANDIDATES)
- 2.3 EXAMINATION REQUIREMENTS FOR PRIMARY LANGUAGES STANDARD GRADE (FULL TIME CANDIDATES)
- 2.4 CASS PORTFOLIO REQUIREMENTS FOR PRIMARY LANGUAGES HIGHER GRADE AND STANDARD GRADE (FULL TIME CANDIDATES ONLY)
- 2.5 EXAMINATION FORMAT AND REQUIREMENTS FOR PRIMARY LANGUAGES HIGHER GRADE AND STANDARD GRADE (PART TIME CANDIDATES)

## 3. EXAMINATION FORMAT AND REQUIREMENTS FOR ADDITIONAL LANGUAGES

- 3.1 SUMMARIES OF EXAMINATION FORMATS FOR ADDITIONAL LANGUAGES HIGHER GRADE AND STANDARD GRADE (FULL TIME CANDIDATES)
- 3.2 EXAMINATION REQUIREMENTS FOR ADDITIONAL LANGUAGES HIGHER GRADE AND STANDARD GRADE (FULL TIME CANDIDATES)
- 3.3 CASS PORTFOLIO REQUIREMENTS FOR ADDITIONAL LANGUAGES HIGHER GRADE AND STANDARD GRADE (FULL TIME CANDIDATES ONLY)
- 3.4 EXAMINATION FORMAT AND REQUIREMENTS FOR ADDITIONAL LANGUAGES HIGHER GRADE AND STANDARD GRADE (PART TIME CANDIDATES)

## 1. INTRODUCTION

This document contains policy on the standardisation of all eleven official languages in the Further Education and Training (FET) Band through teaching and assessment. All provincial departments should implement these innovations as from July 2001 in Grade 11 for Grade 12 assessment in 2002. This document is also relevant to Grade 10, and schools should align teaching and assessment of languages with it.

### 1.1 WHY LANGUAGE STANDARDISATION?

The rationale behind the standardisation of languages is to establish uniformity in the teaching and assessment of all eleven official languages. Standardisation of languages will promote equity, redress, efficiency and quality in the teaching and assessment of the eleven official languages.

### 1.2 ESSENTIAL ELEMENTS OF LANGUAGE STANDARDISATION

**Uniformity** will be observed in the levels at which the language is offered, i.e. primary language and additional language as well as Higher Grade (HG) and Standard Grade (SG).

Uniformity will be addressed in terms of the following:

- the mark allocation will be the same for equivalent papers
- the time allowed for equivalent papers will be the same
- the same components will be examined
- all 11 official languages will consist of the same number of papers
- all primary languages will study, and be examined, on the same number of set works, as will be the case in additional languages.
- the teaching and assessment of all eleven primary and additional official languages will be communicative and outcomes based.

#### Papers for full time candidates:

- Only **two external examination papers (Paper 1 and Paper 2)** will be written by Grade 12 primary language full time candidates:
  - ✓ **Paper 1** will consist of **language, comprehension and summary.**
  - ✓ **Paper 2** will consist of **3 literary genres (poetry, drama and novel).**
  - ✓ **Paper 3** for Grade 12 full time candidates will be assessed in schools in a **CASS Portfolio** and it will consist of creative writing, transactional writing, tests, assignments, preparatory examination, and the fourth literary genre (folklore / short stories / essay / film study).
- Only **two external examination papers (Paper 1 and Paper 2)** will be written by Grade 12 additional language full time candidates:
  - ✓ **Paper 1** will consist of **language, comprehension and summary.**



- ✓ **Paper 2** will consist of **5 literary genres (poetry, drama, short stories/ essays / folklore and novel)**. Candidates will choose **any two** of these genres but they cannot choose both the short story and essay.
- ✓ **Paper 3** for Grade 12 full time candidates will be assessed in schools in a **CASS Portfolio** and it will consist of creative writing, transactional writing, tests, assignments, preparatory examination.

### **Papers for part time candidates**

- In all eleven official languages **three external examination papers (Paper 1, Paper 2, Paper 3)** will be written by Grade 12 primary language part time candidates:
  - ✓ The contents and format of paper 1 and paper 2 will be the same as those of full time candidates.
  - ✓ Paper 3 for part time candidates will consist of creative writing, transactional writing **and** the fourth genre (folklore / short stories / essays / film study) only.
- In all eleven official languages **three external examination papers (Paper 1, Paper 2, Paper 3)** will be written by Grade 12 additional language part time candidates:
  - ✓ The contents and format of paper 1 and paper 2 will be the same as those of full time candidates.
  - ✓ **Paper 3** for Grade 12 part time candidates will consist of creative writing and transactional writing.

### **1.3 DIFFERENTIATION BETWEEN HIGHER GRADE (HG) AND STANDARD GRADE (SG)**

Differentiation between HG and SG must be evident in the topics set as well as in the application of the assessment criteria or rating instrument at the marking stage.

### **1.4 WHY PORTFOLIO ASSESSMENT?**

The standardisation of languages involves continuous and portfolio assessment. This will enable teachers to assess languages in a formative and summative way. It will also promote the assessment of writing processes and products.

Writing processes give learners the opportunity to plan, draft, edit, revise and proofread their work. This is not possible in a formal examination. The formative aspect of portfolio assessment gives learners the opportunity to reflect and improve on their work and also serves as a basis for summative assessment.

### 1.5 MODIFICATIONS MADE IN THE CONTENT AND ASSESSMENT SECTIONS OF LANGUAGES SYLLABUSES

The languages standardisation document should be used in conjunction with current core syllabuses. This means that Grade 12 core syllabuses are still applicable. However, it should be noted that modifications have been made in certain sections of the syllabuses. Sections that have been modified in the national core syllabuses of different languages are presented in the following grids:

1.5.1 AFRICAN LANGUAGES PRIMARY LANGUAGES HG	
BEFORE LANGUAGE STANDARDISATION	AFTER LANGUAGE STANDARDISATION
<b>PAPER 1</b> 1. Creative writing 2. Transactional writing	<b>PAPER 1(external examination)</b> 1. Comprehension 2. Summary 3. Language study
<b>PAPER 2</b> 1. Comprehension 2. Summary 3. Language Study  <b>Phonetics:</b> Description of sounds in terms of manner of articulation and place of articulation; phonetic transcription of words; front and back vowels.  <b>Phonology:</b> Identification of sound changes in different contexts.  <b>Morphology:</b> Parts of speech dealt with structure, meaning and use of morphemes and words.  <b>Syntax:</b> Moods, types of sentences, types of clause (which were mainly assessed by identifying them).  <b>Semantics and vocabulary:</b> See sections 4.5 and 4.6 in the syllabus.	<b>Phonetics:</b> The teaching and assessment of phonetics should not include the description of sounds (place and manner of articulation) and the phonetic transcription of these. The focus should be on tone, intonation, pronunciation, stress, pitch, register, etc and how they affect meaning.  <b>Phonology:</b> The teaching and assessment emphasis should not include the analysis and identification of the sound change processes such as labialisation, palatalisation, velarisation, etc but should focus on meaning and correct usage/ application of sound changes in context.  <b>Morphology:</b> Parts of speech and their morphemes can be analysed when teaching so that learners can know their names, functions and meaning. But assessment should focus on meaning and function and not on the mechanical analysis and/or the breaking down of these.  <b>Syntax:</b> Learners can be taught different types of sentences, moods and different parts of sentences but when these are assessed the emphasis should be on their interpretation and construction.  <b>Semantics and vocabulary:</b> Language and culture are constantly changing and evolving, and it is important to recognise this dynamism. In the teaching of languages emphasis should be placed on current modes of expression rather than on archaic ones. Aspects such as idiomatic and figurative language should be taught in functional, contemporary contexts.



**AFRICAN LANGUAGES PRIMARY LANGUAGES HG (CONTINUED)****BEFORE LANGUAGE STANDARDISATION****PAPER 3: LITERATURE****Section A:** Folklore**Section B:** Poetry**Section C:** Novel**Section D:** Play**Section E:** Short Stories/Essays**PAPER 4: ORAL (internal examination)**

Listening, speaking (oral skills), reading

**AFTER LANGUAGE STANDARDISATION****PAPER 2: LITERATURE (external examination)****Section A:** Poetry**Section B:** Drama**Section C:** Novel**PAPER 3****FULL TIME CANDIDATES:****CASS/Portfolio Assessment (internal examination; external moderation)**

- Creative writing
- Transactional writing
- Short Stories/Essays/Folklore
- Tests
- Assignments
- Preparatory exams

**PART TIME CANDIDATES:****External Examinations Paper**

- Creative writing
- Transactional writing
- 4<sup>th</sup> literary genre (short stories/essays/folklore/ film study)

**PAPER 4: ORAL (internal examination; external moderation)****Prepared speaking and conversation**  
**Reading aloud and conversation****Communication activity throughout the year:**

- Listening comprehension
- A year mark, based on discussion of the fourth genre network and at least 2 of the following: dialogue, role play, group work, general conversation

**1.5.2 AFRIKAANS PRIMARY LANGUAGE HG AND SG**

<b>BEFORE LANGUAGE STANDARDISATION</b>	<b>AFTER LANGUAGE STANDARDISATION</b>
<p><b>PAPER 1 (external examination)</b>  <b>Reading:</b> Comprehension, Summary;  <b>Literature:</b> Poetry, short stories/novel or drama</p> <p><b>PAPER 2 (external examination)</b>  <b>Writing:</b> Creative and transactional writing;  Language study</p>	<p><b>PAPER 1 (external examination)</b>  Comprehension, Summary and Language Study</p> <p><b>PAPER 2 (external examination)</b>  <b>Section A:</b> Poetry  <b>Section B:</b> Drama  <b>Section C:</b> Novel</p> <p><b>PAPER 3</b>  <b>FULL TIME CANDIDATES:</b>  <b>CASS/Portfolio Assessment(internal examination; external moderation)</b></p> <ul style="list-style-type: none"> <li>○ Creative writing</li> <li>○ Transactional writing</li> <li>○ 4<sup>th</sup> literary genre: short stories/essays/film study</li> <li>○ Tests</li> <li>○ Assignments</li> <li>○ Preparatory exams</li> </ul> <p><b>PART TIME CANDIDATES :</b>  <b>External Examination Paper</b></p> <ul style="list-style-type: none"> <li>○ Creative writing</li> <li>○ Transactional writing</li> <li>○ 4<sup>th</sup> literary genre: short stories/essays/film study</li> </ul>
<p><b>PAPER 3: ORAL (internal examination)</b>  Listening, speaking, reading (novel or drama)</p>	<p><b>PAPER 4: ORAL (Internal examination; external moderation)</b>  <b>Prepared speaking and conversation</b>  <b>Reading aloud and conversation</b></p> <p><b>Communication activity throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• A year mark, based on discussion of the fourth genre network and at least 2 of the following: dialogue, , role play, group work, general conversation</li> </ul>

**1.5.3 ENGLISH PRIMARY LANGUAGE HG AND SG**

<b>BEFORE LANGUAGE STANDARDISATION</b>	<b>AFTER LANGUAGE STANDARDISATION</b>
<p><b>PAPER 1 (external examination)</b> Original (creative) writing, transactional writing</p> <p><b>PAPER 2 (external examination)</b> Language study, Comprehension and Summary</p> <p><b>PAPER 3 (external examination)</b> <b>Section A:</b> Poetry <b>Section B:</b> Drama (Shakespeare) <b>Section C:</b> Novel <b>Section D:</b> Short stories, film, novel, play</p> <p><b>PAPER 4: ORAL</b> Reading aloud, short talks, conversations/ interviews</p>	<p><b>PAPER 1 (external examination)</b> Comprehension, Summary and Language Study</p> <p><b>PAPER 2 (external examination)</b> <b>Section A:</b> Poetry <b>Section B:</b> Drama: Shakespeare/another play <b>Section C:</b> Novel</p> <p><b>PAPER 3</b> <b>FULL TIME CANDIDATES</b> <b>CASS/Portfolio Assessment (internal examination; external moderation)</b></p> <ul style="list-style-type: none"> <li>○ Creative writing</li> <li>○ Transactional writing</li> <li>○ 4<sup>th</sup> literary genre (short stories/essays/film study)</li> <li>○ Tests</li> <li>○ Assignments</li> <li>○ Preparatory exams</li> </ul> <p><b>PART TIME CANDIDATES:</b> <b>External Examination Paper</b></p> <ul style="list-style-type: none"> <li>○ Creative writing</li> <li>○ Transactional writing</li> <li>○ 4<sup>th</sup> literary genre (short stories/essays/film study)</li> </ul> <p><b>PAPER 4: ORAL (internal examination; external moderation)</b> <b>Prepared speaking and conversation</b> <b>Reading aloud and conversation</b></p> <p><b>Communication activity throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• A year mark, based on discussion of the fourth genre network and at least 2 of the following: dialogue, role play, group work, general conversation</li> </ul>



**1.5.5 AFRICAN AND ENGLISH ADDITIONAL LANGUAGE HG AND SG**

<b>BEFORE LANGUAGE STANDARDISATION</b>	<b>AFTER LANGUAGE STANDARDISATION</b>
<p><b>PAPER 1 (external examination)</b> Composition Transactional writing</p> <p><b>PAPER 2</b> <b>Literature</b> English: novel, drama, poetry, short stories/essays, folklore (<b>choose any two</b>) African Languages (see core syllabus)</p> <p><b>PAPER 3</b> Comprehension, Summary and Language study</p> <p><b>PAPER 4: ORAL (Internal examination)</b> Listening, speaking, reading (novel or drama)</p>	<p><b>PAPER 1 (external examination)</b> Comprehension, Summary and Language Study</p> <p><b>PAPER 2 (external examination)</b> <b>Literature:</b> novel, drama, poetry, short stories/essays, folklore (<b>choose any two</b>)</p> <p><b>PAPER 3</b> <b>FULL TIME CANDIDATES:</b> <b>CASS/Portfolio Assessment</b></p> <ul style="list-style-type: none"> <li>○ Creative writing</li> <li>○ Transactional writing</li> <li>○ Tests</li> <li>○ Assignments</li> <li>○ Preparatory exams</li> </ul> <p><b>PART TIME CANDIDATES:</b> <b>External Exam Paper</b></p> <ul style="list-style-type: none"> <li>○ Creative writing</li> <li>○ Transactional writing</li> </ul> <p><b>PAPER 4: ORAL (internal examination; external moderation)</b> <b>Prepared speaking and conversation</b> <b>Reading aloud and conversation</b></p> <p><b>Communication activity throughout the year:</b></p> <ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• A year mark, based on at least 3 of the following: dialogue, discussion of literature, role play, group work, general conversation</li> </ul>



## 2.EXAMINATION FORMAT AND REQUIREMENTS

### SUMMARIES OF EXAMINATION FORMATS FOR PRIMARY LANGUAGES HIGHER GRADE AND STANDARD GRADE (FULL TIME CANDIDATES)

#### 2.1.1 ASSESSMENT STRUCTURE

GRADE	PAPER 1 COMPREHENSION, SUMMARY AND LANGUAGE STUDY	PAPER 2 LITERATURE (drama, novel, poetry)	PAPER 3 CASS PORTFOLIO	PAPER 4 ORAL	TOTAL
HG	100 (2 ½ hours)	100 (3 hours)	120	80	400
SG	75 (2 hours)	75 (2 hours)	80	70	300

#### 2.1.2 CASS PORTFOLIO

	HG (120)	SG (80)
<b>SECTION A</b> Extended Writing (creative writing)	40	25
<b>SECTION B</b> Shorter Pieces (transactional writing)	25	15
<b>SECTION C</b> Literature: 4 <sup>th</sup> genre (film study/folklore/short stories/essays)	15	10
<b>SECTION D</b> Tests	10	10
<b>SECTION E</b> Preparatory Examination	30	20
<b>TOTAL</b>	120	80

**Note: Examinations other than the preparatory examination can count as controlled tests**

#### 2.1.3 ORAL

HIGHER GRADE	MARKS 80	STANDARD GRADE	MARKS 70
Prepared speaking and conversation	20	Prepared speaking and conversation	15
Reading aloud and conversation	20	Reading aloud and conversation	15
<b>Communication activity throughout the year:</b> <ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• A year mark, based on discussion of the fourth genre network and at least 2 of the following: dialogue, , role play, group work, general conversation</li> </ul>	10 30	<b>Communication activity throughout the year:</b> <ul style="list-style-type: none"> <li>• Listening comprehension</li> <li>• A year mark, based on discussion of the fourth genre network and at least 2 of the following: dialogue, role play, group work, general conversation</li> </ul>	10 30

# EXAMINATION REQUIREMENTS FOR PRIMARY LANGUAGES HIGHER GRADE (FULL TIME CANDIDATES)

PAPER 1: COMPREHENSION, SUMMARY AND LANGUAGE: 2½ HOURS	HG
<b>Comprehension Passages (450 – 700 words)</b> Language texts may include contemporary work such as current newspaper articles, advertisements or cartoons. It is also possible that candidates may be required to answer questions based on a comparison between 2 or more passages.	30
<b>Summary</b> (not taken from the comprehension passage). If the summary comes from the main comprehension passage, learners who have not understood it will be penalised.  The summary question requires shortening a passage for a specific purpose. The rubric will indicate the degree of formality required and will also determine the register and format.	10
<b>Communicative Language Study:</b> There is a need to shift the examination from a structural to a functional/communicative approach. (e.g. tone, meaning, register and purpose, attitude)  The teaching and assessing of language should arise from various texts (pictures, advertisements, cartoons, short passages). The selection of texts could allow questions on: <ul style="list-style-type: none"> <li>o Propaganda and advertising</li> <li>o Visual literacy</li> <li>o Editing questions</li> <li>o Logical thinking/reasoning</li> <li>o Synthesis, etc.</li> </ul> Candidates may be expected to answer questions requiring the application of their knowledge of correct grammar/syntactical usage, e.g. punctuation, concord, ambiguities and spelling. Such questions will require candidates to understand how meaning is affected by incorrect usage.  Language questions should be set in context on various aspects of language components and should be integrated.  <b>Phonetics:</b> The teaching and assessment of phonetics should not include the description of sounds (place and manner of articulation) and the phonetic transcription of these. The focus should be on tone, intonation, pronunciation, stress, pitch, register, etc. and how they affect meaning.  <b>Phonology:</b> The teaching and assessment emphasis should not include the analysis and identification of the sound change processes such as labialisation, palatalisation, velarisation, etc. but should focus on meaning and correct usage/application of sound changes in context.  <b>Morphology:</b> The analysis of parts of speech and their morphemes can be done when teaching so that learners can know their names, functions and meaning. But assessment should focus on meaning and function and not the mechanical analysis and/or the breaking down of these.  <b>Syntax:</b> Learners can be taught different types of sentences, mood and different parts of sentences but when these are assessed the emphasis should be on their interpretation and construction.  <b>Semantics and vocabulary:</b> Language and culture are constantly changing and evolving, and it is important to recognise this dynamism. In the teaching of languages emphasis should be placed on current modes of expression rather than on archaic ones. Aspects such as idiomatic and figurative language should be taught in functional contemporary contexts.	40
<b>Editing:</b> Candidates may be expected to identify errors and make corrections in paragraphs and/ or sentences (spelling, punctuation, word order, choice of words, capitalisation).	20
<b>TOTAL</b>	<b>100</b>

PAPER 2: LITERATURE: 3 HOURS			MARKS
<b>Section A: Poetry (15 – 20 Poems)</b> <b>Three questions must be answered:</b> <ul style="list-style-type: none"> <li>○ Questions will be set from 4 prescribed(seen) poetry of which 2 must be answered</li> <li>○ 1 unseen poem that is compulsory</li> </ul>	Contextual questions and/or essay type  <b>Seen 30</b> <b>Unseen 10</b>	Ideally, the selection of poetry should be representative of the historical development of the genre. Poetry should be relevant to the lives of the learners.	40
<b>Section B: Drama</b>	Contextual questions OR essay/paragraphs	If learners choose the contextual question in Section B, they must write the essay/paragraphs in Section C.	30
<b>Section C: Novel</b>	Contextual questions OR essay/paragraphs	If learners choose the contextual question in Section C, they must write the essay/paragraphs in Section B.	30
<b>TOTAL</b>			<b>100</b>

**Note: 4<sup>th</sup> Genre: Schools have the following choice: one of the following genres to be assessed in oral and CASS portfolio: short stories/essays/folklore, film study**

### **EXAMINATION REQUIREMENTS FOR PRIMARY LANGUAGES STANDARD GRADE (FULL TIME CANDIDATES)**

PAPER 1: COMPREHENSION, SUMMARY AND LANGUAGE: 2 HOURS	SG
<b>Comprehension Passages (400 – 600 words)</b> Texts may include contemporary work such as current newspaper articles, advertisements or cartoons. Candidates may be required to answer questions base on more than one text, showing a clear difference in complexity from texts selected for HG.	25
<b>Summary</b> (not taken from the comprehension passage). If the summary comes from the main comprehension passage, learners who have not understood it will be penalised. The summary question requires shortening a passage for a specific purpose. The rubric will indicate the degree of formality required and will also determine the register and format.	10
<b>Communicative Language Study:</b> There is a need to shift the examination from a structural to a <b>functional/communicative</b> (e.g. tone, meaning, register and purpose, attitude) approach.  The <b>teaching and assessment</b> of language should arise from various texts (pictures, advertisements, cartoons, short passages).  The selection of <b>texts</b> could allow questions on propaganda and advertising/visual literacy/editing questions/logical thinking/synthesis etc.  Candidates may be expected to answer questions requiring knowledge of correct grammar/syntactical usage, e.g. punctuation, concord, ambiguities and spelling, but such questions will require candidates to understand how meaning is affected by incorrect usage.  Language questions should <b>be set in context</b> and various aspects of language components should be integrated.  <b>Phonology:</b> The teaching and assessment should not include the analysis and identification of the sound change processes such as labialisation, palatalisation, velarisation, etc. but should focus on meaning and correct usage/application of sound changes in context.	30

<p><b>Morphology:</b> The analysis of parts of speech and their morphemes can be done when teaching so that learners can know their names, functions and meaning. But assessment should focus on meaning and function and not mechanical analysis and/or the breaking down of these.</p> <p><b>Syntax:</b> Learners can be taught different types of sentences, moods and different parts of sentences but when these are assessed the emphasis should be on their interpretation and construction.</p> <p><b>Semantics and vocabulary:</b> Language and culture are constantly changing and evolving, and it is important to recognize this dynamism. In the teaching of languages emphasis should be placed on current modes of expression rather than on archaic ones. Aspects such as idiomatic and figurative language should be taught in functional, contemporary contexts.</p> <p><b>Editing:</b> Candidates may be expected to identify errors and make corrections in paragraphs and/or sentences (spelling, punctuation, word order, choice of words, capitalisation).</p>			10
<b>TOTAL</b>			<b>75</b>
<b>PAPER 2: LITERATURE: 2 HOURS</b>			
<b>Section A</b> <b>Poetry (15 – 20 poems)</b>  <b>4 poetry questions will be set, of which 2 must be answered</b>	Contextual questions	Selection of poetry should be representative of the development of the genre. Ideally, poetry should be relevant to the lives of the learners. The selection can be the same as for HG, but poems that deal with concepts and/or techniques that may be considered to be too complex for SG, should be excluded.	25
<b>Section B</b> <b>Drama</b>	Contextual questions OR essay/paragraphs	If learners choose the contextual question in Section B, they must write the essay/paragraphs in Section C.	25
<b>Section C</b> <b>Novel</b>	Contextual questions OR essay/paragraphs	If learners choose the contextual question in Section C, they must write the essay/paragraphs in Section B.	25
<b>TOTAL</b>			<b>75</b>

**Note: 4<sup>th</sup> Genre: Schools have the following choice: one of the following genres to be assessed in orals and CASS portfolio: short stories/essays/folklore/film study.**

## **2.2 CASS PORTFOLIO REQUIREMENTS FOR PRIMARY LANGUAGES**

### **2.2.1 HIGHER GRADE (120 MARKS)**

A minimum of 6 pieces or a maximum of 8 pieces must be submitted.

#### **SECTION A: Extended pieces: (personal and creative writing)**

**Three pieces must be included, selected from the following:**

- Narrative
- Descriptive
- Argumentative
- Discursive
- Reflective
- Expository



At least **two** of the above types of writing must be represented in the portfolio.  
**One piece** from this section must have been written under controlled conditions  
Words: 450 – 550 per piece  
Marks: 40

**SECTION B: Shorter pieces** (transactional writing)

**Three** pieces must be included, one from each of the following categories:

- a) **Letters** (formal and informal)  
Words: 180 – 200 (excluding headings and salutations)  
Marks: 10
- b) **Other transactional writing** (e.g. diary entries, reports, memoranda, agendas, minutes, obituaries, brochures, reviews, advertisements)  
Words: 180 – 200  
Marks: 10
- c) **Very short pieces** (e.g. facsimiles, memos, e-mails, messages, posters, classified advertisements, CVs, filling in forms)  
Words: 80 – 100  
Marks: 5

**One** piece in this section must have been written under **controlled** conditions.

**SECTION C: Literature** (4<sup>th</sup> genre e.g. short stories/essay, folklore, film study)

One piece must be included, selected from the following:

- a) **Assignment** (e.g. personal response and social significance of the work; research of background and/or personal response to work; exploration of comparisons and/or contrasts between characters, themes)  
Words: 400 – 500  
Marks: 15

**OR**

- b) **Creative response** – role play as a character in various ways (e.g. diary entries, letters, obituaries, poems)  
Words: 400 – 500  
Marks: 15

**SECTION D: Tests** (at least four tests)

Marks: 10

**SECTION E: Preparatory Examination**

Marks: 30

**TOTAL: 120**



**2.2.2 STANDARD GRADE (80 MARKS)**

A minimum of 5 and a maximum of 7 pieces must be submitted.

**SECTION A: Extended piece of personal and creative writing**

**Two** pieces must be included, selected from the following types:

- Narrative
- Descriptive
- Argumentative
- Discursive
- Reflective
- Expository

Words: 250 – 350

Marks: 25

**One** piece in this section must have been written under **controlled** conditions.

**SECTION B: Shorter pieces (transactional writing)**

**Two** pieces must be included from the following choice:

**EITHER**

- a) **Letters** (friendly/informal or formal)

Words: 150 – 200

Marks: 10

**OR**

- b) **Other transactional writing** (e.g. diary entries, reports, memoranda, reviews, advertisements, brochures, agendas and minutes)

Words: 150 – 200

Marks: 10

**AND**

- c) **Very short pieces** (miscellaneous – e.g. facsimiles, memos, e-mails  
d) messages, posters, CVs, advertisements)

Words: 80 – 100

Marks: 5

**SECTION C: Literature** (4<sup>th</sup> genre – e.g. short stories/essays, folklore, film study)

**One** piece must be included from the following:

**EITHER**

- a) **Assignments** (e.g. essays on research of background and personal response to a work; personal response and social significance of work studied; exploration of comparisons/contrasts in characters; themes)

Words: 250 – 300

Marks: 10

**OR**

- b) **Creative response** (e.g. role play as a character in various ways – diary entries, letters, poems)

Words: 250 – 300

Marks: 10

**SECTION D: Tests** (at least three tests)

Marks: 10

**SECTION E: Preparatory Examination**

Marks: 20

**TOTAL: 80**

### 2.3 EXAMINATION FORMAT AND REQUIREMENTS FOR PRIMARY LANGUAGES (PART TIME CANDIDATES HG AND SG)

	HG	Mark	SG	Mark
<b>Paper 1</b>	As for FULL TIME candidates	<b>100</b>	As for FULL TIME candidates	<b>75</b>
<b>Paper 2</b>	As for FULL TIME candidates	<b>100</b>	As for FULL TIME candidates	<b>75</b>
<b>Paper 3</b> (2½ hours HG) (2 hours SG)		<b>120</b>		<b>80</b>
	<b>Section A</b> <b>Extended</b> pieces of creative writing Candidates will write on <b>ONE</b> topic only	(40)	<b>Section A</b> <b>Extended</b> pieces of creative writing Candidates will write on <b>ONE</b> topic only	(30)
	<b>Section B: Transactional writing,</b>  <b>3 Shorter pieces</b>  Friendly or formal letter = 20  <b>AND</b> Other transactional writing = 20 (e.g. diary entries, reports, memoranda, agendas, minutes, obituaries, advertisements, brochures, reviews)  <b>AND</b> <b>Short piece</b> = 10 (e.g. facsimiles, memos, e-mail messages, posters, CVs, advertisements)	(50)	<b>Section B :Transactional writing,</b>  <b>2 Shorter pieces</b>  Friendly or formal letter = 15  <b>OR</b> Other transactional writing= 15 (e.g. diary entries, reports, memoranda, agendas, minutes, obituaries, advertisements, brochures, reviews)  <b>AND</b> <b>A shorter piece</b> = 15 (e.g. facsimiles, memos, e-mail messages, posters, CVs, advertisements)	(30)
	<b>Section C</b> Response to folklore/short story/ essays, film study (Contextual or essay/ paragraphs )	(30)	<b>Section C</b> Response to folklore/short story/essays, film study (Contextual or essay/paragraph)	(20)
<b>GRAND TOTAL</b>	<b>HG converted to 400</b>	<b>320</b>	<b>SG converted to 300</b>	<b>230</b>

### 3 EXAMINATION FORMAT AND REQUIREMENTS FOR ADDITIONAL LANGUAGES

#### 3.1 SUMMARIES OF EXAMINATION FORMATS FOR HG AND SG (FULL TIME CANDIDATES)

##### 3.1.1 ASSESSMENT STRUCTURE

PAPER 1 COMPREHENSION SUMMARY LANGUAGE	PAPER 2 LITERATURE	PAPER 3 CASS PORTFOLIO	PAPER 4 ORAL	TOTAL
HG: 80 (2 hours)	HG: 80 (2 hours)	HG: 80	HG: 60	HG: 300
SG: 80 (2 hours)	SG: 80 (2 hours)	SG: 80	SG: 60	SG: 300

##### 3.1.2 CASS PORTFOLIO

	MARK HG AND SG
SECTION A Extended Writing	30
SECTION B Shorter Pieces	20
SECTION C Tests	10
SECTION D Preparatory Examination	20
<b>TOTAL</b>	<b>80</b>

##### 3.1.3 ORAL WORK

HIGHER GRADE	60 Marks	STANDARD GRADE	60 Marks
Prepared speaking and conversation	10	Prepared speaking and conversation	10
Reading aloud and conversation	10	Reading aloud and conversation	10
Communication activity throughout the year:		Communication activity throughout the year:	
• Listening comprehension	10	• Listening comprehension	10
• A year mark, based on a least 3 of the following: dialogue, discussion of literature, role play, group work, general conversation	30	• A year mark, based on at least 3 of the following: dialogue, discussion of literature, role play, group work, general conversation	30

### 3.2 EXAMINATION REQUIREMENTS FOR ADDITIONAL LANGUAGES HG AND SG (FULL TIME CANDIDATES)

<b>PAPER 1: 2 Hours</b>	<b>HG</b>	<b>SG</b>
<b>Comprehension (400 – 600 Words)</b> A wide variety of shorter texts – should not exceed 3 different kinds	35	35
<b>Summary</b> The passage should not come from the comprehension text	10	10
<b>Communicative Language</b> (To be tested in context using a variety of texts, e.g. pictures, advertisements, cartoons, short passages)	35	35
<b>TOTAL</b>	<b>80</b>	<b>80</b>
<b>PAPER 2: Literature (2 hours)</b>		
Contextual questions (2 × 40) * Choose any two of the following: novel, drama, poetry, short stories/essays, folklore	80	80
<b>GRAND TOTAL PAPER 1 AND 2</b>	<b>160</b>	<b>160</b>

### 3.3 CASS PORTFOLIO REQUIREMENTS FOR ADDITIONAL LANGUAGES HG AND SG (FULL TIME CANDIDATES)

#### SECTION A: Extended pieces: (personal and creative writing)

Two pieces must be included, selected from the following:

- Narrative
- Descriptive
- Reflective
- Expository
- Argumentative
- Discursive

One piece from this section must have been written under **controlled** conditions.  
Words: 250 – 350 per piece  
Marks: 30

#### SECTION B: Shorter pieces: (functional writing)

Two pieces must be included, one from each of the following categories:

- a) **Letters:** (friendly, business, letters to the press)  
Words: 120 – 150 (content only)

**AND**



- b) **Other transactional writing:** diary entries, reports, memoranda, agendas, minutes, obituaries, advertisements, brochures, reviews, thank-you notes, invitations, e-mail messages, facsimiles, dialogues, agendas, speeches  
 Words: 120 – 150  
 Marks: 20

One piece in this section must have been written under **controlled** conditions.

**SECTION C: Tests** (at least three tests)  
 Marks: 10

**SECTION D: Preparatory Examination**  
 Marks: 20

### 3.4 EXAMINATION FORMAT AND REQUIREMENTS FOR ADDITIONAL LANGUAGES (PART TIME CANDIDATES)

	HG	SG
<b>PAPER 1: 2 Hours</b> As for FULL TIME candidates	80	80
<b>PAPER 2: 2 Hours</b> As for FULL TIME candidates	80	80
<b>PAPER 3: 2 Hours</b> <b>Section A: Extended writing</b> Candidates are given a choice of five topics from which they must choose <b>ONE</b> . (Pictures may be included). Essay topics will represent the following types: <ul style="list-style-type: none"> <li>○ Narrative</li> <li>○ Descriptive</li> <li>○ Reflective</li> <li>○ Discursive</li> <li>○ Argumentative</li> <li>○ Expository</li> </ul> Length: 250 – 300 words	80	80
<b>Section B: Shorter pieces of writing</b> Choose <b>ONE</b> question from three of the following pieces: Informal letters, formal letters, diary entries, dialogues, speeches, reviews, reports, newspaper and magazine articles. Length: 120 – 150 words	(40)	(40)
<b>Section C: Other shorter pieces of writing</b> Choice of three questions from the following pieces: Notices, agendas, minutes, formal invitations, posters, directions, instructions, telegrams, obituaries, advertisements, facsimiles, CVs, brochures, memoranda, completing forms, cartoons, comic strips, graphs. Candidates will be required to answer <b>ONE</b> of the three questions. Length: 120 – 150 words	(20)	(20)
<b>GRAND TOTAL HG AND SG: Converted to 300</b>	<b>240</b>	<b>240</b>