


### ASSESSMENT GUIDELINES

#### NCS Assessment:

- On a daily basis planned teaching and learning activities take place in the classroom in various forms.
- Continuous assessment is undertaken through out the year, focusing various kinds of assessment forms, methods and tools. This aids teacher in identifying learner strengths and weaknesses and also enables teacher to design relevant intervention programs and activities.
- Assessments could therefore, be divided into informal and formal, formative and summative.
- Assessment tasks completed during the school year make 25% of the total mark, while summative assessment (examinations) makes up the remaining 75%. Take both seriously.
- Promotion involves getting at least an elementary achievement (30-39%). But strive for an outstanding achievement (80- 100%), **YOU CAN DO IT!**

All tasks **MUST** be done.

### Programme of Assessment

TERM 1	Task 1 (50 marks)	Task 2 (35 marks)	Task 3 (10 marks)	Task 4 (35 marks)	Task 5 (20 marks)
150 marks converted to 100	<b>Writing:</b> essays	<b>Literature:</b> two literary genres chosen by your school	<b>Oral:</b> reading, listening and writing	<b>Test 1:</b> comprehension, summary & language	<b>Writing:</b> shorter piece
TERM 2	Task 6 (40 marks)	Task 7 (50 marks)	Task 8 (10 marks)	Task 9 (50 marks)	Task 10 (250 marks)
400 marks converted to 100	<b>Test 2:</b> comprehension, summary & language	<b>Writing:</b> essays	<b>Oral:</b> reading, listening and speaking	<b>Literature:</b> two literary genres chosen by your school	Mid year examination
TERM 3	Task 11 (20 marks)	Task 12 (50 marks)	Task 13 (30 marks)	Task 14 (250 marks)	
350 marks converted to 100	<b>Oral:</b> response to literature	<b>Writing:</b> essays	<b>Test 3:</b> comprehension, summary & language	Preparatory examinations	

### WRITING

#### 1. Essays (50 marks, 250-300 words):

narrative, descriptive, reflective, argumentative, definitive, comparative and discursive.

#### 2. Longer transactional text (30 marks, 120-150 words):

CV, editorial, brochures, written interviews, dialogues, formal and informal letters to the press, formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters, friendly letters, magazine articles and columns, memoranda, minutes and agendas, obituaries, reports, reviews and speeches.

#### 3. Shorter text (20 marks, 80-100 words):

advertisements, diary entries, postcards, invitation cards, filling in forms, directions and instructions.

#### FOCUS ON ESSAY WRITING

- Descriptive:** describes a place, system, circumstances, people, sequence of events, etc
- Narrative:** tells a story or outlines how events unfolded in place and time.
- Discursive:** put forth evidence and examples as a particular scenario is being unpacked.
- Definitive:** explain something in details.
- Comparative:** compares different situations.
- Argumentative:** presents a case for or against a particular point of view.
- Reflective:** revisit personal experiences with an intention of rectifying the wrongs.

**EXAMPLE:** "Robert Mugabe has led ZANU and Zimbabwe for decades; he is old and has nothing positive to offer. He must retire and give others a chance to take the country to greater heights. With Mugabe at the helm, Zimbabwe is doomed." *Frustrated Zimbabwean living in South Africa.* Write an essay agreeing or disagreeing with the statement.

#### YOUR PERSONAL GUIDE TO ESSAY WRITING

A good essay must smoothly take the reader from an introductory stage, body stage and the concluding stage. The above could be achieved through arranging thoughts, ideas, arguments, beliefs, perceptions, suggestions, etc in a logical or sequential manner. A writer must give shape to the flow of his /her work, failing which the message is never conveyed accordingly and effectively.

#### ESSAY STRUCTURE: THREE STAGES

Each of the following components enlisted below has a specific significance in an essay.

##### Introductory stage

The introduction has two parts, that is, the thesis statement (which tells your reader about the gist of your essay). It defines the key concept (s). The second component is the plan of development (which enlists the main points to be discussed in their logical order). The plan of development has a restrictive function, as it regulates what the writer can or cannot say. The body stage cannot have something that was never mentioned in the plan of development.

##### Body Stage

This stage explains, unpacks, describes, analyzes, illustrates, compares, and gives examples of and adequately highlights the points that are enlisted in the plan of development. The number of paragraphs that make up the body is determined by the number of key points enlisted in the plan of development. Each paragraph must focus on one point, and paragraphs have to be linked by the logical connectors. A few examples of logical connectors are: *secondly, thirdly, however, another point, in the contrary, moreover, as result of, due to, the above means, to add on, in addition to*, etc. The connectors ensure that the essay flows smoothly and logically. They also help the reader of your essay to graduate from one point to the next. Using statistics, examples and research and other findings make paragraphs to be more convincing and effective. This means that you must research your topic thoroughly and adequately.

#### Concluding Stage

At this stage the writer's final and summative points are given. Main ideas and issues brought or raised in the body are revisited and emphasized. The purpose of which is to ensure that they 'hang together'. Lastly, round off and give a general conclusion that you have drawn about the topic as a writer.

#### ASSESSMENT STANDARDS

Writing involves the following guided stages

#### brainstorming, research, writing 1<sup>st</sup> draft, review of 1<sup>st</sup> draft, writing of 2<sup>nd</sup> draft and final document.

As a learner you must demonstrate planning skills and an ability to produce context-specific text. Also demonstrate an ability to use different writing techniques.

To structure your essay use mind-maps, mind-maps are thinking tools that schematically represent an overall picture of topic.

#### Writing As A Process Involves:

- Brainstorm the topics. Ask yourself these questions: What am I expected to write/talk about here? Do I have to narrate a story, describe something, and make an argument for or against something? What is this essay about?
- Choose the topic you like the most and that which sounds more familiar to you.
- Enlist relevant points and decide on the most appropriate to include in relation to space limitations.
- Write your points in a mind-map (mental map outlining the order the points will take). The above ensures coherence and gives structure to an essay. The number of paragraphs will be determined by the points mentioned in the mind map (rough sketch).
- Write the first draft. Stick to the subject at hand (topic).
- Proofread your first draft. This is editorial work where mistakes are corrected. The review process entails checking whether ideas move logically and convincingly. Check the spelling and some grammatical errors as well. The key issue here is whether the message is being transferred accordingly or not.
- Now, pen down the corrected version of your essay. This is your final document. In all these steps you work hand in glove with your educator and /or your peers.

**Let's sum up our work on an extended piece: keep the essay simple, use simple language and do proper planning. Think about your audience (marker/assessor of your essay) each time you write. Stick to the topic, give examples, use various words, punctuate your work, use descriptors, use emotive language where appropriate etc.**

#### ASSESSMENT OF WRITING

##### Excellent:

Excellent command of the language, Use of idiomatic expressions is perfect, Relevant register and tone, Correct use of tenses

##### Good:

Minimal errors, Adequate register and tone, Mostly correct tenses and grammar

##### Average:

Several errors but they do not impede flow, Register and tone sometimes inappropriate, Tenses sometimes inconsistent, Some incorrect grammar

##### Poor:

Serious errors that impede understanding, Inappropriate register and tone, Inconsistent tenses, Poor grammar

##### Weak:

Difficult to follow and understand, Ideas cluttered and confused

### LANGUAGE

#### LANGUAGE FORMS

Two forms of language use are identifiable:

##### 1. LITERAL LANGUAGE

- Is factual and the meaning is not hidden in any way.
- Words mean exactly what they say, there's no need to delve deeper.
- Meaning is at an overt / surface level.
- Language is used in a completely usual way, there's no artistic endeavor on the part of the speaker.
- Literal language is used to make a straightforward statement.

#### EXAMPLES:

- The Grade 12s' mid-year examinations will commence on the 11<sup>th</sup> June 2007.
- Ajax Cape Town won the ABSA cup final that was played at Durban's ABSA stadium.
- Smoking and the use of intoxicating drugs in KZN schools is a criminal offence.
- Matric exemption is a prerequisite for University admission.
- My friend broke her leg in a ruby game last week.

#### 2. METAPHORICAL LANGUAGE

- Also known as figurative language.
- It suggests more than the words themselves.
- Words do not actually mean what they say.
- The meaning is deeper and covert.
- Readers should unpack the 'other' hidden meaning (s).
- Language is colourful and descriptive.
- Full of figures of speech such as simile, metaphor, idioms,
- Can add emphasis and effectiveness to the message.

#### EXAMPLES

- The Sharks' failure to win against The Bulls left my friend heart broken.
- Getting my matric exemption would cause me to be over the moon.
- Our school's teacher of English is a whirlwind
- Ajax players left Sundowns at sixes and sevens for 90 minutes.
- Preparing oneself for the examinations at the 11<sup>th</sup> hour is suicidal.

**NOTE:** Metaphorical language demands more carefulness than literal language, since meaning is not at a surface level.

#### AMBIGUITY

Ambiguity in language use occurs when an expression / a phrase has more than one meaning. Ambiguity can be intentional or unintentional-a speaker can use words or phrases with double meanings deliberately. The purposes could vary: one speaker could do it in order to confuse the listeners, while another could find himself caught in an ambiguous speech.

#### EXAMPLES:

- A famous township school urgently requires an *English teacher*.
- It is difficult to trust that man; he was a *player* till he died.
- I want a *lady lounge suite* with a high back in future.
- Teaching* can be a tedious practice nowadays.

**NOTE:** Ambiguous statements require carefulness and thorough reading, failing which sentences / statements can be misinterpreted.

#### SENTENCE TRANSFORMATION

This means changing (transforming) sentences. Sentences have to be re-written without distorting or changing the meaning. An examiner will give a sentence, and then the part to begin with when re-writing the same sentence. The part to begin with will guide you, do not deviate from it.

#### EXAMPLES:

**Exam type question / instruction:** Complete each of the following sentences by beginning with the words given. The sentence (transformed one) must mean exactly the same as the first (original) sentence.

- It is very difficult to preach a chaotic crowd.  
Preaching a chaotic crowd is very difficult.
- All Ndwedwe high schools play good football despite lack of training facilities.  
Good football is played by all Ndwedwe high schools despite the lack training facilities.
- Chiefs lost the services of a good coach. Chiefs lost a talented player.  
Chiefs lost not only a good coach's services, but also a talented player.

**NOTE:** Sentence transformation questions take different forms. Read the original sentence and begin with the prescribed words  
**Until next time, ENJOY!!**