

BYLAE 1

Die vereistes vir die assessering van mondelinge in alle amptelike tale wat vir die Nasionale Senior Sertifikaat (NSS) aangebied word

Die Kurrikulum- en assesseringsbeleidsverklaring (KABV) vir Tale (graad 10–12) gee leiding oor die assessering van mondelinge kommunikasie in die amptelike Huistale en Eerste en Tweede Addisionele Tale wat vir die NSS aangebied word.

In **graad 10 en 11** is alle mondelinge take wat binne die assesseringsprogram (PvA) uitgevoer word deel van *Eksamenvraestel 4* vir amptelike Huistale, Eerste Addisionele Tale en amptelike Tweede Addisionele Tale. Dit word intern opgestel, intern geassesseer en intern gemodereer.

In **die Huistale en Eerste Addisionele Tale** vir **graad 10 en 11** moet leerders ten minste een van elkeen van die volgende as deel van die formele PvA doen:

Huistale:

Ten minste **een** van elkeen van die volgende as deel van die formele PvA:

- Een luisterbegrip
- Een onvoorbereide toespraak, en
- Óf **twee** voorbereide toesprake ÓF
 - Een voorbereide toespraak **en**
 - Een onvoorbereide hardop lees

Eerste Addisionele Tale:

Ten minste **een** van elkeen van die volgende as deel van die formele PvA:

- Een luisterbegrip
- Een voorbereide toespraak en
- **Een** van die volgende take:
 - Voorbereide hardop lees
 - Onvoorbereide toespraak
 - Informele gesprekvoering in groepwerk

Tweede Addisionele Tale:

Leerders moet ten minste **een** van elkeen van die volgende as deel van die formele PvA doen:

- Een gesprekstaak
- Een voorbereide toespraak
- Een voorbereide hardop lees
- Een luisterbegrip

Die algehele punt vir Huistale en Eerste Addisionele tale se Vraestel 4 is **50** punte.

Die algehele punt vir Tweede Addisionele Tale se Vraestel 4 is **100** punte.

Die algehele puntetoekenning vir Huistale en Eerste Addisionele tale se Vraestel 4 is **50** punte.

Die algehele puntetoekenning vir Tweede Addisionele Tale se Vraestel 4 is **100** punte.

In **graad 12** is alle mondelinge take wat binne die PvA uitgevoer word deel van *Eksamenvraestel 4* vir amptelike Huistale, Eerste Addisionele Tale, en *Eksamenvraestel 3* vir amptelike Tweede Addisionele Tale. Dit word intern geassesseer en **ekstern** gemodereer.

Tweede Addisionele Tale vir graad 12

Die mondelinge assesseringstake wat in die loop van die jaar uitgevoer is, vorm die eksterne assessering vir **graad 12** aan die einde van die jaar. Dit vorm 100 van die 300 punte vir die eksterne assessering aan die einde van die jaar. Die besonderhede vir die mondelinge take wat gedurende die jaar uitgevoer is, is soos volg:

Tweede Addisionele Tale vir graad 12

Vraestel 3	BESONDERHEDE	PUNTE	
MONDELINGE	<p>*Mondelinge sal intern opgestel, intern geassesseer en ekstern gemodereer word.</p> <p>Praat:</p> <p>Vorbereide toespraak</p> <p>Assessering: <i>Bepanning en organisering van inhoud, toon, praat- en aanbiedingsvaardighede, kritiese bewustheid van taalgebruik, woordkeuses.</i></p>	25	100
	<p>Lees:</p> <p>Vorbereide hardop lees</p> <p>Assessering: <i>Inhoud, toon, praat- en aanbiedingsvaardighede, kritiese bewustheid van taalgebruik.</i></p>	25	
	<p>Luister:</p> <p>Luisterbegrip</p> <p>Assessering: <i>Luister vir begrip, inligting en evaluering.</i></p>	25	
	<p>Gesprekvoering</p> <p>Assessering: <i>Inhoud, toon, praatvaardighede, kritiese bewustheid van taalgebruik, woordkeuses.</i></p>	25	

***Mondelinge:** Jaarpunt vir mondelinge uit kumulatiewe praat, luister en lees. Finale punte moet ten minste EEN voorbereide praattaak, EEN luistertaak, EEN voorbereide hardop leestaak en EEN gesprektaak insluit.

Eerste Addisionele Tale vir graad 12

Vraestel 4	BESONDERHEDE	PUNTE	
MONDELINGE	<p>*Mondelinge sal intern opgestel, intern geassesseer en ekstern gemodereer word.</p> <p>Praat:</p> <p>Vorbereide toespraak</p> <p>Assessering: <i>Navorsingsvaardighede, beplanning en organisering van inhoud, toon, praat- en aanbiedingsvaardighede, kritiese bewustheid van taalgebruik, woordkeuses, ontwerp en gebruik van oudio, oudiovisuele hulpmiddels.</i></p>	20	50
	<p>Vorbereide hardop lees/onvorbereide toespraak/informele gesprekvoering in groep</p> <p>Assessering: <i>Inhoud, toon, praat en aanbiedingsvaardighede, krisiese bewustheid van taalgebruik.</i></p>	20	
	<p>Luister:</p> <p>Assessering: <i>Luister vir begrip, inligting en evaluering.</i></p>	10	

*Jaarpunt vir mondelinge uit kumulatiewe praat en luister. Finale punt moet ten minste een voorbereide toespraaktaak, een luistertaak en een ander taak, bv. voorbereide lees/onvorbereide hardop praat/informele gesprekvoering in groepwerk insluit.

Huistale vir graad 12

Vraestel 4	BESONDERHEDE	PUNTE	
MONDELINGE	<p>*Mondelinge sal intern opgestel, intern geassesseer en ekstern gemodereer word.</p> <p>Praat:</p> <p>Vorbereide toespraak</p> <p>Assessering: <i>Navorsingsvaardighede, beplanning en organisering van inhoud, toon, praat- en aanbiedingsvaardighede, kritiese bewustheid van taalgebruik, woordkeuses, ontwerp en gebruik van oudio, oudiovisuele hulpmiddels.</i></p>	2 X 10 =20	50
	<p>Praat</p> <p>Onvorbereide toespraak</p> <p>Assessering: <i>Beplanning en organisering van inhoud, toon, praat- en aanbiedingsvaardighede, kritiese bewustheid van taalgebruik.</i></p>	15	
	<p>Luister:</p> <p>Luister vir begrip</p> <p>Assessering: <i>Luister krities vir begrip, inligting en evaluering.</i></p>	15	

Die mondelinge assesseringstake wat in die loop van die jaar uitgevoer is, vorm die eksterne assessering vir graad 12 aan die einde van die jaar. Dit vorm 50 van die 300 punte vir die eksterne assessering aan die einde van die jaar.

ASSESSMENT RUBRICS FOR ORALS – HOME LANGUAGE

HOME LANGUAGE: ASSESSMENT RUBRIC FOR LISTENING: GRADE 10 - 12 [10x3 = 30/2 = 15]

Listens for a variety of reasons	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Listens attentively to oral texts for information	<p>Torough understanding of the logical sequence of information; thoroughly understands complex instructions directions and procedures</p> <p>Easily distinguishes between facts and opinions; gives insightful interpretation of explicit and implicit meaning; interprets distortion of meaning by deliberate inclusion or exclusion of information</p> <p>Accurately identifies main and supporting ideas</p> <p>Makes coherent notes and summary</p>	<p>Shows a good understanding of logical sequence of information ; understands most instructions directions and procedures correctly</p> <p>Distinguishes between facts and opinions in almost all cases; reasonable interpretation of explicit and implicit meaning; shows a good awareness of deliberate distortion of meaning</p> <p>Identifies some main and supporting ideas with accuracy</p> <p>Makes fairly coherent notes and captures the most important details</p>	<p>Shows reasonable understanding of logical sequence of information; understands most instructions directions and procedures fairly correctly</p> <p>Distinguishes between facts and opinions in most cases; fairly reasonable interpretation of explicit and implicit meaning; reasonably aware of deliberate distortion of meaning</p> <p>Identifies some main and supporting ideas fairly accurately</p> <p>Makes fairly coherent notes but does not capture the most important details</p>	<p>Shows adequate understanding of logical sequence of information ; understands most instructions directions and procedures but has difficulty with information overload</p> <p>Distinguishes between obvious facts and opinions; explicit meaning interpreted but not implicit meaning; shows some awareness of distortion of information</p> <p>Identifies main ideas, but not always supporting ideas</p> <p>Notes contain only basic information and summary is incomplete</p>	<p>Has difficulty following the logical sequence of the oral text; does not always understand instructions directions and procedures and can barely interpret information</p> <p>Finds it difficult to distinguish between facts and opinions; unable to distinguish between explicit and implicit meaning; seldom aware of any distortion of information</p> <p>Identifies a main idea, but not supporting ideas</p> <p>Notes are incoherent and summary is incomplete because of lack of information</p>
Listens attentively to oral texts in order to evaluate	<p>Interprets and evaluates the purpose and message thoroughly and with insight</p> <p>Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping with insight; thorough, confident evaluation of language forms such as humorous elements</p> <p>Excellent, thorough interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Responds successfully and comprehensively to style, tone and register</p>	<p>Identifies the purpose and message and gives an accurate interpretation</p> <p>Good interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping; good evaluation of language forms such as humorous elements</p> <p>Good interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Responds well to style, tone and register. May show slight lapses in evaluation</p>	<p>Identifies the purpose and message and gives a fairly accurate interpretation</p> <p>Reasonably accurate interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping; reasonable evaluation of language forms such as humorous elements</p> <p>Reasonable interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Responds reasonably well to style, tone and register but evaluates very superficially</p>	<p>Adequately identifies the purpose but cannot fully interpret message</p> <p>Able to interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping but often makes mistakes; adequate evaluation of only elementary forms such as humour</p> <p>Moderate awareness of intonation, voice, tone, pace, stress and language use</p> <p>Responds adequately to style tone and register</p>	<p>Seldom able to identify or interpret message or purpose</p> <p>Seldom able to identify persuasive, emotive and manipulative language, bias, prejudice or stereotyping and makes many mistakes; evaluates only very elementary forms such as humour</p> <p>Inadequate awareness of intonation, voice, tone, pace, stress and language use</p> <p>Struggles to respond to style, tone and register</p>
Critical listening to oral texts	<p>Makes insightful inferences and judgements and supports with convincing evidence</p> <p>Makes insightful assumptions and predicts consequences thoroughly and accurately</p> <p>Exceptional critical response to language use, word choice, format and pronunciation</p>	<p>Quite capable of making inferences and judgements and with supporting evidence</p> <p>Makes reasonable assumptions and predicts consequences accurately</p> <p>Good critical response to language use, word choice, format and pronunciation</p>	<p>Reasonably capable of making inferences and judgements and with supporting evidence</p> <p>Makes mostly reasonable assumptions and predicts consequences fairly accurately</p> <p>Reasonably critical response to language use, word choice, format and pronunciation</p>	<p>Makes moderately acceptable judgements and inferences, but with limited supporting evidence</p> <p>Makes adequate assumptions and sometimes predicts consequences accurately</p> <p>Responds fairly critically to language use, word choice, format and pronunciation</p>	<p>Judgements and inferences very unconvincing and without supporting evidence</p> <p>Makes mostly inaccurate assumptions and predictions</p> <p>Responds correctly only on isolated occasions to language use, word choice, format and pronunciation</p>

HOME LANGUAGE: ASSESSMENT RUBRIC FOR PREPARED SPEECH GRADE 10 – 12 [10x2 = 20/2 = 10]

Criteria	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Research skills	Convincing evidence that a wide range of interesting and relevant sources have been consulted; new and interesting facts and examples included	Good evidence that a wide range of interesting and relevant sources have been consulted; Interesting facts and examples included	Satisfactory evidence that relevant sources have been consulted; some new and interesting facts and examples included	Little evidence that relevant sources were used; some facts or examples included	Very little evidence of use of sources; few facts or examples included
Planning and organisation of content.	Thoroughly planned according to task, audience, context and format Striking introduction which immediately grasps audience attention Brilliant development of ideas and argument Content reflects outstanding creativity, originality and mature insight Skillful ending, ideas meticulously drawn together	Well planned according to task, audience, context and format Good and appropriate introduction which arouses interest Good, and sustained development of ideas and argument Content reflects creativity originality and some insight Good conclusion, ideas drawn together well	Satisfactory planning according to task, audience, context and format Reasonably good introduction which still arouses interest Good development of argument which can be followed easily Content fairly original, but not always creative and insight sometimes lacking Reasonably good ending, but sometimes lacks cohesion	Evidence of some planning according to task, audience, context and format Imperfect introduction which arouses some interest Partial development of ideas and argument, problems with cohesion Content shows little originality, but not always creative and lacks insight Flawed conclusion, lacks cohesion	Limited planning according to task, audience, context and format Slight evidence of introduction, barely arouses interest Some arguments can be followed, but most are inconsistent / can barely be followed Content is unoriginal and lacks creativity or insight Hardly any evidence of a conclusion
Use of language, tone, speaking and presentation skills	Natural delivery, a fluent, skilled and animated presenter Clearly audible, excellent articulation Eye contact, facial expressions, gestures and body language outstanding, functional and convincing Confident delivery with very little use of notes Appropriate style and register Thorough, mature vocabulary and creative language use Outstanding language manipulation in order to evoke audience response Exceptional awareness of language, especially on sensitive issues Excellent and thoughtful choice and presentation of visual/other aids, fully integrated into the speech to contribute effectively to the success of the presentation (where used) Audience reaction overwhelmingly positive	Good presenter, a generally fluent, skilled and animated presenter Audible, good articulation Eye contact, facial expressions, gestures and body language largely functional and convincing Notes used effectively Appropriate style and register Good vocabulary and creative language use Good language manipulation in order to evoke audience response Good awareness of language, especially on sensitive issues Good and appropriate choice and use of visual / other aids successfully integrated into the speech to contribute effectively to the success of the presentation (where used) Audience interest sustained.	Reasonably fluent presenter, but sometimes shows hesitation Mostly clear articulation and audibility Eye contact, facial expressions, gestures and body language reasonably convincing Some dependency on notes but still good contact with the audience Style and register mostly appropriate Reasonably mature vocabulary and creative language use Reasonable language manipulation in order to evoke audience response Reasonable awareness of language, especially on sensitive issues Visual/other aids are mostly relevant to the topic and contribute to the success of the presentation (where used) Most members of the audience follow with interest	Sometimes fluent, but presentation often flawed Some clear articulation and audibility Adequate eye contact, facial expressions, gestures and body language but not entirely convincing Use of notes often detracts from presentation Style and register rarely appropriate Adequate vocabulary and language use Some language manipulation in order to evoke audience response Some awareness of language, especially on sensitive issues Visual / other aids poorly used, not always totally appropriate (where used) Mixed reaction from the audience	Lacks fluency, hesitant, lacks expression Articulation not clear and hardly audible Very little eye contact / facial expressions / body language Dependent on notes Mostly inappropriate style and register Limited vocabulary and language use Struggles to manipulate language in order to evoke audience response Seldom aware of language, especially on sensitive issues Use of aids clumsy and not functional (where used) Lack of audience interest shown

HOME LANGUAGE: ASSESSMENT RUBRIC FOR UNPREPARED SPEECH GRADE 10 – 12 [10 x3 = 30/2 = 15]

	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Planning and organisation of content	<p>Thoroughly planned according to task, audience, context and format, using thorough research from previous study/experience</p> <p>Striking introduction which immediately grasps audience attention</p> <p>Brilliant development of ideas and argument; outstanding evidence of prior knowledge</p> <p>Content reflects outstanding creativity, originality and mature insight</p> <p>Skilful ending thoroughly drawn together</p>	<p>Well planned according to task, audience, context and format, using detailed research from previous study/experience</p> <p>Good and appropriate introduction which arouses interest</p> <p>Good, and sustained development of ideas and argument; good evidence of prior knowledge</p> <p>Content reflects creativity originality and some insight</p> <p>Good conclusion</p>	<p>Satisfactory planning according to task, audience, context and format, using adequate research from previous study/experience</p> <p>Reasonably good introduction which still arouses interest</p> <p>Reasonable development of argument which can be followed easily; some evidence of prior knowledge</p> <p>Content fairly original, but not always creative and insight sometimes lacking</p> <p>Reasonably good ending, but sometimes lacks cohesion</p>	<p>Some planning according to task, audience, context and format, using little research from previous study/experience</p> <p>Introduction present but arouses only some interest</p> <p>Adequate development of ideas and argument but has problems with cohesion; little evidence of prior knowledge</p> <p>Content shows some originality, but not always creative and lacks insight</p> <p>Adequate conclusion, but lacks cohesion</p>	<p>Evidence of some planning according to task, audience, context and format, using no research from previous study/experience</p> <p>Little evidence of introduction, barely arouses interest</p> <p>Arguments inconsistent / can barely be followed; no evidence of prior knowledge</p> <p>Content is barely original and lacks creativity or originality</p> <p>Hardly any evidence of a conclusion</p>
Tone, speaking and presentation skills	<p>Natural delivery, a fluent skilled and animated presenter, appropriate style and register</p> <p>Clearly audible articulation</p> <p>Eye contact, facial expressions, gestures and body language outstanding, functional and convincing</p> <p>Confident delivery with very little use of notes</p> <p>Audience reaction overwhelmingly positive</p>	<p>Good presenter, fluent presentation, appropriate style and register</p> <p>Largely audible articulation</p> <p>Eye contact, facial expressions, gestures and body language largely functional and convincing</p> <p>Notes used effectively</p> <p>Audience interest sustained</p>	<p>Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate</p> <p>Reasonably clear articulation and audibility</p> <p>Eye contact, facial expressions, gestures and body language reasonably convincing</p> <p>Some dependency on notes but still good contact with the audience</p> <p>Most members of the audience follow with interest</p>	<p>Sometimes fluent, but presentation lacks appropriate style and register</p> <p>Somewhat audible or articulate</p> <p>Some use of eye contact, facial expressions, gestures and body language but not always convincing</p> <p>Use of notes often detract from presentation</p> <p>Mixed reaction from the audience</p>	<p>Lacks fluency, hesitant, lacks expression, mostly inappropriate style and register</p> <p>Articulation not clear and hardly audible</p> <p>Very little eye contact / facial expressions / body language</p> <p>Dependent on notes</p> <p>Lack of audience interest shown</p>
Critical awareness of language usage	<p>Thorough, mature vocabulary and creative language use</p> <p>Outstanding language manipulation in order to evoke audience response</p> <p>Exceptional awareness of language, especially on sensitive issues</p>	<p>Good vocabulary and creative language use</p> <p>Good language manipulation in order to evoke audience response</p> <p>Good awareness of language, especially on sensitive issues</p>	<p>Reasonably mature vocabulary and creative language use</p> <p>Reasonable language manipulation in order to evoke audience response</p> <p>Reasonable aware of language, especially on sensitive issues</p>	<p>Adequate vocabulary and language use</p> <p>Some language manipulation in order to evoke audience response</p> <p>Moderate awareness of language, especially on sensitive issues</p>	<p>Limited vocabulary and language use</p> <p>Struggles to manipulate language in order to evoke audience response</p> <p>Seldom aware or sensitive to language, especially on sensitive issues</p>

HOME LANGUAGE: ASSESSMENT RUBRIC FOR UNPREPARED/ PREPARED READING ALOUD: GRADE 10 – 11 [10x2 = 20/2 = 10]

Criteria	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Read fluently and attentively according to purpose and task	<p>Fluent and very entertaining reading with excellent expression</p> <p>Reader demonstrates an excellent understanding and interpretation of the text</p>	<p>Fluent reading with good expression</p> <p>Text is understood and interpretation is good</p>	<p>Reads fluently with enough expression</p> <p>Interprets the text enough to convey meaning</p>	<p>Reads with little fluently and not with enough expression</p> <p>Some interpretation of the text, enough to convey some of the meaning</p>	<p>Reading not fluent but the meaning can be followed</p> <p>Almost no evidence of text interpretation, meaning is disjointed</p>
<p>Delivery and Presentation</p> <p>Use of tone, voice projection and pace to enhance meaning</p> <p>Use of eye contact, facial expression, and posture</p>	<p>Meaning conveyed lucidly through excellent use of phrasing, pauses and inflection</p> <p>Excellent voice projection and articulation which enhance meaning</p> <p>Reader demonstrates excellent ability to vary pace according to the requirements of the text</p> <p>Altogether appropriate eye contact</p> <p>Facial expressions and body language used very effectively and appropriately to enhance meaning</p>	<p>Good use of phrasing, pauses and inflection which enhance meaning</p> <p>Good voice projection and articulation which enhance meaning</p> <p>Reader demonstrates good ability to vary pace according to the requirements of the text</p> <p>Good eye-contact</p> <p>Gestures, facial expressions and body language used correctly to convey meaning</p>	<p>Some attempt to use phrasing, pauses and voice inflection to enhance meaning</p> <p>Reading is mostly clear and audible and articulation mostly enhances meaning</p> <p>Sometimes reads too fast/slowly but attempts to vary reading speed</p> <p>Successful efforts to make eye contact</p> <p>Suitable gestures, facial expressions and body language convey meaning</p>	<p>Little attempt to use phrasing, pauses and voice inflection to enhance meaning</p> <p>Reading is audible and pronunciation does not affect meaning</p> <p>Reading often too fast/slow and very little attempt made to vary reading speed</p> <p>Eye-contact infrequent</p> <p>Suitable gestures, facial expressions and body language some of the time</p>	<p>Poor phrasing and unnatural inflections mar the reading</p> <p>Reading is not always audible and many words are mispronounced</p> <p>Tempo too fast or too slow</p> <p>Unsuccessful attempts at eye contact</p> <p>Very few helpful facial expressions or gestures</p>

ASSESSMENT RUBRICS FOR ORALS – FIRST ADDITIONAL LANGUAGE

FIRST ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR LISTENING GRADE 10 - 12 [10x3 = 30/3 = 10]

	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Listens for a variety of reasons					
Listens attentively to oral texts for information	<p>Understands the purpose and message thoroughly</p> <p>Easily distinguishes between facts and opinions</p> <p>Thoroughly understands complex instructions directions and procedures Thorough understanding of the logical sequence of information</p> <p>Accurately identifies main and supporting ideas</p> <p>Makes coherent notes and summary</p>	<p>Identifies the purpose and message well</p> <p>Distinguishes between facts and opinions in almost all cases.</p> <p>Understands most instructions directions and procedures correctly Shows a good understanding of logical sequence of information</p> <p>Identifies some main and supporting ideas with accuracy</p> <p>Makes fairly coherent notes and captures the most important details</p>	<p>Identifies the purpose and message a fairly accurate</p> <p>Distinguishes between facts and opinions in most cases</p> <p>Understands most instructions directions and procedures fairly correctly Shows reasonable understanding of logical sequence of information</p> <p>Identifies some main and supporting ideas fairly accurately</p> <p>Makes fairly coherent notes but does not capture the most important details</p>	<p>Partially identifies the purpose and message</p> <p>Distinguishes between obvious facts and opinions</p> <p>Understands most instructions directions and procedures but has difficulty with information overload Shows inadequate understanding of logical sequence of information</p> <p>Identifies main ideas, but not always supporting ideas</p> <p>Notes contain only basic information and summary is incomplete</p>	<p>Seldom able to identify message or purpose</p> <p>Finds it difficult to distinguish between facts and opinions</p> <p>Does not always understand instructions directions and procedures Has difficulty following the logical sequence of the oral text</p> <p>Cannot distinguish between a main idea and supporting ideas</p> <p>Notes are incoherent and summary is incomplete</p>
Listens attentively to oral texts in order to evaluate	<p>Interprets persuasive, emotive and manipulative language, bias, prejudice and stereotyping with insight Responds successfully and comprehensively to style, tone and register</p> <p>Gives insightful interpretation of explicit and implicit meaning</p> <p>Excellent, thorough interpretation of intonation, voice, tone, pace, stress and language use</p>	<p>Good interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping Responds well to style, tone and register. May show slight lapses in evaluation</p> <p>Good interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Reasonable interpretation of explicit and implicit meaning</p>	<p>Some accurate interpretation of persuasive, emotive and manipulative language, bias, prejudice and stereotyping Responds partially to style, tone and register evaluates superficially</p> <p>Some accurate interpretation of intonation, voice, tone, pace, stress and language use</p> <p>Some recognition of explicit and implicit meaning</p>	<p>Attempts to interpret persuasive, emotive and manipulative language, bias, prejudice and stereotyping but often makes mistakes; inadequate response to style, tone and register</p> <p>Insufficient awareness of intonation, voice, tone, pace, stress and language use</p> <p>Explicit meaning interpreted but not implicit meaning</p>	<p>Seldom able to identify persuasive, emotive and manipulative language, bias, prejudice or stereotyping and makes many mistakes</p> <p>Unaware of intonation, voice, tone, pace, stress and language use, unable to distinguish between explicit and implicit meaning</p> <p>Struggles to respond to style, tone and register</p>
Critical listening to oral texts for comprehension	<p>Makes insightful inferences and judgements and supports with convincing evidence</p> <p>Makes insightful assumptions and predicts consequences thoroughly and accurately</p> <p>Exceptional critical response to language use, word choice, format and pronunciation</p>	<p>Quite capable of making inferences and judgements, with supporting evidence</p> <p>Makes reasonable assumptions and predicts consequences accurately</p> <p>Good critical response to language use, word choice, format and pronunciation</p>	<p>Struggles to make inferences and judgements and to provide supporting evidence</p> <p>Is able to offer some assumptions and predictions</p> <p>Moderately critical response to language use, word choice, format and pronunciation</p>	<p>Makes few judgements or inferences, with limited supporting evidence</p> <p>Makes inadequate assumptions, sometimes predicts consequences accurately</p> <p>Feeble grasp of language use, word choice, format and pronunciation</p>	<p>Judgements and inferences very unconvincing and without supporting evidence</p> <p>Inaccurate assumptions and predictions</p> <p>Unable to interpret language use, word choice, format and pronunciation</p>

FIRST ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR PREPARED SPEECH: GRADE 10 – 12 [10x2 = 20]

Criteria	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1-0
Research skills	Convincing evidence that a wide range of interesting and relevant sources have been consulted	Good evidence that a wide range of interesting and relevant sources have been consulted	Satisfactory evidence that relevant sources have been consulted	Some evidence that relevant sources were used	Limited evidence of partial use of sources
Planning and organisation of content	A wide range of new and interesting facts and examples make the presentation impressive	Interesting facts and examples contribute to a well-structured presentation	Presentation is interesting and some new and interesting facts and examples have been given	Presentation is adequate but without the spark of new ideas, facts or information	Little evidence of research owing to lack of new ideas, facts or information
	Thoroughly planned according to task, audience, context and format	Well planned according to task, audience, context and format	Satisfactory planning according to task, audience, context and format	Adequate planning according to task, audience, context and format	Evidence of some planning according to task, audience, context and format
	Striking introduction which immediately grasps audience attention	Good and appropriate introduction which arouses interest	Reasonably good introduction which still arouses interest	Introduction adequate which arouses some interest	Some evidence of introduction, but barely arouses interest
	Brilliant development of ideas and argument	Good, and sustained development of ideas and argument	Good development of argument which can be followed easily	Adequate development of ideas and argument but has problems with cohesion	Some arguments can be followed, but others are inconsistent / can barely be followed
	Content reflects outstanding creativity, originality and mature insight	Content reflects creativity originality and some insight	Content fairly original, but not always creative and insight sometimes lacking	Content shows some originality, but not always creative and lacks insight	Content is barely original and lacks creativity or originality
	Skilful ending thoroughly drawn together	Good conclusion	Reasonably good ending, but sometimes lacks cohesion	Adequate conclusion, but lacks cohesion	Hardly any evidence of a conclusion
Use of language, tone, speaking and presentation skills	Natural delivery, a fluent skilled and animated presenter	Good presenter, fluent presentation	Reasonably fluent presenter, but sometimes shows hesitation	Sometimes fluent	Lacks fluency, hesitant, lacks expression
	Clearly audible articulation	Largely audible articulation	Reasonably clear articulation and audibility	Only relatively audible and articulate	Articulation not clear and hardly audible
	Confident delivery with very little use of notes	Notes used effectively	Some dependency on notes but still good contact with the audience	Use of notes often detracts from presentation	Dependent on notes
	Eye contact, facial expressions, gestures and body language outstanding, functional and convincing	Eye contact, facial expressions, gestures and body language largely functional and convincing	Eye contact, facial expressions, gestures and body language reasonably convincing	Inadequate eye contact, facial expressions, gestures and body language, not always convincing	Very little eye contact / facial expressions / body language
	Appropriate style and register Thorough, mature vocabulary and creative language use	Appropriate style and register Good vocabulary and creative language use	Style and register mostly appropriate Reasonably mature vocabulary and creative language use	Style and register rarely appropriate Adequate vocabulary and language use	Mostly inappropriate style and register Limited vocabulary and language use
	Outstanding language manipulation in order to evoke audience response Exceptional awareness of language, especially on sensitive issues	Good language manipulation in order to evoke audience response Good awareness of language, especially on sensitive issues	Reasonable language manipulation in order to evoke audience response Reasonable awareness of language, especially on sensitive issues	Some language manipulation in order to evoke audience response Some awareness of language, especially on sensitive issues	Struggles to manipulate language in order to evoke audience response Seldom aware of language, especially on sensitive issues
	Excellent and thoughtful choice and presentation of visual/other aids, fully integrated into the speech to contribute effectively to the success of the presentation (where used)	Good and appropriate choice and use of visual / other aids successfully integrated into the speech to contribute effectively to the success of the presentation (where used)	Visual/other aids are mostly relevant to the topic and contribute to the success of the presentation (where used)	Visual / other aids poorly used, not always totally appropriate (where used)	Use of aids clumsy and not functional (where used)
	Audience reaction overwhelmingly positive	Audience interest sustained.	Most members of the audience follow with interest	Mixed reaction from the audience	Lack of audience interest shown

FIRST ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR PREPARED READING ALOUD: GRADE 10 – 12 [10x2 = 20]

Criteria	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Read fluently and attentively according to purpose and task	<p>Fluent and very entertaining reading with excellent expression</p> <p>Reader demonstrates an excellent understanding and interpretation of the text</p>	<p>Fluent reading with good expression</p> <p>Text is understood and interpretation is good</p>	<p>Reads fluently with enough expression</p> <p>Interprets the text enough to convey meaning</p>	<p>Reads with little fluency or expression</p> <p>Some interpretation of the text, enough to convey some of the meaning</p>	<p>Reading not fluent but the meaning can be followed</p> <p>Almost no evidence of text interpretation, meaning is disjointed</p>
<p>Delivery and Presentation</p> <p>Use of tone, voice projection and pace to enhance meaning</p> <p>Use of eye contact, facial expression, and posture</p>	<p>Meaning conveyed lucidly through excellent use of phrasing, pauses and inflection</p> <p>Excellent voice projection and articulation which enhance meaning</p> <p>Reader demonstrates excellent ability to vary pace according to the requirements of the text</p> <p>Altogether appropriate eye contact</p> <p>Facial expressions and body language used very effectively and appropriately to enhance meaning</p>	<p>Good use of phrasing, pauses and inflection which enhance meaning</p> <p>Good voice projection and articulation which enhance meaning</p> <p>Reader demonstrates good ability to vary pace according to the requirements of the text</p> <p>Good eye-contact</p> <p>Gestures, facial expressions and body language used correctly to convey meaning</p>	<p>Some attempt to use phrasing, pauses and voice inflection to enhance meaning</p> <p>Reading is mostly clear and audible and articulation mostly enhances meaning</p> <p>Sometimes reads too fast/slowly but attempts to vary reading speed</p> <p>Successful efforts to make eye contact</p> <p>Suitable gestures, facial expressions and body language convey meaning</p>	<p>Little attempt to use phrasing, pauses and voice inflection to enhance meaning</p> <p>Reading is audible and pronunciation does not affect meaning</p> <p>Reading often too fast/slow and very little attempt made to vary reading speed</p> <p>Eye-contact infrequent</p> <p>Suitable gestures, facial expressions and body language some of the time</p>	<p>Poor phrasing and unnatural inflections mar the reading</p> <p>Reading is not always audible and many words are mispronounced</p> <p>Tempo too fast or too slow</p> <p>Unsuccessful attempts at eye contact</p> <p>Very few helpful facial expressions or gestures</p>

FIRST ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR INFORMAL SPEAKING: GRADE 10 – 12 [10x2 = 20]

Criteria	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
<p>Speaking conventions</p> <p>Tone, gestures, eye contact, facial expression and body language</p>	<p>Initiates and sustains conversation using turn taking conventions highly effectively</p> <p>Excellent in encouraging the speaker, justifying opinion, clarifying meaning, negotiating a position, sharing ideas and sustaining a conversation</p> <p>Natural delivery, a fluent skilled speaker, appropriate style and register</p> <p>Excellent audibility Outstanding articulation, eye contact, facial expressions, gestures and body language</p>	<p>Initiates and sustains conversation using turn taking conventions effectively</p> <p>Good at encouraging the speaker, justifying opinion, clarifying meaning, negotiating a position, sharing ideas and sustaining a conversation</p> <p>Good speaker, fluent, appropriate style and register</p> <p>Good audibility Good articulation, eye contact, facial expressions, gestures and body language</p>	<p>Initiates and sustains conversation using turn taking conventions</p> <p>Encourages the speaker, justifies opinion, clarifies meaning, negotiates a position, shares ideas and sustains a conversation</p> <p>Reasonably fluent speaker, style and register mostly appropriate</p> <p>Audible Articulate, maintains eye contact, facial expressions, gestures and body language</p>	<p>Sometimes initiates and sustains conversation using turn taking conventions</p> <p>Sometimes encourages the speaker, justifies opinion, clarifies meaning, negotiates a position, shares ideas and sustains a conversation</p> <p>Sometimes fluent, lacks appropriate style and register</p> <p>Sometimes audible Sometimes articulate Sometimes maintains eye contact, facial expressions, gestures and body language</p>	<p>Seldom initiates and sustains conversation using turn taking conventions</p> <p>Seldom encourages the speaker, justifies opinion, clarifies meaning, negotiates a position, shares ideas and sustains a conversation</p> <p>Hesitant, lacks expression, lacks fluency, mostly inappropriate style and register</p> <p>Articulation not clear and hardly audible Very little eye contact, facial expressions, body language</p>
<p>Content and development of ideas/ opinions/ viewpoint</p> <p>Critical awareness of language usage</p>	<p>Brilliant development of ideas and argument</p> <p>Content reflects outstanding creativity, originality and mature insight</p> <p>Thorough, mature vocabulary and creative language use</p> <p>Outstanding language manipulation in order to evoke audience response</p> <p>Excellent awareness of language, especially on sensitive issues</p>	<p>Good, and sustained development of ideas and argument</p> <p>Content reflects creativity originality and some insight</p> <p>Good vocabulary and creative language use</p> <p>Good language manipulation in order to evoke audience response</p> <p>Good awareness of language, especially on sensitive issues</p>	<p>Demonstrates development of argument which can be followed easily</p> <p>Content fairly original, but not always creative and insight sometimes lacking</p> <p>Mature vocabulary and creative language use</p> <p>Manipulates language in order to evoke audience response</p> <p>Awareness of language, especially on sensitive issues</p>	<p>Sometimes develops ideas and argument but has problems with cohesion</p> <p>Content shows some originality, but not always creative and lacks insight</p> <p>Fair vocabulary and language use</p> <p>Some language manipulation in order to evoke audience response</p> <p>Some awareness of language, especially on sensitive issues</p>	<p>Arguments can be barely followed, inconsistent</p> <p>Content is barely original and lacks creativity or originality</p> <p>Limited vocabulary and language use</p> <p>Struggles to manipulate language in order to evoke audience response</p> <p>Seldom aware of language, especially on sensitive issues</p>

FIRST ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR UNPREPARED SPEECH GRADE 10 – 12 [10x 2 = 20]

Criteria	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Planning and organisation of content	<p>Thoroughly planned according to task, audience, context and format, using thorough research from previous study/experience</p> <p>Striking introduction which immediately grasps audience attention</p> <p>Brilliant development of ideas and argument; outstanding evidence of prior knowledge</p> <p>Content reflects outstanding creativity, originality and mature insight</p> <p>Skilful ending thoroughly drawn together</p>	<p>Well planned according to task, audience, context and format, using good research from previous study/experience</p> <p>Good and appropriate introduction which arouses interest</p> <p>Good, and sustained development of ideas and argument</p> <p>Content reflects creativity, originality and some insight</p> <p>Good conclusion</p>	<p>Satisfactory planning according to task, audience, context and format, using some research from previous study/experience</p> <p>Reasonably good introduction which still arouses interest</p> <p>Good development of argument which can be followed easily</p> <p>Content fairly original, but not always creative and insight sometimes lacking</p> <p>Reasonably good ending, but sometimes lacks cohesion</p>	<p>Adequate planning according to task, audience, context and format, using little research from previous study/experience</p> <p>Introduction adequate which arouses some interest</p> <p>Weak development of ideas and argument, has problems with cohesion</p> <p>Content shows some originality, but not always creative and lacks insight</p> <p>Hardly considered a conclusion, lacks cohesion</p>	<p>Evidence of some planning according to task, audience, context and format, using no research from previous study/experience</p> <p>Some evidence of introduction, but barely arouses interest</p> <p>Arguments are inconsistent / can barely be followed</p> <p>Content is unoriginal and lacks creativity or originality</p> <p>No evidence of a conclusion</p>
<p>Tone, speaking and presentation skills</p> <p>Critical awareness of language usage</p>	<p>Natural delivery, a fluent skilled and animated presenter, appropriate style and register</p> <p>Clearly audible articulation</p> <p>Eye contact, facial expressions, gestures and body language outstanding, functional and convincing</p> <p>Audience reaction overwhelmingly positive</p> <p>Confident delivery with very little use of notes</p> <p>Thorough, mature vocabulary and creative language use</p> <p>Outstanding language manipulation in order to evoke audience response</p> <p>Exceptional awareness of language, especially on sensitive issues</p>	<p>Good presenter, fluent presentation appropriate style and register</p> <p>Largely audible articulation</p> <p>Eye contact, facial expressions, gestures and body language largely functional and convincing</p> <p>Audience interest sustained.</p> <p>Notes used effectively</p> <p>Good vocabulary and creative language use</p> <p>Good language manipulation in order to evoke audience response</p> <p>Good awareness of language, especially on sensitive issues</p>	<p>Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate</p> <p>Reasonably clear articulation and audibility</p> <p>Eye contact, facial expressions, gestures and body language reasonably convincing</p> <p>Most members of the audience follow with interest</p> <p>Some dependency on notes but still good contact with the audience</p> <p>Reasonably mature vocabulary and creative language use</p> <p>Reasonable language manipulation in order to evoke audience response</p> <p>Reasonable awareness of language, especially on sensitive issues</p>	<p>Sometimes fluent, but presentation lacks appropriate style and register</p> <p>Inadequate audibility and articulation</p> <p>Infrequent eye contact, facial expressions, gestures and body language not always convincing</p> <p>Mixed reaction from the audience</p> <p>Use of notes often detracts from presentation</p> <p>Inadequate vocabulary and language use</p> <p>Some language manipulation in order to evoke audience response</p> <p>Moderate awareness of language, especially on sensitive issues</p>	<p>Hesitant, lacks expression</p> <p>Lacks fluency, mostly inappropriate style and register</p> <p>Articulation not clear and hardly audible</p> <p>Almost no eye contact / facial expressions / body language</p> <p>Lack of audience interest shown</p> <p>Dependent on notes</p> <p>Very limited vocabulary and language use</p> <p>Struggles to manipulate language in order to evoke audience response</p> <p>Seldom aware of language, especially on sensitive issues</p>

ASSESSMENT RUBRICS FOR ORALS – SECOND ADDITIONAL LANGUAGE

SECOND ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR LISTENING (GRADE 10 – 12) (25x3 = 75/3 = 25)

Listens for a variety of Purposes	Exceptional 25 - 21	Skillful 20-16	Moderate 15-11	Elementary 10-6	Inadequate 5-1
Listens for information	<p>Message of oral text fully understood</p> <p>Thoroughly understands a range of instructions, directions and procedures</p> <p>Accurately identifies main and some supporting ideas</p> <p>Makes coherent notes, captures all important details</p>	<p>Message of oral text understood well</p> <p>Understands a range of instructions and procedures well</p> <p>Identifies main and some supporting ideas well</p> <p>Makes fairly coherent notes, captures most of the main ideas</p>	<p>Message of oral text understood fairly well</p> <p>Understands a range of instructions, directions and procedures but has difficulty when there is too much information</p> <p>Identifies main and some supporting ideas fairly accurately</p> <p>Makes some coherent notes, but does not always capture all the main ideas</p>	<p>Satisfactorily understands message of oral text</p> <p>Understands some instructions, directions and procedures adequately, but cannot cope with too much information</p> <p>Identifies main idea but cannot always give supporting ideas</p> <p>Makes hardly coherent notes and only captures some of the ideas</p>	<p>Struggles to understand message of an oral text</p> <p>Does not always follow instructions, directions or procedures and often misinterprets information</p> <p>Struggles to identify the main ideas</p> <p>Notes mostly incoherent, sketchy</p>
Listens for evaluation	<p>Accurately interprets manipulative language, bias and prejudice</p> <p>Thorough recognition of language use and tone</p> <p>Responds thoroughly to style, tone and register</p>	<p>Interprets most of manipulative language, bias and prejudice</p> <p>Good recognition of language use and tone</p> <p>Responds well to style, tone and register</p>	<p>Sometimes identifies manipulative language, bias and prejudice</p> <p>Reasonable recognition of language use and tone</p> <p>Reasonable response to style, tone and register</p>	<p>Recognises manipulative language, bias and prejudice but struggles to interpret accurately</p> <p>Inadequate recognition of language use and tone</p> <p>Inadequate response to style, tone and register</p>	<p>Very little recognition of obviously manipulative language, bias and prejudice and struggles with interpretation</p> <p>Very limited recognition of language use and tone</p> <p>Very limited response to style, tone and register</p>
Listens for comprehension and evaluation	<p>Thorough understanding of logical sequence of information</p> <p>Makes meaningful inferences supported with sound evidence</p> <p>Exceptionally accurate response to a variety of questions</p> <p>Exceptionally accurate response to language use, format and word choice, able to evaluate well</p>	<p>Good understanding of logical sequence of information</p> <p>Makes good inferences mostly supported with evidence</p> <p>Mostly accurate response to a variety of questions</p> <p>Good response to language use, format and word choice, able to evaluate</p>	<p>Fair understanding of logical sequence, but not easily explained</p> <p>Makes inferences supported with some evidence</p> <p>Reasonably accurate response to a variety of questions</p> <p>Reasonably good response to language use, format and word choice, able to evaluate sometimes</p>	<p>Inadequate understanding of logical sequence, cannot explain everything</p> <p>Makes inferences, but cannot support with much evidence</p> <p>Adequate response to different questions</p> <p>Adequate response to language use, format and word choice accurate, unable to evaluate reasonably</p>	<p>Very limited understanding of logical sequence, cannot explain much</p> <p>Inferences unconvincing and lack supporting evidence</p> <p>Barely responds to questions</p> <p>Limited, vague responses to language use, format and word choice – does not understand enough to evaluate</p>

SECOND ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR PREPARED SPEECH (GRADE 10 – 12) (10 + 10 + 5 = 25)

	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Planning and organisation of content 10 marks	<p>Thorough planning according to task, audience, context and format</p> <p>Effective introduction which immediately arouses audience interest</p> <p>Content is original, creative, coherent, shows logical development and arrangement of facts, examples and ideas</p> <p>Effective summarising and coherent ending,</p>	<p>Good planning according to task, audience, context and format</p> <p>Good introduction which arouses audience interest</p> <p>Original and sound development and arrangement of facts, examples and ideas</p> <p>Good coherent ending</p>	<p>Satisfactory planning according to task, audience, context and format</p> <p>Reasonably interesting introduction which still arouses audience interest</p> <p>Mostly original and acceptably logical arrangement of facts and examples that show some coherence</p> <p>Fairly good ending but lacks coherence</p>	<p>Limited planning according to task, audience, context and format</p> <p>Sketchy introduction which arouses some audience interest</p> <p>Some originality and moderate development of facts and ideas but lacks coherence</p> <p>Ending adequate</p>	<p>Hardly any evidence planning according to task, audience, context and format</p> <p>Introduction barely arouses audience interest</p> <p>Little originality. Struggles to develop facts and ideas</p> <p>Ending barely succeeds</p>
Tone and presentation skills 10 marks	<p>Natural fluent and animated style / register appropriate</p> <p>Eye contact, facial expression, body language very effective, convincing, functional</p> <p>Confident, effective use of notes</p>	<p>Fluent style and appropriate register</p> <p>Eye contact, facial expression, and body language functional and effective</p> <p>Fairly confident use of notes</p>	<p>Adequate style but with some hesitancy</p> <p>Eye contact, facial expression, and body language reasonably functional and effective</p> <p>Reasonably confident use of notes</p>	<p>Some fluency and attempt at correct register</p> <p>Eye contact, facial expression, and body language used, but sometimes forced</p> <p>Use of notes sometimes distracting</p>	<p>Fluency / correct register often lacking</p> <p>Eye contact, facial expression, and body language seldom used</p> <p>Dependent on notes</p>
	Exceptional 5	Skillful 4	Moderate 3	Elementary 2	Inadequate 1- 0
Critical awareness of language use and choice of words 5 marks	<p>Systematic, mature vocabulary and creative language use</p> <p>Evidence of mature sensitivity to diversity in respect of language use</p>	<p>Good vocabulary and language use</p> <p>Evidence of some respect for, awareness of, sensitivity to diversity in respect of language use</p>	<p>Reasonable vocabulary and language use</p> <p>Shows some awareness of / sensitivity to diversity in respect of language use</p>	<p>Adequate vocabulary and language use</p> <p>Shows adequate aware-ness of / sensitivity to diversity and respect of language use</p>	<p>Limited vocabulary and language use</p> <p>Seldom aware of, or sensitive to, diversity in respect of language use</p>

SECOND ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR CONVERSATION (GRADE 10 – 12) (5 + 10 + 10 = 25)

	Exceptional 5	Skillful 4	Moderate 3	Elementary 2	Inadequate 1-0
Speaking conventions 5 marks	Initiates and sustains conversation using turn taking conventions highly effectively Excellent in encouraging the speaker, justifying opinion, clarifying meaning, negotiating a position, sharing ideas and sustaining a conversation	Initiates and sustains conversation using turn taking conventions effectively Good at encouraging the speaker, justifying opinion, clarifying meaning, negotiating a position, sharing ideas and sustaining a conversation	Initiates and sustains conversation using turn taking conventions Encourages the speaker, justifies opinion, clarifies meaning, negotiates a position, shares ideas and sustains a conversation	Sometimes initiates and sustains conversation using turn taking conventions Sometimes encourages the speaker, justifies opinion, clarifies meaning, negotiates a position, shares ideas and sustains a conversation	Seldom initiates and sustains conversation using turn taking conventions Seldom encourages the speaker, justifies opinion, clarifies meaning, negotiates a position, shares ideas and sustains a conversation
	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1-0
Tone, gestures, eye contact, facial expression and body language 10 marks	Natural delivery, a fluent skilled speaker, appropriate style and register Excellent audibility Outstanding articulation, eye contact, facial expressions, gestures and body language	Good speaker, fluent, appropriate style and register Good audibility Good articulation, eye contact, facial expressions, gestures and body language	Reasonably fluent speaker, style and register mostly appropriate Audible Articulate, maintains eye contact, facial expressions, gestures and body language	Sometimes fluent, lacks appropriate style and register Sometimes audible Sometimes articulate Sometimes maintains eye contact, facial expressions, gestures and body language	Hesitant, lacks expression, lacks fluency, mostly inappropriate style and register Articulation not clear and hardly audible Very little eye contact, facial expressions, body language
Content and development of ideas/ opinions/ viewpoint Critical awareness of language usage 10 marks	Brilliant development of ideas and argument Content reflects outstanding creativity, originality and mature insight Thorough, mature vocabulary and creative language use Outstanding language manipulation in order to evoke audience response Excellent awareness of language, especially on sensitive issues	Good, and sustained development of ideas and argument Content reflects creativity originality and some insight Good vocabulary and creative language use Good language manipulation in order to evoke audience response Good awareness of language, especially on sensitive issues	Demonstrates development of argument which can be followed easily Content fairly original, but not always creative and insight sometimes lacking Mature vocabulary and creative language use Manipulates language in order to evoke audience response Awareness of language, especially on sensitive issues	Sometimes develops ideas and argument but has problems with cohesion Content shows some originality, but not always creative and lacks insight Fair vocabulary and language use Some language manipulation in order to evoke audience response Some awareness of language, especially on sensitive issues	Arguments can be barely followed, inconsistent Content is barely original and lacks creativity or originality Limited vocabulary and language use Struggles to manipulate language in order to evoke audience response Seldom aware of language, especially on sensitive issues

SECOND ADDITIONAL LANGUAGE: ASSESSMENT RUBRIC FOR PREPARED READING ALOUD (GRADE 10 – 12) (10 +10 5 = 25)

	Exceptional 10 - 8	Skillful 7 - 6	Moderate 5 - 4	Elementary 3-2	Inadequate 1- 0
Read fluently and attentively according to purpose and task 10 marks	Fluent and very entertaining reading with excellent expression Reader demonstrates an excellent understanding and interpretation of the text	Fluent reading with good expression Text is understood and interpretation is good	Reads fluently with enough expression Interprets the text enough to convey meaning	Reads with little fluency or expression Some interpretation of the text, enough to convey some of the meaning	Reading not fluent but the meaning can be followed Almost no evidence of text interpretation, meaning is disjointed
Enhance meaning through tone, voice projection, pace, eye contact, and posture 10 marks	Meaning conveyed lucidly through excellent use of phrasing, pauses and inflection Reader demonstrates excellent ability to vary pace according to the requirements of the text Altogether appropriate eye contact Facial expressions and body language used very effectively and appropriately to enhance meaning	Good use of phrasing, pauses and inflection which enhance meaning Reader demonstrates good ability to vary pace according to the requirements of the text Good eye-contact Gestures, facial expressions and body language used correctly to convey meaning	Some attempt to use phrasing, pauses and voice inflection to enhance meaning Sometimes reads too fast/slowly but attempts to vary reading speed Successful efforts to make eye contact Suitable gestures, facial expressions and body language convey meaning	Little attempt to use phrasing, pauses and voice inflection to enhance meaning Reading often too fast/slow and very little attempt made to vary reading speed Eye-contact infrequent Suitable gestures, facial expressions and body language some of the time	Poor phrasing and unnatural inflections mar the reading Tempo too fast or too slow Unsuccessful attempts at eye contact Very few helpful facial expressions or gestures
	Exceptional 5	Skillful 4	Moderate 3	Elementary 2	Inadequate 1- 0
Pronounce words without distorting meaning 5 marks	Excellent voice projection and articulation which enhance meaning Words are perfectly clear and meaning is excellently conveyed	Good voice projection and articulation which enhance meaning Words are clear and meaning is well conveyed	Reading is mostly clear and audible and articulation mostly enhances meaning Words are mostly clear and meaning is conveyed	Reading is audible and pronunciation does not affect meaning Words are often unclear and meaning is impaired	Reading is not always audible and many words are mispronounced Meaning is obscure



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Private Bag X895, Pretoria, 0001, Sol Plaatjie House, 222 Struben Street, Pretoria, 0002, South Africa

Ref : 34504/1
Enquiries: Dr MT Simelane
Tel: 012 357-4082
Email : Simelane.M@dbe.gov.za

**TO: HEADS OF PROVINCIAL EDUCATION DEPARTMENTS
HEADS OF PROVINCIAL CURRICULUM SECTIONS
HEADS OF PROVINCIAL EXAMINATION SECTIONS
UNIVERSITIES SOUTH AFRICA
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INDEPENDENT SCHOOLS ASSOCIATION OF SOUTHERN AFRICA
SCHOOL GOVERNING BODIES (SGB) ASSOCIATIONS
NATIONAL TEACHER ORGANISATIONS**

CIRCULAR S

GUIDELINES FOR THE ASSESSMENT OF ORAL COMMUNICATION FOR ALL OFFICIAL LANGUAGES OFFERED IN THE NATIONAL SENIOR CERTIFICATE EXAMINATIONS

1. INTRODUCTION

This circular replaces Circular S3 of 2008. It is implementable with immediate effect in the 2020 academic year and deals with:

- 1.1 The requirements for oral examinations in all Official Languages offered for the *National Senior Certificate Examinations* [**Annexure 1**];
- 1.2 It also contains important information on Oral Assessment of the Official Home Languages, First Additional Languages and the Second Additional Languages offered for the *National Senior Certificate*.
- 1.3 **Annexure 2** contains the revised oral communication assessment rubrics.
- 1.4 It should be read in conjunction with the following documents:
 - *The National Senior Certificate: A Qualification at Level 4 on the National Qualifications Framework (NQF)*;

- Curriculum and Assessment Policy Statement (CAPS) (Grades 10-12) for Official Languages.
- *ABRIDGED SECTION 4:FET GRADE 10-11 CAPS AMENDMENTS*
Implementation Date: January 2020
- *National Protocol for Assessment: Grades R-12 (January 2012).*

ANNEXURE 1

THE REQUIREMENTS FOR THE ASSESSMENT OF ORALS IN ALL OFFICIAL LANGUAGES OFFERED FOR THE NATIONAL SENIOR CERTIFICATE

The *Curriculum and Assessment Policy Statement (CAPS) for Languages (Grades 10-12)* provides guidance on the assessment of oral communication in the Official Home Languages and First and Second Additional Languages offered for the *National Senior Certificate*.

In **Grade 10 and Grade 11** all oral tasks administered within the Programmes of Assessment constitute *Examination Paper 4* for Official Home Languages, First Additional Languages and Official Second Additional Languages. These are internally set, internally assessed and **internally** moderated.

In Grade 10 and Grade 11 Home Language and First Additional Language learners should do at least one of each of the following as part of the formal Programmes of Assessment:

Home Language:

At least one of each of the following as part of the formal Programmes of Assessment:

- One Listening Comprehension
- One Unprepared Speech and
- Either TWO Prepared Speeches OR
 - One Prepared Speech and
 - One Unprepared Reading Aloud

First Additional Language:

At least one of each of the following as part of the formal Programmes of Assessment:

- One Listening Comprehension
- One Prepared Speech AND
- **One** of the following tasks:
 - Prepared Reading Aloud
 - Unprepared Speech
 - Informal speaking in group work

Second Additional Language:

Learners should do at least one of each of the following as part of the formal Programmes of Assessment:

- One Conversational Task
- One Prepared Speech
- One Prepared Reading Aloud
- One Listening Comprehension

Examination Paper 4 for Home and First Additional Languages has a total of **50** marks.

Examination Paper 4 for Second Additional Languages has a total of **100** marks.

The total mark allocation for Examination Paper 4 for Home Languages and First Additional Languages is **50** marks.

The total mark allocation for Examination Paper 4 for Second Additional Languages is **100** marks.

In **Grade 12** all oral tasks administered within the Programmes of Assessment constitute Examination *Paper 4* for Official Home Languages and First Additional Languages, and *Examination Paper 3* for Official Second Additional Languages. These are internally assessed and **externally** moderated.

GRADE 12 SECOND ADDITIONAL LANGUAGES

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment for **Grade 12**. It constitutes 100 of the 300 marks in the end-of-year external assessment. The details for the oral tasks, which are administered during the year, are as follows:

GRADE 12 SECOND ADDITIONAL LANGUAGES

Paper 3	DETAILS	MARKS	
ORALS	*Orals will be internally set, internally assessed and externally moderated Speaking: <i>Prepared speech</i> <i>Assess: Planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice of words</i>	25	100
	Reading: <i>Prepared reading aloud</i> <i>Assess: Content, tone, speaking, and presentation skills, critical awareness of language usage</i>	25	
	Listening: <i>Listening comprehension</i> <i>Assess: Listening for comprehension, information and evaluation</i>	25	
	Conversation		

	Assess: <i>Content, tone, speaking skills, critical awareness of language usage, choice of words</i>	25	
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***Orals:** Oral year mark from cumulative speaking, listening and reading. Final mark should include at least ONE prepared speaking task, ONE listening task, ONE prepared reading aloud task and ONE conversation task.

GRADE 12 FIRST ADDITIONAL LANGUAGES

Paper 4	DETAILS	MARKS	
ORALS	<p>*Orals will be internally set, internally assessed and externally moderated.</p> <p>Speaking:</p> <p>Prepared speech</p> <p><i>Assess: Research skills, planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice, design and use of audio, audio-visual aids</i></p>	20	50
	<p>Prepared reading aloud/unprepared speech/informal speaking in group</p> <p><i>Assess: Content, tone, speaking, and presentation skills, critical awareness of language usage</i></p>	20	
	<p>Listening:</p> <p><i>Assess: Listen for comprehension, information and evaluation</i></p>	10	

*Oral year mark from cumulative speaking and listening. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading/unprepared speaking aloud/informal speaking in group work.

GRADE 12 HOME LANGUAGES

Paper 4	DETAILS	MARKS	
ORALS	<p>*Orals will be internally set, internally assessed and externally moderated</p> <p>Speaking:</p> <p><i>Prepared speech</i></p> <p>Assess: <i>Research skills, planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage, choice, design and use of audio, audio-visual aids</i></p>	2 X 10 =20	50
	<p>Speaking</p> <p><i>Unprepared speech</i></p> <p>Assess: <i>Planning and organisation of content, tone, speaking, and presentation skills, critical awareness of language usage</i></p>	15	
	<p>Listening:</p> <p><i>Listening for comprehension</i></p> <p>Assess: <i>Listen critically for comprehension, information and evaluation</i></p>	15	

The oral assessment tasks undertaken during the course of the year constitute the end-of-year external assessment for Grade 12. It constitutes 50 of the 300 marks in the end-of-year external assessment.

For any further enquiries related to the contents of this circular, please contact Messrs ME Phonela at email: Phonela.M@dbe.gov.za; or Mr B. Monyaki at Monyaki.B@dbe.gov.za; or Mr B. Ras at Ras.B@dbe.gov.za.



MR HM MWELI
DIRECTOR-GENERAL
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