

ABRIDGED SECTION 4 OF THE CAPS FET PHASE GRADES 10-11

FIRST ADDITIONAL LANGUAGES

HOME LANGUAGES

SECOND ADDITIONAL LANGUAGES

IMPLEMENTATION DATE: 2020



Presentation Outline

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NOTE:

- The Information in the Presentation must be read in conjunction with the CAPS of the Subject.
- Kindly refer to Section 4 of the CAPS.

Purpose

To mediate the amendments of CAPS
Section 4: Grades 10 and 11 for
implementation in 2020 as published
in Government Gazette No:42829



Summary of Amendments

Overview of reduced formal tasks as per the Programme of Assessment: Section 4

Subjects	Grades 10 - 11	
	Tasks removed	Reduction
HL	Test 2 (Term 3)	11 > 10
FAL	Test 2 (Term 3) Writing: Shorter transactional text (Term 3)	11 > 9
SAL	Writing: Longer/shorter transactional text (Term 1) Literature: Contextual questions (T 2) Test 2 (Term 3)	11 > 8

Overview of PoA: First Additional Languages – Grades 10-11

Legend: Struck out means removed; Red highlight indicates the changes, e.g. marks, time, no of papers

Tasks per term			End-of-year examinations
Term 1:	Term 2:	Term 3:	Term 4:
1 Written Test (40) – comprehension & summary, language structures and conventions 3 – 2 Tasks (1 oral – listening (10) & 1 essay transactional writing (50))	2 Tasks (1 oral – prepared ± — Written Test speech (20) & 1 literature assignment (35) 1 mid-year examination (150): 3 2 Papers: Paper 1 – Language in context (80) – 2 hrs Paper 2 – Literature (70) 2,5 hrs Paper 3 – Writing	2 – 1 Tasks 2 Tasks (1 oral: prepared reading aloud/unprepared speech/informal speaking in a group (20) & 1 longer transactional writing (30))	1 Internal end-of-year examinations (300): 4 Papers: Paper 1 – Language in context (80) – 2 hrs Paper 2 – Literature (70) 2,5 hrs Paper 3 – Writing (100) 2,5 hrs Paper 4 – Oral (50)

Term mark (Terms 1-3):

Each term, add totals for each task and convert to % for term mark.

Promotion mark:

Add totals for ~~SBA~~ tasks from Term 1 to Term 3, **excluding oral marks**, and convert to 25%,

Convert Paper 1 to 20%,

Convert Paper 2 to 17,5%,

Convert Paper 3 to 25%,

Add totals for orals ecolebooks.com (Paper 4).

Formal assessment tasks in Term 1

Task 1	Task 2	Task 3
<p>*Oral: (10 marks) Listening for comprehension</p>	<p>Writing: (50 marks) Essay: Grade 10: Narrative/ descriptive/ discursive Grade 11: Narrative/ descriptive/ discursive/ argumentative/ reflective</p>	<p>**Test 1: (40 marks) Language in context: Comprehension and Summary</p>

Formal assessment tasks in Term 2

Task 4	Task 5	Task 6
<p>*Oral: (20 marks) Prepared speech</p>	<p>Literature: (35 marks) Assignment</p>	<p>Mid-year examinations: (150 marks) Paper 1 – Language in context (80 marks) – 2hrs Paper 2 – Literature (70 marks) – 2,5hrs</p>



FAL: Abridged Programme of Assessment Grades 10-11

Formal assessment tasks in Term 3

Task 7	Task 8
*Oral: (20 marks) Prepared reading aloud/ unprepared speech/ informal speaking in group	Writing: (30 marks) Longer Transactional writing: Friendly/formal letters (request/ complaint/ application/ business) / formal and informal letters to the press/ curriculum vitae and covering letter/ obituary/ agenda and minutes of meeting / report/ review/ newspaper article/ magazine article/ dialogue/ interview/ email

Evidence must be available of informal assessment of writing activities: essays, longer and shorter transactional texts in each term according to the requirements of the Teaching Plans.



Formal assessment tasks in Term 4

Task 9

End-of-year examinations:

Paper 1 – Language in context (80) – 2hrs

Paper 2 – Literature (70) – 2,5hrs

Paper 3 – Writing (100) – 2,5hrs

Paper 4 – *Orals (50)

***Oral:** Learners should do one prepared speech task (Task 4), one listening comprehension task (Task1) and one other (Task 7), e.g. prepared reading aloud/ unprepared speech/ informal speaking in group work during the year.

****Test 1** could be set out of 40 marks or, if more, should be converted to 40 marks. While the Comprehension and Summary combination is suggested, teachers are urged to design a combination of aspects that fit the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.



Overview of PoA: Home Languages – Grades 10-11

Legend: Struck out means removed; Red highlight indicates the changes, e.g. marks, time, no of papers

Task per Term

Term 1:	Term 2:	Term 3:	Term 4:
1 Written Test (35) (comprehension, summary, language structures and conventions) 3 Tasks (2 orals – listening (15) & unprepared speech (15) & 1 transactional writing (25))	2 Tasks (1 essay writing (50) & 1 oral - unprepared reading aloud / prepared speech (10)) 1 Mid-year examination (150): 3 –2 Papers: Paper 1 – Language in context (70) (2 hrs) Paper 2 – Literature (80) 2,5 hrs Paper 3 – Writing	1 Written Test Literature Assignment (35) + 1 Task (1 oral – prepared speech (10))	1 Task (SBA) 1 Internal end-of-year examinations (300): 4 Papers: Paper 1: Language in context (70) (2 hrs) Paper 2: Literature (80) 2,5 hrs Paper 3: Writing (100) 3 hrs Paper 4: Oral (50)

Term Mark (Terms 1-3):

Each term, add ~~raw marks and~~ totals and convert to % for term mark.

Promotion Mark:

Add ~~raw marks and~~ totals for ~~SBA~~ tasks from term 1 to term 3, **excluding oral marks**, and convert to 25%

Convert Paper 1 to 17,5%

Convert Paper 2 to 20%,

Convert Paper 3 to 25%

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Add totals for orals tasks throughout the year and convert to 12,5% (Paper 4).

Programme of Assessment

Term 1

Task 1

***Oral:**
Listening for
comprehension
(15 marks)

Task 2

Writing: (25marks)
Transactional Writing:
Friendly/ formal letters
(request/ complaint/
application/ business) /
formal and informal
letters to the press/
curriculum vitae and
covering letter/ obituary/
agenda and minutes of
meeting / formal or
informal report/ review/
newspaper article/
magazine article/ speech/
dialogue / interview/
email

Task 3

***Oral:**
Unprepared
speech (15
marks)

Task 4

****Test 1: (35 marks)**
Language in context
Comprehension
Summary
Language
structures and
conventions

HL: Abridged Programme of Assessment Grades 10-11

Term 2		
Task 5	Task 6	Task 7
<p>Writing: (50 marks)</p> <p>Narrative/ descriptive/ argumentative essay (Gr. 10)</p> <p>Reflective/ discursive / argumentative essay (Gr. 11)</p>	<p>*Oral:</p> <p>Unprepared reading aloud / Prepared speech (10 marks)</p>	<p>Mid-year examinations: (150 marks)</p> <p>Paper 1 – Language in context (70 marks) – 2hrs</p> <p>Paper 2 – Literature (80 marks) – 2,5hrs</p>

Term 3	
Task 8	Task 9
<p>Literature: (35 marks)</p> <p>Assignment/ project</p>	<p>*Oral:</p> <p>Prepared speech (10 marks)</p>

Term 4

Task 10

End-of-year examinations: (300 marks)

Paper 1 – Language in context (70 marks) – 2 hrs

Paper 2 – Literature (80 marks) – 2.5 hrs

Paper 3 – Writing (100 marks) – 3 hrs

Paper 4 – Orals (50 marks)

*Oral: For formal assessment: Learners should do one listening for comprehension (Task 1), one unprepared speech (Task 3), and either two prepared speeches OR one prepared speech and one unprepared reading aloud (Task 6 and Task 9).

*Test 1 could be set out of 35 marks or, if more, should be converted to 35 marks. While the Comprehension, summary, language structures and conventions combination is suggested, teachers are urged to design a combination of aspects that fit the character (test programme, time allocation, etc.) of the school.

A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45-60 minutes, and should reflect the different cognitive levels as set out for exam papers.

Overview of the PoA: Second Additional Languages -Grades 10-11

Legend: Struck out means removed; Red highlight indicates the changes, e.g. marks, time, no of papers

Tasks per Term			End-of-year examinations
Term 1:	Term 2:	Term 3:	Term 4:
<p>→ 1 Task (oral: conversation (25))</p> <p>1 Written Test (40) (comprehension, summary, language structures and conventions)</p>	<p>2 Tasks (oral: prepared speech (25) & prepared reading aloud (25))</p> <p>1 mid-year examination (120):</p> <p>2 Papers:</p> <p>Paper 1 – Language in Context (80) 2hrs</p> <p>Paper 2: Literature (40) - 1,5 hrs</p> <p>Paper 3 – Writing (Can be written in May or June)</p>	<p>1 Written Test</p> <p>2 Tasks</p> <p>1 oral: listening (25) & 1 essay writing (40)</p>	<p>1 internal end-of-year examinations:</p> <p>4 Papers:</p> <p>Paper 1: Language in Context (80) 2hrs</p> <p>Paper 2: Literature (40) (1,5 hrs)</p> <p>Paper 3: Writing (80) – 2,5 hrs</p> <p>Paper 4 – Oral (100)</p>

Term mark (Terms 1-3):

Each term, add ~~raw marks~~ and totals and convert to % for term mark.

Promotion mark:

Add totals for ~~SBA~~ tasks from term 1 to term 3, **excluding oral marks**, and convert to 25%.

Convert Paper 1 to 20%,

Convert Paper 2 to 10%,

Convert Paper 3 to 20%

Add totals for orals tasks throughout the year and convert to 25% (Paper 4).



Formal assessment tasks in Term 1

Task 1	Task 2
<p>*Oral: (25 marks) Conversation</p>	<p>**Test 1: (40 marks) Language in context</p> <ul style="list-style-type: none"> ○ Comprehension ○ Summary ○ Language structures and conventions

Formal assessment tasks in Term 2

Task 3	Task 4	Task 5
<p>*Oral: (25 marks) Prepared speech</p>	<p>*Oral: (25 marks) Prepared reading aloud</p>	<p>Mid-year examinations: (120 marks)</p> <p>Paper 1 – Language in Context (80 marks) – 2hrs</p> <p>Paper 2: Literature (40 marks) – 1,5hrs</p>

SAL: Abridged Programme of Assessment Grades 10-11 ...

Formal assessment tasks in Term 3

Task 6	Task 7
Writing: (40 marks) Narrative/ Descriptive essay	*Oral: (25 marks) Listening comprehension

Formal assessment tasks in Term 4

Task 8

End of year examinations: (300 marks)

Paper 1 – Language in context (80) (2hrs)

Paper 2 – Literature (40) (1,5hrs)

Paper 3 – Writing (80) (2,5hrs)

Paper 4 – *Orals (100)

Evidence must be available of informal assessment of writing activities: essays, longer and shorter transactional texts in each term according to the requirements of the Teaching Plans.



***Orals:** Learners should do one prepared speaking task, one conversation task, one listening task, and one prepared reading aloud task during the year.

****Test 1** could be set out of **40 marks** or, if more, should be **converted to 40 marks**. While the *Comprehension, Summary, Language structures and conventions in context* combination is suggested, teachers are urged to design a combination of aspects that fit the character (test programme, time allocation, etc.) of the school.

Note: A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45 – 60 minutes, and should reflect the different cognitive levels as set out for examination papers

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