

# 2020 REVISED CURRICULUM AND ASSESSMENT PLANS

## HOME LANGUAGES **GRADE 11**

Implementation: June 2020



# Presentation Outline

1. Purpose

2. Amendments to the Content Overview for the Phase

3. Amendments to the Annual Teaching Plan

4. Amendments School Based Assessment (SBA)

5. Conclusion



# 1. Purpose

- To mediate the amendments of the trimmed and re-organised 2020 Annual Teaching Plan including School Based Assessment for **Home Languages, Grade 11** for implementation in June 2020 as stipulated in **Circular S2 of 2020**.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

# 1. Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values.



## **2. Amendments to the Content Overview for the Phase**

# Summary: Amendments to the Content Overview for the Phase

## GRADE 11 HOME LANGUAGE

| SKILLS/content            | SUPPORTING           | AMMENDMENT   |
|---------------------------|----------------------|--|
| 1. Listening and speaking | Developmental skills | No amendments  |
| 2. Reading and viewing    | Developmental skills | <p>Literature study: One genre (Novel/drama) to be studied IN DETAIL, i.e. if a school chooses the novel or the drama, ONE must be studied in DEPTH and completed FULLY. The other genre not chosen for intensive study is used for oral activities and enrichment.</p> <p>Reduce the number of seen poems to be studied from 10 to 5 (<b>SASL to 4</b>).</p> <p>The unseen poem must be retained.</p> <p>Short stories and film studies are redundant (<b>not applicable for SASL</b>).</p> <p><b>African Languages: ONE genre (drama or a novel/folklore) should be chosen to be studied in-depth. Reduce folklore components: 4 from 8 folktales, 2 from 4</b></p> <p><b>be studied in Terms 1-4.</b></p> |

# Summary: Amendments to the Content Overview for the Phase

## GRADE 11 HOME LANGUAGE

| SKILLS/CONTENT            | SUPPORTING          | AMMENDMENT  |
|---------------------------|---------------------|---|
| 3. Writing and presenting | Developmental skill | <p>All transactional texts should be reduced to a total of 6. <i>Curriculum Vitae</i> and <i>covering letter</i> and <i>Agenda and minutes of the meeting</i> are more applicable in Grade 12.</p> <p><b>SASL: News item and Formal and informal presentations</b> are more applicable in Grade 12.</p> |

# Summary: Amendments to the Content Overview for the Phase

## GRADE 11 HOME LANGUAGE

| SKILLS/ CONTENT                        | SUPPORTING            | AMMENDMENT    |
|--|-----------------------|---------------|
| 4. Language Structures and Conventions | Developmental content | No amendments |





# **3. Amendments to the Annual Teaching Plan**

# Summary: Reorganisation of skills and content

- **Listening and speaking:** No skills and content are reorganised.
- **Reading and viewing:** ONE genre (drama or novel) needs to be chosen for intensive literature study. Reduce the number of seen (prescribed) poems from 10 to 5 (**SASL: 4**). The unseen poem remains.

**African Languages: ONE genre (drama or a novel/folklore) should be chosen to be studied in-depth.**

**Folklore – reduce the number of folktales from 8 to 4 and the praise poems from 4 to 2.**

- **Writing and presenting:** Transactional texts: *Curriculum Vitae* and *covering letter* as well as *Agenda* and *minutes* of the meeting are moved to Grade 12.

**SASL: *News item* and *Formal and informal presentations* are moved to Grade 12.**

- **Language structures and conventions:** Retained, no content is reorganised.



# Summary: Amendment to the weighting of skills/content

- **Listening and speaking:** Weighting retained in Term 1 -3: Listening for comprehension, unprepared speech (T 1), unprepared reading aloud/prepared speech (T 2) and prepared speech (T 3)
- **Reading and Viewing:** Weighting decreased by removing a genre and 5 seen poems (**SASL: 4 poems**) to be studied in Terms 1-4  
**African Languages:** Weighting decreased by removing a genre, i.e. to choose **ONE** (drama or a novel/folklore), 4 folktales, 2 praise poems and 5 seen poems to be studied in Terms 1-4.
- **Writing and Presenting:** Weighting decreased by removing TWO transactional texts to be written in Terms 2-4
- **Language structures and conventions:** Weighting retained in Terms 2-4



# Summary: Skills and Content Amended

| Skills/Content            | Term | Amendment |
|---------------------------|------|-----------|
| 1. Listening and speaking | 2-4  | None      |



# Summary: Content Amended

| Skills/<br>Content     | Term | Amendment  |
|------------------------|------|--|
| 2. Reading and viewing | 2-4  | <ul style="list-style-type: none"> <li>One genre, either the drama or novel, should be studied in depth while the other genre is used for oral activities and enrichment.</li> <li>Reduce the number of seen (prescribed) poems from 10 to 5 <b>(SASL: to 4)</b>. The unseen poem should be retained.</li> </ul> <p><b>African Languages Removal of a genre, i.e. to choose ONE (drama or a novel/folklore), 4 folktales, 2 praise poems and 5 seen (prescribed) poems to be studied in Terms 1-4.</b></p> <ul style="list-style-type: none"> <li>Short stories and film studies are redundant. <b>(not applicable for SASL).</b></li> </ul> |

# Summary: Skills and Content Amended

| Skills/Content            | Term | Amendment   |
|---------------------------|------|---|
| 3. Writing and presenting | 2-4  | All transactional texts to be studied should be reduced to a total of 6: <i>Curriculum Vitae</i> and <i>covering letter</i> and <i>Agenda and minutes of the meeting</i> are more applicable in Grade 12. <b>SASL: News item and Formal and informal presentations</b> are more applicable in Grade 12. |



## **4. Amendments School Based Assessment (SBA) and Orals**

# Summary: Revised Programme of Assessment

| Term 1  | Term 2  | Term 3   | Term 4   |
|---|---|--|--|
| <b>Task 1</b><br><b>Oral:</b><br>Listening for comprehension  | <b>Task 5</b><br><b>Writing:</b><br>Reflective/<br>discursive/<br>argumentative essay | <b>Task 7</b><br><b>Literature:</b><br><b>Assignment/<br/>           Project</b> | <b>Task 9</b><br><br><b>End-of-year examinations:<br/>           (300 marks)</b><br><b>Paper 1 –</b><br>Language in context (70 marks)<br>– 2 hrs.<br><b>Paper 2 –</b><br>Literature (80 marks) – 2,5 hrs.<br><b>Paper 3 – Writing</b><br>(100 marks) – 3 hrs.<br><b>Paper 4 – Orals</b><br>(50 marks) |
| <b>Task 2</b><br><b>Writing</b><br>Transactional writing  | <b>Task 6</b><br><b>Oral:</b> Unprepared reading aloud/<br>Prepared speech            | <b>Task 8</b><br><b>Oral:</b><br><b>Prepared speech</b>                          |  |
| <b>Task 3</b><br><b>Oral:</b><br>Unprepared speech  | NO JUNE EXAMINATION   |  |  |
| <b>Task 4: Test:</b><br>Language in context:<br>Comprehension<br>Summary<br>Language structure<br>and conventions |   |  |  |
|   |   |  |  |



## End-of-year examinations: (300 marks)

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

No change in the format of Examination Paper 1

**Paper 2** – Literature (80 marks) – 2,5 hrs.

The format and content of Examination Paper 2 are revised.

Section A: It remains the same: A choice of 2 poems and compulsory unseen poem of 30 marks. Section B: The candidates will be expected to answer two questions from the genre chosen i.e. 1 essay of 25 marks and 1 contextual question of 25 marks totaling 50 marks.

**Paper 3** – Writing (100 marks) – 3 hrs.

The Content of Examination Paper 3 is revised. 2 transactional texts are excluded.

**Paper 4** – \*Orals (50 marks)

No change in the format of Examination Paper 4.

\*Oral: For formal assessment:

Learners should do one listening for comprehension (Task 1) (15 marks),

one unprepared speech (Task 3) (15 marks),

and either two prepared speeches (2 x 10 = 20 marks) OR

one prepared speech (10 marks) and one unprepared reading aloud (10 marks) (Task 6 and Task 8).

# Summary: Revision Final Examination Structure ...

## Format of Examination Paper 2: Grade 11

| Section  |                                  | Marks |    | Time |
|--|----------------------------------|-------|----|------|
| A: Poetry – Seen (contextual questions / essay questions from four seen poems of which two must be answered.) and unseen (contextual questions) (Seen = 20; Unseen = 10)   |                                  | 30    | 80 |      |
| Grade 11   | Length of literary essay (words) |       |    |      |
| Disjunctive  | 200-250<br><b>SASL: 2-3 min.</b> |       |    |      |
| Conjunctive  | 140-190                          |       |    |      |
| Assess the following in the essay:   |                                  |       |    |      |
| <ul style="list-style-type: none"> <li>Content (Interpretation of topic, depth of argument, justification and grasp of poem) (60%)</li> <li>Language &amp; structure (structure, logical flow and presentation, language, tone and style) (40%)</li> </ul> |                                  |       |    |      |

## Format of Examination Paper 2: Grade 11

| Section  |                                  | Marks | Time                   |
|--|----------------------------------|-------|------------------------|
| B: Drama / Novel / Folklore (African Languages)<br>(1 chosen genre): Both contextual and essay questions set on the ONE genre studied are compulsory.<br><b>SASL: 2 short stories)</b>   |                                  |       |                        |
| Contextual question  |                                  | 25    |                        |
| Essay question   |                                  |       |                        |
| Grade 11   | Length of literary essay (words) |       |                        |
| Disjunctive  | 350-400<br><b>SASL: 6-8 min.</b> |       |                        |
| Conjunctive  | 290-340                          | 25    |                        |
| Assess the following in the literary essay:  |                                  |       |                        |
| <ul style="list-style-type: none"> <li>Content (Interpretation of topic, depth of argument, justification and grasp of text) (60%)</li> <li>Language &amp; structure (structure, logical flow and presentation, language, tone and style) (40%)</li> </ul> |                                  |       | Grade 11:<br>2,5 hours |

# Summary: Revision Final Examination Structure ...

## Format of Examination Paper 3: Grade 11

| Section   |                                  | Marks | Time |
|---|----------------------------------|-------|------|
| A: Essay – One essay<br>Argumentative / reflective / discursive   |                                  | 50    |      |
| Grade 11  | Length of essay (words)          |       |      |
| Disjunctive   | 350-400<br><b>SASL: 2-4 min.</b> |       |      |
| Conjunctive   | 290-340                          |       |      |
| Assess the following:<br>· Content & planning (60%)<br>· Language, style & editing (30%)<br>· Structure (10%) |                                  |       |      |



# Summary: Revision Final Examination Structure ...

## Format of Examination Paper 3: Grade 11

| Section  |                        | Marks        | Time |
|--|------------------------|--------------|------|
| B: Transactional texts – Two texts<br>Friendly/ formal letters (request/ complaint/ application/ business) / formal and informal letters to the press/ obituary/ formal or informal report/ review/ newspaper article/ magazine article/ speech/ dialogue / interview/ email |                        | 50<br>(2x25) | 100  |
| Grade 10-12  | Length of text (words) |              |      |
| Disjunctive  | 180-200 – content only |              |      |
| Conjunctive  | 100-120 – content only |              |      |
| Assess the following:  |                        |              |      |
| <ul style="list-style-type: none"> <li>Content, planning, &amp; format (60%)</li> <li>Language, style &amp; editing (40%)</li> </ul>   |                        |              |      |

# Summary: Revision Final Examination Structure ...

## SASL Format of Examination Paper 3: Grade 11

| Section  |                          | Marks        | Time |                      |
|--|--------------------------|--------------|------|----------------------|
| B: Transactional texts – Two texts<br>Signed messages (request / complaint / thanks / congratulations /sympathy) / Report (formal and informal) / Magazine item / Dialogue / Interview |                          | 50<br>(2x25) | 100  | Grade 11:<br>3 hours |
| Grade  | Length of text (minutes) |              |      |                      |
| 10-11  | 2-3 min                  |              |      |                      |
| 12   | 2-4 min                  |              |      |                      |
| Assess the following:<br>· Content, planning, & format (60%)<br>· Language, style & editing (40%)  |                          |              |      |                      |



# Summary: Revised Oral Assessment Tasks

## Format of Examination Paper 4: Grade 11

No amendments



# 4. Conclusion



# Conclusion

- Reading and viewing:
  - Reduce poetry by removing 5 of the 10 seen poems **(SASL: 4)**.
  - One genre (drama/novel) should be studied in depth instead of two genres studied superficially.  
**African Languages: ONE genre (drama or a novel/folklore) should be chosen to be studied in-depth.**  
**African Languages: Reduce folklore components: 4 from 8 folktales, 2 from 4 praise poems to be studied in Terms 1-4.**
- Writing and presenting:
  - All transactional texts to be studied should be reduced to a total of 6 for grade 11 learners.

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