

CHAPTER 5

CONCLUSION AND RECOMMENDATIONS FOR FURTHER STUDY

5.1 Introduction

Assessment in the traditional education system of the past was norm-referenced and was not suitable for the majority of the learners. The changes in assessment practice from traditional assessment to transformational outcomes-based assessment will give educators and learners the opportunity to implement various different methods, tools and techniques which will satisfy the learners' needs and guide them to the acquisition of the skills, knowledge, values and attitudes required for holistic development.

5.2 Research questions

A review of the literature shows that assessment reform is necessary in South Africa. In the past, education was a one-way transfer of knowledge from the teacher to a passive learner. This method of teaching was not conducive to development as the learners were unable to apply their theoretical knowledge in situations outside the classroom. As language is essential to the acquisition of knowledge, many learners were left semi-literate and could not compete in a highly competitive workforce. It was necessary that the traditional education system be changed in order to meet the requirements of a technologically competent workforce.

As the old methods of teaching and evaluation were not suitable it was necessary that new assessment methods, tools and techniques be introduced so that the learners do not only acquire a knowledge of the structure of a language but also become proficient. The majority

of learners in South Africa use English as their language of instruction, therefore, it is essential that they learn and acquire the language. Traditional methods of assessment were not suitable for the holistic development of the learner but they cannot be said to be obsolete as Outcomes-Based Assessment includes norm-referenced and criterion-referenced assessment as well as summative and formative assessment. It is, therefore, necessary that traditional methods of assessment as well as new methods, tools and techniques of assessment be included in the planning of English Second Language within the Learning Area: Language, Literacy and Communication in order to empower the learners to achieve their expectations. All languages have unique characteristics, therefore, it will still be necessary that English be taught by specialists.

5.3 Recommendations for future research

It is necessary that a balance be maintained between education and training so that the standard of education remains in line with global education. It is necessary that intensive studies of the practical implementation of outcomes-based assessment and its effects on learner achievements be undertaken. Many teachers who have attempted to implement OBE and OBA feel that they received inadequate training and research needs to be done in the English Second Language classroom in the Learning Area: Language, Literacy and Communication so that inservice training of educators can be undertaken.

5.4 Conclusion

The traditional assessment methods of the apartheid education system did not fulfil the needs of the majority of the learners. It is essential that education and training be integrated in order to promote the planning of effective methods, tools and techniques of assessment. It is only

through continuous, authentic assessment and effective feedback that a learner can reach his full potential. Educators must fulfil their roles as facilitators and motivate the learners to achieve the outcomes specified in the assessment tasks and also guide them to holistic development.

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SUMMARY

Keywords: English Second Language, Assessment, Evaluation

The old South African Education system was divided into education and training and mainly catered to the privileged few. The education system was teacher-centred and learners were mere passive participants. Evaluation was summative and consisted of a series of tests and examinations which dominated all classroom practices. In the English second language classroom contact time was taken up with rote-learning of language structures and learners were unable to implement their theoretical knowledge in practical situations. This could not continue as it led to a semi-skilled workforce and left millions of people illiterate.

With the inception of OBE it was necessary that assessment be revised in order to change from a predominantly norm-referenced summative method of evaluation which mainly tested linguistic intelligence to a predominantly criterion referenced formative assessment in which a variety of methods, tools and techniques would be used to assess the knowledge, skills, values and attitudes acquired by learners in their attempt to achieve expected outcomes. The purpose of this study is to review the assessment methods of the traditional English Second Language classroom as well as the methods, tools and techniques of Outcomes-Based Assessment in order to determine their effectiveness as strategies in the development of the learner and in the achievement of outcomes.

OPSOMMING

Sleutelwoorde: Engels Tweede Taal, Assessering, Evaluasie

Die ou Suid-Afrikaanse Onderwysstelsel was verdeel in opvoeding en opleiding en was gefokus op die behoeftes van die bevoorregte minderheid. Die onderwysstelsel was onderwysergesentreerd en leerders was passiewe deelnemers. Evaluering het bestaan uit 'n reeks toetse en eksamens wat die klaskamerpraktyk gedomineer het. In die Engels Tweede Taal klaskamer was daar gefokus op summatiewe evaluering van taalstrukture en leerders kon nie hul teoretiese kennis in praktiese situasies implimenteer nie. Dit kan nie verder toegelaat word nie angesien dit tot 'n halfgeskoolde werksmag gelei het, wat miljoene mense bykans ongeletterd gelaat het.

Met die instelling van Uitkoms Gebaseerde Onderwys het dit nodig geword dat assessering hersien word sodat die oorheersende normverwysende summatiewe metode van evaluasie wat hoofsaaklik linguïstiese intelligensie getoets het, verander. Assessering moet 'n verskeidenheid metodes, instrumente en tegnieke wat kennis, vaardigheid, waardes en houdings wat deur leerders verwerf word in hul poging om verwante uitkomst te bemeester, insluit. Die doel van hierdie studie is om die assesseringsmetode van die tradisionele Engels Tweede Taal klaskamer sowel as die metodes, instrumente en tegnieke van Uitkomsgebaseerde assessering te ondersoek ten einde die doeltreffendheid daarvan as strategieë in die holistiese ontwikkeling van die leerder en die bereiking van uitkomst te bepaal.

ENGLISH : STANDARD 6

1. There will be ONE paper of 3 hours.
2. The total marks will be 300.
3. The structure of the examination will be as follows:

SECTION A

Comprehension (unseen passage) 30marks

SECTION B

Language: (questions based on the passage used for comprehension) 40 marks

Language: (Questions based on one or more short passages selected from prescribed books) 40 marks

Language: (Questions not based on any passage) 40 marks

SECTION C

Composition:

- | | | |
|-------|---|-----------------|
| (i) | Narrative or descriptive piece of writing (not less than 120 words) on ONE of six subjects. | 50 marks |
| (ii) | An informal or formal letter (not less than 80 words) | 30 marks |
| (iii) | Another piece of writing as specified in the syllabus (not more than 50 words) | <u>20</u> marks |

TOTAL 250 marks

ORAL EXAMINATION:

The oral examination is as set out in the syllabus for Standard 6. 50 marks

TOTAL 300 marks

Teens Troubles

Teens have many troubles in their ^{lives} life. Love is some-
 thing which ^{causes} cause trouble ^{for} in their parents because
 they don't like their child ^{to have an} be in an affair at ^{any} that time.
 Life is difficult and ^{unfair} unfair ^{for a} about teenager.

It is unfair because most teenagers respect their
 parents. ^{In one} One day I can go anywhere ^{short} distance ^{as long as} that
 I can ^{come back} come back the next day because ^{every day} all the time ^{those} their
 parents ^{lock} locked their gate (everyday) at 4 o'clock. It is
 hard to stay alone in the big house and no one
^{wants} wanted to visit ^{you me} you. If their parents ^{show} show they
 like you, you ^{need} can not worry about ^{any} everything.

The ^{difficultly} difficult is that when you fall in love you
^{will} could always respect ^{him/her} them ^{your} their parents don't
^{like it} like it when you are in love because nowadays the
 don't have ^{respect} hope for boys ^{who} which give their child a
 baby. The most trouble is ^{caused by the} about father. ^{If} he ^{would} could
 only speak with you, one day ^{because} but when you have
 some friends ^{who are boys} of boys he ^{starts} starts to complain about
 them. ^{The girls} Their parents should talk to ^{her} me about falling
 in love because ^{she} I ^{could then} can respect them.

^{Parents} Their parents don't like the behaviour of the ^{teenagers} teen.
 One day I asked ^{some girls} them ^{to go} to go to ^{birthday} some one's birthday party.
 They ^{showed} showed me ^{that} they ^{were} are not satisfied about ^{that} that
^{going} news but I forced them to go. They ^{emphasized} emphasize that
 they ^{were} are not ^{happy} well about it. Their ^{clear} parents don't
 understand the way we are. We are in the
^{market} marketing for sale. When you ^{have} make an argument
 with them you are not good ^{enough} for them. If you
 decide to go you can but you can't get
 the cloth and other things?

One of ^{the} things which ^{causes} a ^{problem} is that ^{our} money. ^{their} parents don't give us ^{enough} money to ^{be able to} afford ^{my} ^{our} needs. When they give you 100.00 they ^{can} always complain ^{that} ^{they} ^{she} don't have ^{enough} money for you. When you have ^a boyfriend who ^{gives} you money ^{your} ^{parents} ^{want} to know ^{about} ^(money) / who ^{gives} you ^{for} what reasons! ^{at} ^{what} ^{time} ^{she} ^{they} are not ^{very} ^{happy} ⁱⁿ ^{health} ^{about} you.

When you are about 21 years ^{old} you have the responsibility ^{of} ^{choosing between the} ^{doing} ^a ^{wrong} ^{thing} and ^a ^{right} ^{thing}. But now you are ^a ^{teenager} you don't have ^{responsibility} ^{of} ^{going} ^{everywhere} ^{for} ^{their} ^{parents}. When you ^{come} ^{home} ^{late} ^{your} ^{parents} ^{want} ^{she} ^{struggles} to know where ^(is) your friend ^{and} what ^{did} you ^{do} ⁱⁿ school or at home. ^{It} ^{always} makes us ^{feel} ^{stupid} ^{knowing} ^{nothing} ^{about} ^{the} ^{life}.

The things which ^{make} ^{our} ^{parents} ^{struggle} for everything ^{is} ^{that} ^{our} ^{circumstances} are ^{different} and ^{are} ^{change}. Now you have ^{the} right to leave your parents when they ^{kicked} you. The next thing is that you can ^{report} ^{bug} them ⁱⁿ ^{the} ^{police} for playing ^{around} ^{with} ^{about} you. Mother is the most important person for everyone.

C-6

L-6 ✓

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Marks out of 70

USE OF LANGUAGE AND SPELLING

	Exceptional	Excellent	Good	Average	Fair	Poor	Fail
Outstanding	70	63	56	49	42	35	28
Very Good	66	59	52	45	38	31	24
Good	61	54	47	40	33	26	19
Average	56	49	42	35	28	21	14
Mediocre	52	45	38	31	24	17	10
Poor	47	40	33	26	19	12	5
Very Poor	42	35	28	21	14	7	1

4 The letter should be marked as follows:

- (a) Content and tone
- (b) Language and form

The following scale should be used:

Marks out of 30

USE OF LANGUAGE AND SPELLING

	Exceptional	Excellent	Good	Average	Fair	Poor	Fail
Outstanding	30	27	24	21	18	15	12
Very Good	28	15	22	19	16	13	10
Good	26	23	20	17	14	11	8
Average	24	21	18	15	12	9	6
Mediocre	22	19	16	13	10	7	4
Poor	20	17	14	11	8	5	2
Very Poor	18	15	12	9	6	3	1

(GUIDE)

N.B. TOTAL POSSIBLE MARK = 70

LANGUAGE	RATING	LANGUAGE RATING MODIFIED BY CONTENT RATING	
4 – 13 (3 – 19)	Extremely weak almost unintelligible	1. Extremely poor 2. Entirely dull 3. Arouses a faint interest	4 to 6 7 to 10 11 to 13
14 – 20 (20 – 29)	Patently below standard	1. Very poor 2. Dull 3. In a measure interesting	14 to 15 16 to 18 19 to 20
21 – 27 (30 – 39)	Doubtful	1. Poor 2. Ordinary 3. In a measure interesting	21 to 23 24 to 25 25 to 27
28 – 34 (40 – 49)	Passworthy	1. Ordinary 2. Interesting in parts	28 to 30 31 to 34
35 – 41 (50 – 59)	A comfortable pass	1. Ordinary 2. Interesting	35 to 36 39 to 41
42 – 48	Competent	1. Ordinary 2. Interesting 3. Outstanding	42 43 to 15 46 to 48
49 – 55 (70 – 79)	High grade	1. Ordinary 2. Interesting 3. Interesting with a flash (flashes) of impressiveness	49 50 to 53 43 to 55
56 – 70 (80 – 100)	Distinction	1. Interesting 2. Interesting with a flash (flashes) of impressiveness 3. Superb	56 to 60 61 63

6. Parents should have no say in the choice of their children's marriage partners.

Introduction: Where did this happen - In South Africa.

When did it happen - During this nowadays when Education is more powerful than many things.

In South Africa there are many things which have difficult than previous years. Everything have used money, but the previous years they done by the people itself such this, if we want to go some where they use transport and petty money. Very long long ago they used their body.

The causes of living is to high, either it course that parents should have no say in the choice of their children's marriage partners. If the child have want the partner who has educated is good because they know that if he is working with together he can support for other things.

If the parents should have say in the choice of their children's marriage partner, they give their child many problem and he gripes about them. When those people who was behaviors then the child who was was not except very well. But when the child was chosen, he will accept everything for her partner.

Many people who chosen their partner.

we have information for them. Other they want partner who was educated because they want his background of his life. They want to success of the. courses of living where it is high, because money is the things which have protected ~~many~~ everythings.

They have many problem which have concerns when the parents should have no say in the choice of their children's marriage partners. Like this if those woman have no child, his man was not accepted either. Their friends was disappointed and recognize him. If she was not want to be a christian when she came live together, the also causes problem. is very much good if the children's have chosen his partner, not parents.

16
70

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E - 28

marked by X Malebana

ANNEXURE A

ERRATA: DISCREPANCIES IN CURRENT SYLLABUSES FOR ENGLISH (SECOND LANGUAGE)
STANDARD 6, 7 AND 8

1. Paragraph D (Evaluation) of the above syllabuses should be brought into line with the structure as stipulated in DEPARTMENTAL CIRCULAR MINUTE 10 OF 1984: THE USE OF THE YEAR MARK TOGETHER WITH THE INTERNAL EXAMINATION MARK FOR PROMOTION PURPOSES IN SECONDARY SCHOOLS.
2. The evaluation structure in Section D of the syllabuses for Standards 6,7 and 8 is replaced by the following allocation of marks:
 - 2.1 Examination mark

Oral examination	100
Written examination (3 hours)	<u>200</u>
Total:	300
 - Year mark 100
 - Promotion mark 400
3. The oral examination will be conducted on a continuous basis and it should contain the following components (this mark is moderated by the inspector at the end of the year):

- evaluation of incidental and natural speech acts (ongoing evaluation)	20
- speaking on current topics	20
- conversations on general everyday topics	20
- small group discussions on the general content of the prescribed books and supplementary reading	20
oral answers to questions on a short piece of written text	<u>20</u>
Total	100
4. The year mark must comprise at least eight 30 minute tests set through the year. These tests should cover as wide a range of topics of the syllabus as possible and the total mark allocation should be 100.

MARKING PROFILE FOR NSC ENGLISH SECOND LANGUAGE HIGHER GRADE PAPER

	A	B	C	D	E	F	G	H
Composition letter	70 – 56 30 – 24	55 – 49 23 – 21	48 – 42 20 – 18	41 – 35 17 – 15	34 – 28 14 – 12	27 – 21 11 – 9	20 – 14 8 – 6	13 – 0 5 – 0
Content	20 – 16 5 – 7	15 – 14 7 – 6	13 – 12 5	11 – 10 4	9 – 8 4 – 3	7 – 6 3 – 2	5 – 4 2	3 – 0 1 – 0
Depth; substance knowledge	impressive	meaty	some substance	adequate	insubstantial	thin	shallow	empty
Interest; originality: insight	rivetting	stimulating	Interesting	a glimmer	predictable	trite inane	dull	void
Interpretation: relevance	focussed	accurate	sound	acceptable	loose	faulty	confused	wrong
ORGANISATION	16 – 13 7 – 6	12 – 11 5	10 5 – 4	9 – 8 4 – 3	7 – 6 3	5 3 – 2	4 – 3 2 – 1	2 – 0 1 – 0
Coherence; fluency	impressive obvious	clear and fluent	quite coherent	some lapses	some confusion	confusing	pretty meaningless	
Cohesion	obvious	present	some markers	few markers	no markers			wrong markers
Structure; organisation	intelligent	well organised	main ideas stand out	signs of sequencing	loosely organized	disorganized	incoherent	too little to organize
Paragraphing - introduction - and conclusion - topic sentence - unity	skillful; striking	good	sensible	some control	unhelpful	faulty illogical		
VOCABULARY	16 – 13 7 – 6	12 – 11 5	10 5 – 4	9 – 8 4 – 3	7 – 6 3	5 2	4 – 3 2 – 1	2 – 0 1 – 0
Range: depth; aptness: sophistication	exceptional	very good	good	average	weak	poor	dismal	nothing there
Register	spot on	appropriate	acceptable	some lapses	inappropriate	unacceptable	no idea at all	
Word form	faultless	minor lapse/s	few errors	some errors	poor control	even worse	mangled	
LANGUAGE USE	18 – 15 3 – 7	14 – 13 6	12 – 11 5	10 – 9 5	8 4 – 3	7 – 6 3	5 – 4 2	3 – 0 2 – 0
Sentence structure	variety used effectively	variety used well	some complex, used well	simple used well: no complex, faulty complex	several errors	major errors	no idea	
Errors	virtually error free	few serious errors	some errors but meaning clear	several errors but meaning O K	frequent errors: meaning affected	dominated by errors: meaning distorted	errors render it meaningless	

1. Each piece of writing is given four marks: one each for content, organization, vocabulary and language use with maximum of 20, 16, 16 and 18 respectively for composition and 5, 7, 7 and 3 for the letter or easier task.
2. It is not possible to pay full attention to poor content : and expression at the same time. Each piece of writing is therefore read twice, holistically and quite rapidly both times.
3. After the first reading marks are given for content and organization and after the second reading for vocabulary and language use.

SECTION D: MARU - BESSIE HEAD

20. Dikeledi visited Margaret to do ✓
for her some pictures that wanted ✓
to give Moteka. She was upset by the ✓
goats that she saw and she became
afraid that when she glanced at the +4
sketch in her hand and she did not say ✓
goodbye. She was thinking about that picture (10)

20. Dikeledi visit Margaret in her home,
Margaret saw Dikeledi when the time she ✓
stopped the car, when Dikeledi comes in ✓
she saw the two goats inside mother goat, ✓
and boy goat, the house was full of little puddles
and pills on the floor. When she was shouting at +3
them the goat chitted her and Margaret was laughing. (10)

20. When Dikeledi arrived at my place
she seemed to be worried, I could ✓
see by the expression on her face. ✓
She said she wanted me to make +4
a picture for her but she slept.
When she woke up she left my ✓
place without saying goodbye! (10)

20. Dikeledi's visit is not on aim, she was
pretending. If I am Margaret may I would ✓
ask her for her carelessness and tell her +3
that, that picture I was drawn when I seen ✓
her joyful face, because now her face is ✓
pretending as if she is smiling really.

ORAL EXAMINATION FOR ENGLISH SECOND LANGUAGE STD 10

Schedule for continuous oral evaluation

1 The schedule for continuous oral evaluation is divided into three main sections to correlate with the following breakdown:

1 Prepared reading aloud	10
2. Short talks, discussions	20
3. Interviews, conversations	<u>20</u>
TOTAL	<u>50 x 2</u>

2 In each sub-section the mark allocation is divided.

Marks should be awarded as follows:

Prepared reading: 5 – fluency: the pupil should phrase correctly, not read word for word or or haltingly, hesitating over word.

5 - Expression: enunciation, pronunciation sentence stress, intonation

Speaking: 5 - Fluency and expression (see above)

5 - Ideas and vocabulary: the ideas should be relevant and logically presented
The vocabulary should be appropriate; the register should be appropriate;
what is said must be interesting to the listeners.

3 The following guide is included on the attached schedule:

5	EXCELLENT
4	GOOD
3	FAIR
2	AVERAGE
1	WEAK

Faultless, could not be improved

A high degree of competence and fluency

Better than most, fairly competent

Passable, but room for improvement

Halting, expression and vocabulary poor

Do not be afraid to mark up good speakers and readers. Avoid giving 0.

4 How to use the schedule

Divide your class list by the number of periods per week (six or seven). That means that each week you should concentrate on awarding marks to six or seven specific pupils.

EVALUATION TABLEENGLISH SECOND LANGUAGE HIGHER GRADEREADING1. PRONUNCIATION AND INTONATION

Poor pronunciation, no intonation	1
Strong mothertongue influence	2
Listener can follow	3
Good pronunciation, passable intonation	4
Excellent, almost like mothertongue reader	5

2. CORRECTNESS

Repeat words, leave out words, little punctuation	1
Repeat some words, doesn't read fluently	2
Read more or less fluently, some mistakes	3
Read fluently with a few smaller mistakes	4
No mistakes, fluently	5

3. UNDERSTANDING

Doesn't understand what is read at all	1
Does understand a statement here and there	2
Understand the broad outline of what is read	3
Understand almost everything well	4
Understand well and can comment	5

4. AWARENESS OF TONE

No awareness of tone	1
Recognise perhaps something like joy or pain	2
Recognise certain emotions	3
Identify with most of the emotions	4
Shows in the reading that there is identification with the emotions in the passage	5
Total	<u>40</u> ÷ 4

EVALUATION TABLEENGLISH SECOND LANGUAGE HIGHER GRADESPEAKING1. VOCABULARY

Very limited (search for words)	1
Limited (is more or less understood)	2
Can communicate (the message is understood)	3
Fluent	4
Competent and clear	5

2. STRUCTURE

Cannot use full sentences	1
Some structures are correct	2
More or less equal number of good and poor sentences	3
Most sentences are correct	4
Excellent structure	5

3. FLUENCY AND PRONUNCIATION

Almost unable to talk	1
Speak haltingly, repeats	2
Can speak more or less fluently	3
Speaks fluently, few hitches, little influence of mother tongue	4
Fluent and with confidence, almost like first language speaker	5

4. UNDERSTANDING

Doesn't understand when addressed	1
Understands more or less	2
Understands in general	3
Understands most issues addressed and responds to them	4
Responds spontaneously and can even expand	5

Total	<u>20</u>
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GAUTENG DEPARTMENT OF EDUCATION
 MARKSHEET FOR ORAL EXAMINATIONS
 SENIOR CERTIFICATE EXAMINATION

SUBJECT: _____

SCHOOL: _____

GRADE: 12

CENTRE NO: _____

NAME	B. I.D. NUMBER	C. MAX. TOTAL:	D. LISTENING/CONVERSATION	SPEECH	READING	E. TOTAL MARK	F. PERCENTAGE	G. MODERATED MARK
KOBANE CONSTANCE	7511030210086		11	11	10	32		
KOBELA ANTHON	7710130465080		11	12	11	34		
KUMALO NIGEL	7148225842085		10	12	10	32		
KUTCANE SOPHIA	1780340		13	13	13	39		
KUTCANE NATHANIEL	7611295378084		12	13	10	35		
LEEMA COLOMAN	1780341		12	12	11	35		
LEHORO EDWIN	7512155493080		11	11	10	32		
LEHORO JULIUS	7505200625087		11	13	10	34		
LEHORO GRACE	1780342		12	13	11	36		
LEKHAKHAI MAGDALENE	1780343		11	14	11	36		
LENGAHA GLADYS	7610100591081		13	12	13	37		
LESITO JOYCE	1780344		12	13	11	36		
LETHAE JOHANNES	1780345		10	11	9	30		
LETHAE KLAAS	7410155266085		14	15	15	44		
LEISELEHA AGDELIN	7104200104087		11	12	11	34		
LEVURO MOSES	7905235383083		12	12	11	35		
LICHABE ALIDA	1780346		11	13	10	34		
LIKHETHE ISAIAH	7304305494081		12	12	10	34		
LIKHAEH GLORIA	7905250524082		14	14	11	39		
LITABE ELIZABETH	1780347		10	12	10	32		
MABATHA GLORIA	7800180317080		14	12	14	40		
MABE CATHERINE	1780348		12	12	11	35		
MABOKE FRAYCE	73072355414088		11	12	13	36		
MACHABA RICHARD	1780349		12	13	11	36		
MACHAEA SOLOMON	7511030210085		12	13	10	35		
TOTAL								
AVERAGE								

SUPERVISOR: _____

DATE: _____

EXAMINATOR: _____

DATE: _____

(34)

Question 1

25

A tale of courage

It all started on a ~~Monday~~ Wednesday ~~morning~~ afternoon about a year ago I ~~myself~~ myself pulled off such a courageous deed.

well. I should probably say it was half my fault. as well to talk my buddies into this scheme of mine to make the ~~sea~~ world bow at my feet, which was to go swim in the ~~lake~~ lake.

after letting our parents know that we were going to the movies, we were off to the lake for a day of ~~fun~~ fun and ~~relaxation~~ relaxation swimming in the sea swim, at least that is what we thought it would be, ~~too~~

with little knowledge of the lake we started jumping off the ledges, each time a higher one than before. That's when it happened, ~~long~~ long jumped off the ~~sea~~ second highest ledge and didn't come up again, and sorry to say we were all to swim to go in after him.

That's when I recalled all my courage together and went in after after him only to find him stuck on the bottom of the lake. I had to use all

my strength to pull is foot free of the ~~muddy~~ ~~as~~ muddy service of the lake while Gary was already out of air from struggling and looked ~~as~~ to be in a state of unconsciousness.

finally I got him free and pulled him to the side of the lake where the medics were already waiting for us. lucky for Peter's self I guess.

~~finally~~ finally, they managed to ~~save~~ rescue him but said ~~it~~ ~~he~~ should stay in hospital for a month long.

We all had to call our parents to come and get us and needless to say we ~~had~~ ~~to~~ parents went to the movies since.

too lucky for us ~~relatively~~ got that hurt, I know I was the courageous one but remember I was also the worry one so always tell your parents where you are going so that they could be the courageous ones.

308
WORDS = 308

C5

L6 =

C4

L4

34

25

40
27 ✓
Question 1

14. Life is made up of marble and mud.

Life, what is life? Could it be that life only consists of that bad times between raps.

No, life is much more. Life is like a clean sheet of paper that you get when you are born. It lays before you, you are the only one that can put colour on it and let it reflect your life. You could colour it with mud and dirt or you could colour it with the richness of marble.

Each day you live you paper gets colour. Every time you make a choice it is reflected.

The colour of your bad days are dull and grey. They reflect all your sorrows, anger and disappointment, all the things that was hurtful or all the wrong choices you made.

That day you could have lost your job, maybe you heard bad news that made your perfect world crumble around you. Or you simply made a error in judgement that cost you dearly.

When you look back at that day it seems like a waste, a big ugly pile of mud. There is nothing to like about it. The only thing you can think of is that tomorrow could be the same or even worse.

The thought never crossed your mind that you could be wrong. That tomorrow could be the best day of your life, that tomorrow your piece of paper could be filled by glorious colours, and that today would soon be out of your mind. The old song says: "Every cloud has a silver lining" The sun will once again shine for you with all its might.

You can always find another even better job. With your feet firmly on the ground you can stand strong and face any bad news. You can rebuild your world, with the help of your loved ones and your God.

These days are your worble days, they are filled with the goodness of life. The things that want to make your life forever are all roped up in these days.

Days filled with worble are so rich they make you forget about your muddy days.

If one day you could look back on your sheet of paper and all you see is colour. It doesn't mean your bad days, dull colour and greys disappeared. It simply means that the richness of your worble days stand out more clearly.

C 2

L 3

(40)

C 5

L 5 = 27

MARKING GRID

SG COMPOSITION	%	L1 EXCELLENT 90-100%	L2 VERY GOOD 80-89%	L3 GOOD 70-79%	L4 ABOVE AVE 60-69%	L5 AVERAGE 50-59%	L6 BELOW AVE 40-49%	L7 POOR BUT PASSES 34-39%	L8 TOO POOR TO PASS 20-33%	L9 UNINTELLIGIBLE TO WORTHLESS 0-19%
Language (L) Content (C) (50)		Command of language. Almost perfect. Extensive vocabulary. Appropriate style. Communicative ease and fluency. Complete mastery of sentence structure. Splendid, cohesive paragraphs.	Command of language approaches excellence. Very good range of vocabulary. Very good sentence structure. Lucid cohesive paragraphs.	High level of language competence. Good range of vocabulary. Sentence structure varied and good control of paragraphing.	Language errors in evidence, but do not impede understanding. Vocabulary competent. Sentence structure pleasing. Mastery of paragraphing evident.	Language errors noticeable and obtrusive. Vocabulary acceptable. Sentence structure erratic. Paragraphing adequate. Decidedly intelligible	Erratic and mediocre command of language. Vocabulary inappropriate at times. Sentence structure and paragraphing inadequate.	Clumsy expression and control of language. Vocabulary poor and inappropriate. Sentence structure and paragraphing laboured. Displaying limited cohesion.	Very poor language control. Very limited vocabulary. Sentence structure and paragraphing almost unintelligible. Virtually no cohesion.	Language: Flawed in all aspects. Almost unintelligible.
C1 = Excellent, sparkling originality. Highly creative. Maturity of expression and thought. Reveals great insight. Gifted. So relevant.	90-100% A+	47-50	45-49	42-46						
C2 = Very good. Captivating. Impressive. Sustained originality creativity and relevance.	80-89% A	45-49	42-46	40-44	37-43					
C3 = Good. Good and convincing interpretation. Clear evidence of creativity, originality and relevance.	70-79% B	42-46	40-44	37-43	35-39	32-36				
C4 = Above average. Competent. Clear. Accurate. Has managed to answer question well. Some evidence of creativity/originality. Relevant.	60-69% C		37-43	35-39	32-36	30-35	27-31			
C5 = Average. Content adequate, but unimpressive and commonplace. Pedestrian, yet relevant.	50-59% D			32-36	30-35	27-31	25-29	22-26		
C6 = Below average. Some examples of padding and repetition. Inadequate, yet coherent treatment of topic. Relevance questionable at times.	40-49% E				27-31	25-29	22-26	19-24	17-21	
C7 = Poor but passes. Muddled, but has some coherence. Almost irrelevant ideas.	34-39% F					22-26	19-24	17-21	15-17	12-16
C8 = Too poor to pass. Disconnected: lacks coherence, meaning mainly obscured/Largely irrelevant.	20-33% FF						17-21	15-17	13-16	10-14
C9 = Unintelligible to worthless. Irrelevant.	0-19% G							12-15	10-14	0-12

The shortest day of my life

That was the day that I felt heaven and earth came close together for the first time. Indeed it was the shortest ~~day~~ I ever came across because my sister was getting married.

At last! The day we had all been waiting for was here. I could not believe my eyes when I saw her she was indeed exquisite in her white wedding dress. My whole family was excited even my father. When I saw my father I could not believe what I saw, he was I strong man but I though he could take anything in his stride, but he was trying. Someone approached him; he said that they were not the tears of sorrow but they were the tears of joy.

When we arrive at the church I was afraid that some of the wet blankets might arrive; but they were not even a single one. The bridegroom was standing next to his best man looking? his watch time and again. The bride arrived Everybody gasped when they saw how beautiful she was. She slowly walked down the alter to her husband to be oh! that was so beautiful. The preacher made it clear to them that he does not wish to hear from the grapevine that they are divorced.

In the afternoon we were at the city hall. I met some of my friends and relatives whom I have not seen for years. I thought at first that it was going to be a simple wedding day but for me it turned to be a family reunion. My heart was full of joy. We were dancing; enacting jokes and singing. I approached the couple and wish them good luck.

At. It was now beginning to be dark. I was so

excited that I could not feel that I was tired. At the reception they were many bands performing. The couple had changed their clothes. They told me that they were in the party mood.

In the early hours the toast was proposed for them. They ask me to come and live with them as now my brother in law has brought a new house in the suburbs. Just when I thought the fun was over. It was I time that we had all been waiting for, my father was to deliver a speech. Wow! I never thought that my father could be like that. He was sober like a Judge. It was for the first time in a party have I saw him like that.

The event of that they make me realise that time fly when we are having fun. That was indeed the shortest day I ever came across in my life-time.

L-3

C-3

C-2

L-2

C5

15 23

Section C HG: Response to novel/ folklore/ film Essay or contextual	30	
SG: Response to novel/ folklore/ film Contextual only		20
TOTAL	120	90
GRAND TOTAL	320 converted to 400	240 converted to 300

Appendix I

6. **FORMAT FOR GAUTENG DEPARTMENT OF EDUCATION SENIOR
CERTIFICATE LANGUAGE PAPERS FOR FULL TIME
CANDIDATES FOR ADDITIONAL (SECOND) LANGUAGES:**

AFRICAN, AFRIKAANS AND ENGLISH

PAPER 1 2 hrs	HG	SG
<p>Section A: Comprehension Non-literary text/s (HG = 600 words; SG =450 words) and some form of graphic literacy could be included</p> <p>Examples of skills to be tested: Detailed comprehension, fact retrieval, listing facts or items, distinguishing between fact and opinion, vocabulary in context, textual features (e.g. bold, italics, underlining), figures of speech in context, main idea, purpose of text, writer's intention</p> <p>Possible question types: Direct reference All three levels of Inference interpretation will be tested Supposition in HG.SG papers will focus on direct reference with less attention to inference and supposition</p> <p>Evaluation, supposition, multiple choice. true and false, rewrite in your own words, questions requiring one word, phrase or sentence answer</p>	35	35
<p>Section B: Summary Skills tested: Ability to read for meaning Ability to distinguish main and supporting ideas Ability to extract and write down ideas according to instructions Ability to paraphrase (using own words)</p>		

<p>Mark allocation: Facts identified = 7 Number of words used recorded correctly = 1 Language usage = 2 There will be a penalty for exceeding the stipulated number of words.</p> <p>A point form summary is required</p> <p>Length of passage: HG = 250-270 words SG = 200-240 words</p>	10	10
<p>Section C Skills to be tested: All language items will be tested in a contextualised and communicative manner Graphics, e.g. pictures may be used</p> <p>Items which could be used: Grammatical structures, functions (e.g. apologising), use of resources (e.g. basic dictionary work)</p> <p>Possible kinds of questions: Cloze test, multiple choice, sentence transformations, editing sentences (e.g. punctuation)</p>	35	35
Total:	80	80

ORAL (AS PER CIRCULAR 29/2000)		
Listening comprehension - listening for general understanding of passage and exercising the ability to engage in meaningful dialogue	10	10
Reading aloud (unprepared) from short passages	10	10
Speaking (prepared) based on real life contexts e.g. 'Describe a proposal to make money'	20	20
Conversation Based on 3 texts for HG and 2 texts for SG, 1 of which may be non print, e.g. films, videos, plays seen, etc.	20	20
Total	60	60
CASS PORTFOLIO		
	HG	SG/LG
Section A: 2 pieces of extended creative writing selected from the following: narrative, descriptive, reflective, expository 2x15 = 30 (200-300 words each)	30	30
Section B: 2 pieces of shorter writing (one letter; one transactional) 2x10 = 20 (120-150 words each)	20	20
Section C 1 creative response to literature(e.g. short stories, folk lore, film, modern drama)	10	10
Section D		
2 controlled tests	10	10
Preparatory exam	10	10
Total	80	80
GRAND TOTAL	300	300

7. **FORMAT FOR GAUTENG DEPARTMENT OF EDUCATION SENIOR CERTIFICATE LANGUAGE PAPERS FOR PART TIME CANDIDATES FOR ADDITIONAL (SECOND) LANGUAGES:**

AFRICAN, AFRIKAANS AND ENGLISH

	HG	SG
PAPER 1 2hrs.	as for full time candidates 80	as for full time candidates 80
PAPER 2 1 ½ hrs.	as for full time candidates 80	as for full time candidates 80

23
31Question 2

2.1.

2.1.1. Margaret ✓ ✓

2.1.2. Margaret has found out that the man she loved is going to marry ~~Dikledi~~. Margaret is also feeling ill because the backbone in her neck has broken in other words she has had a nervous breakdown when she realised that the reason for her happiness is now gone. ✓ ✓

2.2.

D ✓ ✓

2.3. Maru believes that Margaret would never have been happy with Moleka, for he would have let her die of embarrassment in the end. Maru believes that he saved her from that and she should be appreciative. Margaret should also appreciate that he is going to take her away from all the pain and sorrow in the village, to their home far away and where their marriage will motivate the Masarwa to be like her. ✓ ✓

2.4. Dikledi was unhappy because she knew that Mary had somehow forced her marriage to ~~Moleka~~. She loved Moleka and didn't want him to marry her because he feels he should but because he loves her. Dikledi was afraid that Maru and Moleka would fight at her wedding, and ruin her wedding. She was sad because the friendship that once was between Maru and Moleka seem to have disappear and only have remains. The ✓ ✓

last reason she was upset was because Moleka didn't pay her the attention a new married man should.

2.5. This wedding is going to be remembered as very good and better than all the other weddings before this one.

2.6.

2.6.1. Maru says he is leaving early to go home and rest.

2.6.2. He thinks Maru is going to go ^{to} Margaret.

2.6.3. He sees Maru going into his house and then go sit before the window, which tells Moleka that he seems to be staying home.

2.7. When Maru left the wedding he made everyone think that he stayed at home, including Moleka.

But Maru was at that time already on his way to Margaret. He had put one of his spies in front of the window where Moleka can see him, so that Maru can go on with his plan. Moleka should have known that Maru doesn't give up, but he believed what he saw and was therefore tricked. Maru knew Moleka would then start to enjoy the wedding, which will give him the time to take Margaret away, before Moleka ever knew.

2.8.

2.8.1. simile

2.8.2. If the beer flows like an unending river, the guests and Moleka won't stop drinking. If Moleka is drunk he won't think of Margaret and Maru could

escape easily with Margaret. ~~X~~ ~~X~~

2.9.

2.9.1. The windscreen wiper is a little black goat and got his name because he always wagged moved its tail from side to side which look like a windscreen wiper. ✓✓

2.9.2.

- They have both lost something that day which they loved very much. ✓✓
- The goat almost lost his mind ^{because of what he saw.} and Margaret ~~felt~~ felt like she had lost her mind and was going to die. ~~X~~ ✓.

2.10. ~~Even~~ Even though the Windscreen-wiper doesn't belong to her she takes him ~~with~~ Maru and herself for she didn't want to leave him behind alone. ✓✓

32

Section D

Question 5

5.1. He wants to buy Mayo a gun because he knows how important it is for a boy Mayo's age. His father never understood this and didn't buy him a gun. ✓✓

25

31

thus air pollution is born. ✓
 - men then had metal, but
 had waste too, which
 had to be dealt with ✓
 and over the years the waste
 kept rising ~~as~~ and is polluting
 the earth in that way.

1.12. Although man ~~is~~ ~~perhaps~~
 nature and becomes more ✓
 without faith, God still loves ✓
 us and folds his arms ✓
 around us and protects ✓
 us ✓

Arnold → arms around
 men

Hopkins → breast - meaning
 mothering us with
 his bright light.

Section C

Question 4.

32 U.1 Macbeth was surrounded
 with evil. ~~He~~ Macbeth wanted
 to be ~~seen~~ in darkness so
 nobody ~~could~~ could see who he
 really ~~was~~ was when going towards
 King Duncan's room with the intent
 on killing him, he asks the
 stars to hide their light. ✓

28 ✓
 32

He then kills Duncan, killing with his innocence and sleep. Chaos begin to reign as Duncan's horses begin to eat each other \Rightarrow suggesting evil. Witches, ~~normally~~ associated with evil, appears and disappear to Macbeth leading him to evil thoughts.

4.2. After hearing about the prophecy she persuades her ~~her~~ husband to ~~eat~~ just as Eve persuaded Adam to eat the forbidden fruit. Both think that there won't be any consequences but are wrong and has to deal with it.

4.3.1 Metaphor.

4.3.2 Look like someone who loves his king and could do nothing to hurt him, but then kill him.

4.3.3. Macbeth is friends with Banquo and invites him to his party asking friendly questions, while planning to have him killed.

lady macbeth → gave the
guards outside Duncan's
room drink to look like
a great ~~hostess~~ but drugs
them ~~so~~ that macbeth
could slip past them and
kill Duncan ✓✓

U.6. Lady macbeth has to prepare
the feast ✓ for the King but
has to prepare for the ✓
killing ✓ of the King as well. ✓

U.5. realization ~~he realizes~~ that
~~he will die~~ He is ~~fixed~~ ✗

U.6. His ✓✓ thrown would be taken
from him and his life
also. ✓✓

U.7. He says that he will
never see ~~old age~~ He
would have ~~liked~~ to
grow old, with ~~honour~~, but ✓✓
obedience and lots of friends. ✓✓
But that is not to be

U.8. They obey him, but ~~not~~
out of respect but ~~not~~
out of fear. ✗

U.A "The lily, livered boy." ✓✓ ✓✓ ✓✓

U.10.1. ~~Her~~ ~~woodlark~~ ✓✓ ✓✓ ✓✓

U.10.2 They were sworn to obey
him, but instead ~~the~~ they
help the English defeat
him ✓✓ ✓✓ ✓✓

U.10.3 They know that he killed
King Duncan & and ✓✓ ✓✓ ✓✓
doing so caused chaos.

24
28
32

Section A - Poetry

Question 1

1.1.) It looks very beautiful, the ~~sea~~ looks calm and peaceful although the tide ~~is~~ full. The moon is shining brightly over the sea (The poet sees the ~~late~~ white cliffs of Dover and the lighthouse's light beams from the French coast) The moon is turning the beach into a silvery-white colour. And he could see the misty spray of the waves when it breaks against the rocks.

1.2) Apostrophe -

"Come to the window, ~~sweet~~ is the night-air!"

Caesura -

"The tide is full, the moon lies fair"

Alliteration - (of the "f" sound)

"The tide is full, the moon ~~lies~~ fair
... French coast."

1.3) "...the grating roar" (line 9)

1.4) 1. Faith,

People's faith in God. Just as the sea circles all the continents, God's presence ~~enriches~~ enriches everything

1.4.2.) The church, God and ~~Christian~~ faith.

The cliffs stands upright, it is strong and would always be there just like God.

1.5) "melancholy"



1.6) B



1.7) • God made everything so beautiful and grand and He always keeps it in that way. He doesn't let man destroy the beauty. (Just like the bible refers to it)

- The fact that God (The Holy Ghost) protect and care for His children, in the same way and even better than a hen cares for her chicks.

1.8) - It is divided in a ^{above} quatrain (the first 8 lines) and a sestet (the next 6 lines). It consists of 14 lines altogether.

- In the ~~poem~~ first eight lines the poet gives us a theme and more things to know about this theme. In the next six lines, this theme are discussed and the poet come to a new conclusion.

1.9) • "The world is changed with the grandeur of God"

- "It will flame out, like shining from shook foil"
- "It gathers to a greatness, like the ooze of oil"

1.10) It gives an image of an army on the march, destroying ~~everything~~ they march on/over with their boots.

1.11) • by putting up factories ~~etc~~, the smoke and chemicals pollutes the air.

• by dumping all their ~~rubbish~~, including human off-all in empty places.

• By dumping rubbish in the rivers they polluted the water/~~the~~ sea.

• By living too close together in cities ~~etc~~. there isn't enough space for all the rubbish as their would be as people lived ~~far~~ from each other in villages in the countryside.

1.12) Both the poet suggest that God loves man and ~~would~~ protect him in every possible way. But Matthew Arnold says that it is man's choice to reject his faith in God. Then when one lost his faith God would reject him. Then he must survive on love.

But, Gerard Manley Hopkins says that God would always protect man and be there for man.

~~28~~

30

030
37

Section A

Question 1

1.1) It is high tide and the sea is peaceful. The air is fresh and sweet. The light of the moon is reflected on the beach. In the last rays of light he can see the cliffs of Dover. Everything is calm and peaceful.

1.2) Personification - "The sea is calm"
Onomatopoeia - "Begin and cease, and then again begin."

Simile - "Lay like the folds of a bright girdle furled."

1.3) "the grating roar."

1.4.1) Man's faith in God.

1.4.2) A symbol of the rock on which God's church is buildt and it can be a symbol of England.

1.5) melancholy

1.6) B

1.7) The great beauties and power of God, as seen on earth. The way in which God's spirit still protects and care for man, even though man exploits the beauties of God.

1.8) It consists of 1 octave and 1 sestet.

The rhyme scheme is abba abba edc edc.

The last two lines does not rhyme with each other.

1.9) The world is charged with the grandeur of God.

It flames out like shining from shock foil.

It gathers to a greatness, like the ooze of oil.

1.10) It emphasizes the exploitation of the earth by man. Every generation do more harm than the one before him. It never ends.

1.11) Air pollution by factories and cars.

Erosion because of over-grazing.

In cities a lot of waste are disposed to nature.

Untreated sewerage.

1.12) God loves man very dearly. Although man is losing faith and exploits the earth, God still cares for and protects man. He enfolds man in his love like a mother and like the sea covers all the shores on all continents.

Question 33.1.1

believe ✓ ✓

3.1.2

too ✓ ✓

3.1.3

wonderful ✓ ✓

3.1.4

there ✓ ✓

3.1.5

an ✓ ✓

3.1.6

originated ✓ ✓

3.1.8 3.1.7

heard ✓ ✓

3.1.8

may ✓ ✓

19 ✓

extensive ✓ ✓ 3.1.9

under ✓ ✓ 3.1.10

than to ✓ ✓ 3.1.11

patient's ✓ ✓ 3.1.12

can't you ✓ ✓ 3.1.13

course ✓ ✓ 3.1.14

if ✓ ✓ 3.1.15

✓ ✓ ✓ ✓ 3.2
* Did you know on which channel to find the programme?

3.3Hours of fun are ~~prep~~

Hours of fun are provided by watching television

3.4

William said that she should ask her mother to get her a satellite dish that day.

3.5

"Do you know where I could find more programmes like this?" asked Susan, who couldn't stop laughing.

3.6.1

increased

3.6.2

second

3.6.3

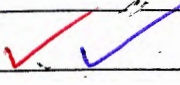
amount

3.6.4

least




36.5

double



~~19~~ 27

HANDOUT 1

- 
- 
- 
5. Learners' writing is varied, interesting and can be of some length. It conveys meaning clearly in a range of forms for different readers, using a more formal style where appropriate. Vocabulary choices are imaginative and words are used precisely. Simple and complex sentences are organised into coherent paragraphs. Words with complex regular patterns are usually spelt correctly. A range of punctuation, including commas, apostrophes and inverted commas, is usually used accurately. Handwriting is joined, clear, fluent and, where appropriate, is adapted to a range of tasks.
 4. Learners' writing in a range of forms is lively and thoughtful. Ideas are often sustained and developed in interesting ways and organised appropriately for the purpose and the reader. There is evidence of paragraphing being used as an organisational tool, with each paragraph containing a clear main idea stated in a topic sentence and supporting sentences. Vocabulary choices are often adventurous and words are used for effect. Learners are beginning to use grammatically complex sentences, extending meaning. Spelling, including that of polysyllabic words that conform to regular patterns, is generally accurate. Common punctuation marks, such as full stops, capital letter and question marks, are used correctly. Handwriting style is fluent, joined and legible.
 3. Learners' writing is often organised, imaginative and clear. The main features of different forms of writing are used appropriately, beginning to be adapted to different readers. Sequences of sentences extend ideas logically. Words are chosen for variety and interest. The basic grammatical structures of sentences is usually correct with a variety of cohesive devices, such as conjunctions, being evident. Spelling is usually accurate, including that of common polysyllabic words. Punctuation to mark sentences – full stops, capital letters and question marks – is used accurately. Handwriting is joined and legible.
 2. Learners' writing communicates meaning in both narrative and non-narrative forms using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.
 1. Learners' writing communicates meaning through simple words and phrases, on personal and familiar topics. In their writing, learners begin to show awareness of how full stops are used. Letters are usually clearly shaped and correctly orientated.

(A)

Creative WritingThe visit to the circus

It was on the sixteenth of December 1997 when my parents decided to go to the circus. It was my little sister's birthday. We went to the circus with my father's car and it was fun on the way to the circus. When we arrived at the circus my father bought four tickets for each of us. Adults tickets were R50,00 and children's tickets were R35,00 and I was very happy to see the ticket and I ~~could~~ couldn't wait to go in the big tent.

We were the seventh ones to go in. The first thing that I saw in the circus tent was the lions which I was very excited to see. My little sister was very scared, she screamed because she saw the monkey. The show started. The clowns made the audience laugh with their jokes, the acrobat walked on a very high thin rope, the lion tamer marched next to the lions and many more.

The show was over and we went home. The best day of my life, the visit to the circus.

Creative Writing

A visit to the circus

When I went to the circus. There
circus ~~there if you go~~ of people and
Mr Mac is the owner of the circus.
It was featuring a Bear, Max, clown and
the acrobat. The clown did funny
jokes and we had nice music
and the people laugh when the clown
was funny the arena danced. the
people will scream and scream and some
people would clap their hands. like
you are still watching. Magicians
are still making show that are
good tricks. Some clown are
magician. I hate magician because
they can be dangerous. When the horse
was