education

Department:
Education
REPUBLIC OF SOUTH AFRICA

GUIDELINES FOR THE SETTING OF GRADE 12 EXAMINATIONS IN LANGUAGES

HOME LANGUAGE

FIRST ADDITIONAL LANGUAGE

SECOND ADDITIONAL LANGUAGE

PAPER 1

This guideline consists of 8 pages.

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1.   INTRODUCTION:

These guidelines should be read in conjunction with the following policy documents (available at schools, district offices and on the website – www.education.gov.za/www.thutong.org.za):

- *National Protocol on Assessment*
- *National Curriculum Statement*
- *Subject Assessment Guidelines (January 2008).*

2.   PURPOSE:

The purpose of these guidelines is to standardize the setting of examinations in all eleven official languages in respect of:

- Number of sections
- Length and type of texts
- Types and levels of questions
- Allocation of marks
- Marking memoranda/assessment rubrics.

3.   FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPERS

3.1   *Cover Page:*

The cover page must contain the following information:
- Subject, level and paper
- Time
- Marks
- Number of pages.

3.2   *Instructions and Information Page:*

- This question paper consists of THREE SECTIONS:
  - SECTION A: Comprehension   (30 marks)
  - SECTION B: Summary   (10 marks)
  - SECTION C: Language   (HL: 30 marks)
  - (FAL: 40 marks)
  - (SAL: 60 marks)
  - SECTION D: Literature (SAL only)   (20 marks)
- Read ALL instructions carefully.
- Answer ALL the questions**.**
- Start each section on a new page.
- Rule off after each section.
- Number each answer exactly as the question is numbered.
- Leave a line after each answer.
- Write neatly and legibly.
- Pay special attention to spelling and sentence construction.

3.3   *Section A: Comprehension*

3.3.1   Setting the comprehension question:
- *Types of texts to use to test comprehension:* a range of texts can be used, including visual and/or graphic material.

- *Number of texts:* should not exceed **three.**

- *Length of texts:*

  Home Language:
  Disjunctive orthography: 700-800 words
  Conjunctive orthography: 500-560 words

  First Additional Language:
  Disjunctive orthography: 600-700 words
  Conjunctive orthography: 450-500 words

  Second Additional Language:
  Disjunctive orthography: 400-500 words
  Conjunctive orthography: 170-230 words

- *Cognitive levels and types of questions:* Various types of questions will be set in such a way that **all** the cognitive levels are catered for in the proportions indicated:

Levels 1 and 2:	40% of total marks
Level 3:	40% of total marks
Levels 4 and 5:	20% of total marks

- *Points to consider:*
  - Questions should follow the sequence of the text.
  - If possible, lower order questions should precede middle and higher order ones.
  - Characters in visual texts should be clearly identified.
  - Pictures/frames in a cartoon should be clearly numbered.

3.3.2   Marking memorandum/marking the comprehension :
- For HL and FAL candidates, incorrect spelling in one-word answers should be marked wrong.
  For SAL candidates, incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.

- Incorrect spelling and language errors in longer responses should not be penalised because the focus is on understanding.

- For **open-ended questions**, no marks should be awarded for YES/NO/ or I AGREE/I DISAGREE. The reason/ substantiation/motivation is what should be considered.

- For TRUE/FALSE or FACT/OPINION questions, the mark should be split, i.e. award 1 mark for TRUE/FALSE or FACT/OPINION <u>and</u> a mark for the reason/substantiation/ motivation/quotation.

- For questions which require quotations from the text, **do not** penalise candidates for omitting the quotation marks.

- When one-word answers are required and the candidate gives a whole sentence, mark correct **provided that** the correct word is underlined/highlighted.

- When two/three facts/points are required and a range is given, mark **only** the first two/three.

- If a candidate uses words from another language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.

- Accept dialectal variations.

- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND the answer written out in full.

3.4   *Section B: Summary*

3.4.1 Setting the question:
- ***Length of texts:***
  - *Disjunctive languages*:
    HL: 350 words to be summarised in 80-90 words.
    FAL: 250 words to be summarised in 60-70 words.
    SAL: approximately 200 words to be summarised in 50-60 words.
  - *Conjunctive languages*:
    HL: 270 words to be summarised in 60-70 words.
    FAL: 220 words to be summarised in 50-60 words.
    SAL: approximately 170 words to be summarised in 40-50 words.

- ***Heading/title****:* candidates should not be required to provide a heading/title.

- Candidates should be required to provide a summary in their **own sentences.**

- The passage **should not** come from the comprehension text.

- Candidates may be required to summarise in **point OR paragraph form.**

3.4.2 Marking memorandum/marking the summary:

- Candidates must present the summary in the required format. Summaries presented in the incorrect format **will not be assessed.**

- Award marks only for those points that are presented in **full sentences.**

- Planning/drafts must be clearly indicated. If not, mark the first summary presented.

- Candidates **must** indicate the word count **correctly**.

- *For HL and FAL, award marks as follows:*
  - 7 marks for 7 points
  - 3 marks for language
  - Penalties:
    - For summaries that are **too long**, read only up to **5 words** beyond the required length and **ignore the rest of the answer**.
    - Summaries that are short but contain all the required main points **should not** be penalised.
    - Language errors (grammar, spelling, punctuation): deduct from the 3 marks for language as follows:
      - 0-4 errors – no penalty
      - 5-10 errors – subtract 1 mark
      - 11-15 errors – subtract 2 marks
      - 16 errors or more – subtract 3 marks.
    - For direct quotations of **whole sentences,** penalise as follows from the total mark awarded for the points and language usage:
      - 1-3 whole sentences quoted: no penalty
      - 4-5 whole sentences quoted: deduct 1 mark
      - 6-7 whole sentences quoted: deduct 2 marks
    - Subtract 1 mark from the total marks awarded for the points and language usage for not indicating the word count, or for an incorrect word count.

  NOTE: Abbreviations should not be used but should they appear in the summary, they must be counted as the number of words that they represent.

EXAMPLE:

Language	Sentence/Phrase			No. of words
ENGLISH	*I*	*walk*		2
AFRIKAANS	*Ek*	*loop*		2
SEPEDI	*Ke*	*a*	*sepela*	3
SESOTHO/SETSWANA	*Ke*	*a*	*tsamaya*	3
TSHIVENDA	*Ndi*	*a*	*tshimbila*	3
XITSONGA	*Mina*	*ndza*	*famba*	3
ISIZULU/SISWATI	*Ngiyahamba*			1
ISIXHOSA	*Ndiyahamba*			1
ISINDEBELE	*Ngiyakhamba*			1

- *For SAL, award marks as follows:*
    - 7 marks for 7 points
    - 2 marks for language
    - 1 mark for indicating word count correctly.
    - Penalties:
        - Language errors (grammar, spelling, punctuation): deduct from `the 2 marks for language as follows:
            0-5 errors – no penalty
            6-10 errors – subtract 1 mark
            11 or more errors – subtract 2 marks.
        - For direct quotations of **whole sentences,** penalise as follows from the total mark awarded for the points and language usage:
            1-3 whole sentences quoted: no penalty
            4-5 whole sentences quoted: deduct 1 mark
            6-7 whole sentences quoted: deduct 2 marks.

3.5   SECTION C: LANGUAGE

3.5.1 Setting the questions:
- A variety of texts (advertisements, cartoons, prose texts) should be used to test language structures.

- For HL and FAL, **no more than 5** different texts should be used.

- Questions should follow the sequence of the text.

- If possible, lower order questions should precede middle and higher order ones.

- Characters in visual texts should be clearly identified.
-

- Pictures/frames in a cartoon should be clearly numbered.

- The four components as outlined in the SAG must be addressed. Refer to the SAG: page 13 for HL, page 21 for FAL and page 30 for SAL. Critical language awareness includes questions on editing, denotation, connotation, bias and stereotyping, persuasive and manipulative language, dictionary skills, etc.

3.5.2   Marking memorandum/marking this section:
- *Spelling:*
  - One-word answers must be marked wrong if the spelling is incorrect.
  - In full sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
  - Where an abbreviation is tested, the answer should be correctly punctuated.

- Sentence structures must be grammatically correct and given in full sentences/as per instruction.

- Where direct and indirect speech and punctuation are tested, ½ marks may be awarded.

- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND the answer written out in full as **correct**.

3.6   SECTION D: LITERATURE (SAL only)

- Refer to Circular S8 of 2007 for lists of texts to be studied.
- The length of the paper will be 2 ½ hours.
- TWO contextual questions on TWO extracts from TWO different short stories will be set. Candidates will be required to answer any ONE question.
  NOTE: Extracts will be included in the question paper.