



ENGLISH HOME LANGUAGE GRADE 10 2026

ANNUAL TEACHING PLAN AND PROGRAMME OF ASSESSMENT GAUTENG DEPARTMENT OF EDUCATION

SUBJECT AND GRADE-SPECIFIC INFORMATION

1. Notional Time is $4\frac{1}{2}$ hours per week. ONE CYCLE = 2 weeks of 9 hours.

2. 9 hours are expected to be split as follows: Listening and Speaking = 1 hour

Reading and Viewing = 4 hours

Writing and Presenting = 4 hours

Language integrated across all aspects

HOWEVER, I AM MAKING THE FOLLOWING CHANGES:

Writing and Presenting = 3 hours

Language = 1 hour AND integrated across all aspects

3. On page 2 of this ATP, please highlight/circle/underline the title of the DRAMA being taught and insert the titles of all 8 poems and poets.

4. SEEN POETRY - THERE ARE 8 FOR THE YEAR: -3 in Term 1, 3 in Term 2 and 2 in Term 3. Choose 8 poems from the 10 previously prescribed poems.

5. UNSEEN POETRY - 2 in Term 1 and 1 each in Terms 2,3 and 4.

6. The NOVEL is not studied in 2025. However, it must still be used for enrichment. One suggestion is to use the prescribed texts (*The Mark and Mother to Mother*) for Unprepared Reading Aloud.

7. LENGTHS OF ORIGINAL TEXTS TO BE USED: Comprehension = 500-600 words

Summary = 280 words

8. LENGTHS OF TEXTS TO BE PRODUCED BY LEARNERS:

Summary = 80 words

Writing: Essay = 300-350 words

Transactional Text = 180-200 words (CONTENT only)

Literature: Poetry Essay = 150-200 words

Literary Essay = 300-350 words

9. DRAMA: -*Romeo & Juliet* by William Shakespeare OR
The Lighthouse Keeper's Wife by Charles Fourie

10. POETRY: - *Shuters HL Poetry Anthology (Schools)* – Poetry resources on Google Drive

No	TITLE	POET	DATE COMPLETED
1	<i>The Right Word</i>	Imtiaz Dharker	
2	<i>Soccer, Karoo Style</i>	Clive Lawrence	
3	<i>Stopping by Woods on a Snowy Evening</i>	Robert Frost	
4	<i>Caged Bird</i>	Maya Angelou	
5	<i>Reapers in a mieliefield</i>	Mbuyiseni Oswald Mtshali	
6	<i>a young man's thoughts before june the 16th</i>	Fhazel Johennesse	
7	<i>He wishes for the cloths of heaven</i>	W.B. Yeats	
8	<i>Hope is the thing with feathers</i>	Emily Dickinson	

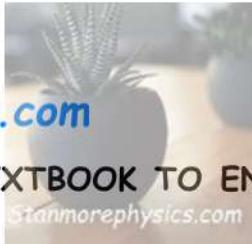
11. ORALS: Learners should complete ONE Listening for Comprehension (Task 1), One Unprepared Speech (Task 3), and EITHER TWO prepared speeches OR ONE prepared speech and ONE unprepared reading aloud (Tasks 6 & 9).

12. Final Examinations: For more guidance on Papers 1, 2 and 3 for the end-year examination, refer to DBE Exam Guidelines 2021 and this ATP.

13. NOTE WELL: IF THE DRAMA IS SHORT AND IS COMPLETED BY END OF TERM 1 OR INTO TERM 2, PLEASE USE THE TIME PROFITABLY TO INCREASE WORK ON PAPER 1 AND PAPER 3 & to reinforce P2.

14. DBE RESOURCES OTHER THAN THE TEXTBOOK TO ENHANCE LEARNING

- ✓ DBE STUDY GUIDE: WRITING
- ✓ STUDY GUIDE: CRITICAL LANGUAGE AWARENESS
- ✓ CREATIVE WRITING SELF-STUDY GUIDE
- ✓ INTEGRATED APPROACHES STUDY GUIDE 1 AND 2
- ✓ SECOND CHANCE STUDY GUIDE: WRITING
- ✓ SECOND CHANCE STUDY GUIDE: CRITICAL LANGUAGE AWARENESS
- ✓ RELAB GRADE 10
- ✓ VOICE MESSAGES
- ✓ ORAL ROADSHOW DOCUMENT 2025



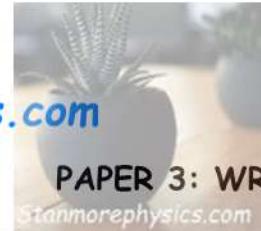
PAPER 1: LANGUAGE IN CONTEXT

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TIME 2 hours	SECTION A: COMPREHENSION QUESTION 1 Reading for Meaning and Understanding 30 MARKS	<ul style="list-style-type: none"> Select TWO texts - ONE <u>prose</u> and ONE <u>visual</u>. The visual text MUST BE RELATED to the prose text. READING LENGTH: TEXT A: 500 - 600 words TEXT B: (Visual/Graphic) Do not count the number of words. Can be of any genre. MARKS: minimum of 6 and a maximum of 10 marks. Focus of questions must be on the visual information. <p>TEST COMPREHENSION IN CONTEXT.</p> <p>NOTE:</p> <ul style="list-style-type: none"> There will be comparative questions based on the TWO texts (maximum 4 marks). A maximum of TWO open-ended questions. Only ONE multiple-choice question. <p>*BARRETT'S TAXONOMY - 40% lower order; 40% middle order and 20% higher order questions.</p> <p>*POINTS TO CONSIDER IN SELECTING TEXTS - Refer to Examination Guideline 2021, Page 6.</p>						
MARKS 70	SECTION B SUMMARY QUESTION 2 Summarising in your own words 10 MARKS	<ul style="list-style-type: none"> Summarise in paragraph form only. LENGTH OF TEXT - 280 words LENGTH OF TEXT PRODUCED - should not exceed 90 words. Summary text must not come from comprehension passage. Refer to Examination Guideline 2021, Pages 7 & 8 for further reference to marking the summary and layout of response in the MG. 						
Refer to the 2021 DBE Examination Guidelines, Pages 9 & 10 for finer details	SECTION C LANGUAGE STRUCTURES AND CONVENTIONS QUESTIONS 3-5: 30 MARKS <ul style="list-style-type: none"> TWO open ended/critical analysis questions in Section C - advert & cartoon e.g. In your view/Comment critically/Critically evaluate/Justify A maximum of 2 MCQs. 	<table border="1"> <tr> <td>QUESTION 3 ANALYSING ADVERTISING</td> <td>QUESTION 4 UNDERSTANDING OTHER ASPECTS OF THE MEDIA</td> <td>QUESTION 5 PROSE/ USING LANGUAGE CORRECTLY</td> </tr> <tr> <td> <ul style="list-style-type: none"> 1 or 2 advertisement(s) - combination of visual & written/verbal. 10 marks 8 marks on persuasive techniques 2 marks on vocab development & language use OR sentence structure & organisation of texts. </td> <td> <ul style="list-style-type: none"> 1 or 2 cartoon(s); single and/or multiple frames. 10 marks 8 marks on persuasive techniques 2 marks on vocab development & language use OR sentence structure & organisation of texts. </td> <td> <ul style="list-style-type: none"> Prose text Length of text - 150-200 words 10 Marks 5 marks on vocab development & language use. 5 marks on sentence structure & organisation of texts </td> </tr> </table>	QUESTION 3 ANALYSING ADVERTISING	QUESTION 4 UNDERSTANDING OTHER ASPECTS OF THE MEDIA	QUESTION 5 PROSE/ USING LANGUAGE CORRECTLY	<ul style="list-style-type: none"> 1 or 2 advertisement(s) - combination of visual & written/verbal. 10 marks 8 marks on persuasive techniques 2 marks on vocab development & language use OR sentence structure & organisation of texts. 	<ul style="list-style-type: none"> 1 or 2 cartoon(s); single and/or multiple frames. 10 marks 8 marks on persuasive techniques 2 marks on vocab development & language use OR sentence structure & organisation of texts. 	<ul style="list-style-type: none"> Prose text Length of text - 150-200 words 10 Marks 5 marks on vocab development & language use. 5 marks on sentence structure & organisation of texts
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PAPER 2: LITERATURE GUIDELINES FOR FORMAT AND LENGTH OF TEXTS

TIME $2\frac{1}{2}$ hours	SECTION A: POETRY	QUESTIONS 1-4 Seen Poetry	QUESTION 5 Unseen Poetry
MARKS 80		<ul style="list-style-type: none"> Set on 4 poems as follows: Q1 - Essay Question Qs2-4 - Contextual Questions Learners answer any TWO questions. 10 marks each LENGTH OF POETRY ESSAY: 150-200 words 	<ul style="list-style-type: none"> This is a COMPULSORY question. Set on ONE poem. Only contextual questions. 10 marks
TOTAL SECTION A: 30			
	SECTION B DRAMA	QUESTION 6 ESSAY QUESTION	QUESTION 7 CONTEXTUAL QUESTION
THERE IS <u>NO CHOICE</u> BETWEEN THE ESSAY AND THE CONTEXTUAL QUESTION ON THE DRAMA STUDIED. BOTH QUESTIONS <u>MUST</u> BE ANSWERED. BOTH QUESTIONS ARE <u>COMPULSORY</u>			
		<ul style="list-style-type: none"> 25 marks LENGTH OF LITERATURE ESSAY: 300-350 words 	<ul style="list-style-type: none"> 25 marks Number of extracts: 1 or 2 LENGTH OF EXTRACTS: 1 extract: 250-300 words 2 extracts: 150 words each
TOTAL SECTION B: 50			



PAPER 3: WRITING

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TIME 3 hours	SECTION A: ESSAY 50 MARKS	<ul style="list-style-type: none"> • LENGTH OF ESSAY - 300-350 words • NUMBER OF TOPICS - 8 - EIGHT • A minimum of 2 and a maximum of 3 should be visual stimuli. • Candidates are required to respond to ONE essay question. • TYPES OF ESSAYS - Narrative; Descriptive; Reflective; Discursive; Argumentative • Topics should be concise and, in a language, accessible to Grade 10 HL candidates. <p style="text-align: center;">TOTAL SECTION A: 50</p>
MARKS 100	SECTION B TRANSACTIONAL TEXTS 2 X 25 = 50 MARKS	<ul style="list-style-type: none"> • LENGTH OF TRANSACTIONAL TEXTS - 180-200 words (content only). • NUMBER OF TOPICS - 6 - SIX topics must be set from the categories indicated below. • Candidates are required to answer TWO questions from this section. • Visuals may be used only as supportive material. • THE TYPE OF TEXT REQUIRED MUST BE CLEARLY INDICATED AS A HEADING. • Topics should be concise and, in a language accessible to Grade 12 HL candidates • Category A: set a minimum of ONE and a maximum of TWO questions. • Category B: set a minimum of ONE and a maximum of THREE questions • Category C: set a minimum of ONE and a maximum of THREE questions. <p>CATEGORIES:</p> <p>Category A: Friendly or informal letter (sympathy/congratulations/thanks) formal or business letter (request/application/complaints) formal/informal letter to the press; Curriculum vitae and a covering letter (asked as a combination); e-mail</p> <p>Category B: Formal report/informal report/review/newspaper article/magazine article/agenda and minutes of a meeting (asked as a combination)</p> <p>Category C: Formal speech/informal speech/dialogue/written interview/obituary</p> <p style="text-align: center;">TOTAL SECTION B: 2 X 25 = 50</p>

NOTE WELL: Use these shortened versions of the examination paper formats in conjunction with the DBE Examination Guidelines: Official Home Languages; Grade 12 2021

SETTING A LITERATURE TEXT: REQUIREMENTS: HL

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Some pointers:

- Extracts must be meaty, including plot, characters themes, dialogue, stage directions, poetic devices
- Selecting only a descriptive/narrative extract will not yield good questions.
- Insert line numbers on the right-hand side of the extract/poem in intervals of 5 lines.
- Label your texts for the novel and drama contextual questions beginning with Extract A
- For the Poetry, insert the title and the poet. If it is an extract of a poem, indicate that too.
- Insert all poems and extracts within a text box.

BARRETT'S TAXONOMY: Refer to Section 4 of the CAPS.

40	40	20
Lower Order (LO)	Middle Order (MO)	Higher Order (HO)
Levels 1 & 2	Level 3	Levels 4 & 5
Literal & Comprehension	Inferential	Appreciative & Evaluative

QUESTIONS:

- Limit the 'who, what, why, where and when' questions. The 'how' questions are generally demanding.
- Avoid snap questions in exams/tests i.e., those that you ask in class to establish a sense of learners' understanding/knowledge.
- In choice questions, keep the questioning style similar in order to ensure that there is parity in all questions and no learner/candidate is disadvantaged.
- Stem of the question - avoid giving too much information i.e., answer must not be in the question or clues must not be given to learners in the stem of the question.
- Avoid ambiguity and confusion in the questions.
- Questions must be clear and precise/concise.
- Complete the responses to the questions, i.e., develop your memo together with the question paper for 2 reasons: to ascertain the value of the mark per question and to see if the question is correct. If you cannot answer the question, the learner/candidate won't be able to either.
- Avoid repetition of the same concept, especially in poetry e.g., not too many diction questions in one main question.
- Make sure there is sequencing in questions AND scaffold questions from easy to difficult
- Questions must begin with the lower marks first and progress to higher marks.



Weeks, Dates and % Completion	Listening and Speaking 30 minutes	Reading and viewing 2 hours Quality Informal assessments	Writing and presenting 1 1/2 hours are emphasised in 2026.	Language 30 minutes AND Integrated across all aspects
Week 1 14/01 to 16/01 3 days 0.62% Minimum number of informal activities: 01	GENERAL: <ul style="list-style-type: none"> Distribution of books. Give each learner a copy of the Formal Programme of Assessment and conduct a thorough mediation. Ensure that learners understand what comprises the Curriculum SBA and Oral Assessments Ensure that they understand that there will be 3 full papers written in the Final Exams and not the shortened versions written in 2022. DISSEMINATION OF ORAL INFORMATION <ul style="list-style-type: none"> Oral Assessment – Mediate number, types and choices. Indicate when the assessments will take place e.g., Tasks 1 & 3 in Term 1; Tasks 7 in Term 2 and Task 9 in Term 3. If you have specific dates, please provide to learners. Discuss the importance of the ORAL & SBA mark in the total of the English HL mark. 	Baseline test Peer Assessment of baseline test Discussion of Baseline test Use the baseline test emailed to you. <ul style="list-style-type: none"> Literature Study: Inform learners of the 8 poems to be studied. Inform learners of the ONE genre, the DRAMA to be studied. <p>Literature: DRAMA Romeo & Juliet OR The Lighthouse Keeper's Wife</p> <ul style="list-style-type: none"> Key features of a drama text. Specific vocabulary associated with the teaching of drama Introduction to the drama; background and setting. Key features of Literary Texts See 3.2 (CAPS) Page 26	<ul style="list-style-type: none"> ✓ Discuss the features of the Narrative essay (CAPS PG 33) ✓ Teach the process of essay writing. ✓ The above must be a recollection of work done in 2025 in Grade 9. ✓ This is an introductory lesson – also a baseline assessment of what Grade 10 learners can recall of their Grade 9 work. <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting CAPS: Pages 30-31</p> <p>Language structures and conventions:</p> <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling CAPS: Pages 31-33	Baseline test <ul style="list-style-type: none"> This is to assess Grade 10 learners' recollection of what was done in Grade 9. Use the baseline test developed by SEs and emailed to you. Learners to answer the questions, Peer assessment Discussion of Baseline test. Capturing scores and submission to SES. <p>NB: there must be evidence of all baseline testing done this week.</p>
Date Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Weeks 2-3 19/01 to 30/01 10 days</p> <p>6.83%</p> <p>Minimum number of informal activities: 11</p>	<p>DISSEMINATION OF ORAL INFORMATION continued:</p> <ul style="list-style-type: none"> Discuss the importance of the ORAL mark in the total of the English HL mark. Discuss the weightings of the oral components. Explain to candidates the difference the weightings make – raw mark vs weighted mark. <p>WEEKS 2 & 3</p> <p>PREPARATION FOR TASK 1: LISTENING FOR COMPREHENSION:</p> <p>(Informative, evaluative, appreciative and interactive)</p> <p>Listening strategies: Refer to CAPS Pages 14-17</p> <p>Length of texts to be used for listening comprehension: a 300 words text Refer to CAPS page 21</p>	<ul style="list-style-type: none"> Comprehension: *Key features of texts and parts of a book, including literary genre/s See 3.2 (CAPS) Pages 22-23 & 25 *Skills of answering comprehension Use the 2024 Grade 10 November Paper 1. Literature: DRAMA <i>Romeo & Juliet OR The Lighthouse Keeper's Wife</i> Act, Scene, Page Weeks 2-3 20/01 to 31/01 10 days - Seen Poetry: 1. See 3.2 (CAPS) Pages 25-26 	<ul style="list-style-type: none"> WRITTEN WORK – provide learners with ESSAY topics from Grade 10, 2024 Nov P3 OR a few narrative essay topics. Learners may write the essay in its entirety or educator may focus on introductions – learners can select up to 3 topics and write an introduction on each. <p>WRITING OF EMAILS</p> <p>HL CAPS policy document is silent on this genre. Refer to the information extracted from the FAL CAPS: Page 40 and as included on Page 15 of this ATP as well as the 2019 & 2020 P3 Resource Packs.</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p>Language structures and conventions:</p> <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling <p>See 3.2 (CAPS) Pages 31-33</p>	<p>Section C:</p> <ul style="list-style-type: none"> Use the 2025 Grade 10, November Paper 1. It will also assist the educator to ascertain baseline knowledge of adverts, cartoons and textual editing. <p>NB: there must be evidence of all informal assessment in learners' books. This includes Papers 1 and 3 aspects.</p> <p>NB: This applies to the work done throughout the year as outlined in this ATP. Practice makes perfect.</p>
Date Completed:				



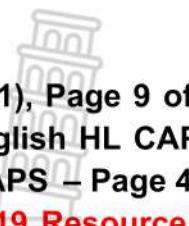
Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 4-5 02/02 to 13/02 10 days 13.04% Minimum number of informal activities: 21	WEEK 4: FORMAL ASSESSMENT: TASK 1 LISTENING FOR COMPREHENSION Length of texts to be used for listening comprehension: a 300 words text Refer to CAPS page 21 CHOICE OF TEXT – select a text that consists of dialogue and narrative. This is so that the reader can have the opportunity to vary pace, pitch, tone, volume and the listeners can pick up the various nuances. Refer also to guidelines given in 2024 during the Oral Roadshow TYPES OF QUESTIONS: <ul style="list-style-type: none"> Use Barrett's taxonomy when setting. Ensure ratio of 40:40:20 Avoid more than two 1-mark questions. Avoid asking questions that begin with what, where, who, when. Questions must vary in the questioning techniques. WEEK 5: PREPARATION FOR TASK 3: UNPREPARED SPEECH: <ul style="list-style-type: none"> Use tone, voice projection, pace, eye contact, posture and gestures. Use appropriate and effective vocabulary and language structures. Use effective introduction and conclusion. CAPS: Page 18 PRESENTATION LENGTH: 2 minutes per learner CAPS: Page 21 – reference for time	 Reading for comprehension: Strategies using written texts See 3.2 (CAPS) Pages 22-23 Skills of answering Comprehension Literature: DRAMA <i>Romeo & Juliet OR The Lighthouse Keeper's Wife</i> Act, Scene, Page - <hr/> <hr/> Seen Poetry: 2. <hr/> <hr/> See 3.2 (CAPS) Pages 25-26	Transactional texts: WEEK 4: Friendly letters (Sympathy, thanks, and congratulations amongst other types) Features of chosen text CAPS: Page 35 WEEK 5: Formal business letters (application, request and complaint among others.) Features of chosen text CAPS: Pages 34-35 Focus on: Process writing: Planning, drafting, revising, editing, proof-reading and presenting Language structures and conventions: <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling See 3.2 (CAPS) Pages 31-33	Language: Previous year's final examination (Grade 9) paper – all poorly answered questions. Indicate aspects being done (bulleted format) e.g. <ul style="list-style-type: none"> Parts of words – prefix, suffix, roots, dictionary work Spelling Punctuation Vocab Building Punctuation Parts of Speech SELECT FIVE OR MORE ASPECTS AND REMEDIATE/REVISE/RE-TEACH. <ul style="list-style-type: none"> Remember that only ONE genre, the DRAMA, aside of poetry is being taught in Grade 10. Therefore, much time MUST be given to Papers 1 and 3 aspects.
Date Completed:				



Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmore 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 6-7 16/02 to 27/02 10 days 19.25% Minimum number of informal activities: 31	WEEK 6: FORMAL ASSESSMENT: TASK 3 BEGINS Unprepared speech: <ul style="list-style-type: none"> • Use tone, voice projection, pace, eye contact, posture and gestures. • Use appropriate and effective vocabulary and language structures. • Use effective introduction and conclusion. CAPS: Page 18 PRESENTATION LENGTH: 2 minutes per learner CAPS: Page 21 – reference for time	<ul style="list-style-type: none"> • Reading for comprehension: Interpretation of Visual Texts i.e. TEXT B in Paper 1 <p>NB: SELECT A TEXT THAT ALIGNS WITH THE CONTENT OF THE TEXT DONE IN WEEKS 4-5</p> <p>CAPS: Page 23</p> <ul style="list-style-type: none"> • Literature: DRAMA Romeo & Juliet OR The Lighthouse Keeper's Wife <ul style="list-style-type: none"> • Act, Scene, Page - _____ _____ <p>Seen Poetry: 3. _____ _____</p> <p>See 3.2 (CAPS) Pages 25-26</p>	Transactional texts: WEEK 6: CV & Covering letter Features of chosen text CAPS: Pages 34-35 WEEK 7: Newspaper article Newspaper article Features of chosen text CAPS: page 38 Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31 Language structures and conventions: <ul style="list-style-type: none"> • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling See 3.2 (CAPS) Pages 31-33	Revision/Remediation & Reinforcement: Parts of Speech <ul style="list-style-type: none"> • Nouns • Verbs • Adverbs • Adjectives • Conjunctions • Prepositions Punctuation: <ul style="list-style-type: none"> • Function • Usage
Date Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Weeks 8-9 02/03 to 13/03 10 days</p> <p>25.47%</p> <p>Minimum number of informal activities: 41</p>	<p>FORMAL ASSESSMENT: TASK 3 CONTINUES</p> <p>Unprepared speech:</p> <ul style="list-style-type: none"> • Use tone, voice projection, pace, eye contact, posture and gestures. • Use appropriate and effective vocabulary and language structures. • Use effective introduction and conclusion. <p>CAPS: Page 18</p> <p>PRESENTATION LENGTH: 2 minutes per learner</p> <p>CAPS: Page 21 – reference for time</p> <p>OR</p> <p>If unprepared speech has been completed, move onto:</p> <p>Discussion/conversation:</p> <ul style="list-style-type: none"> • Features and conventions • Planning, researching, organising, practising and presenting <p>CAPS: Pages 17-18 and Page 20</p> <p>DURATION OF PRESENTATION:</p> <p>20 minutes per group</p> <p>CAPS: Page 21</p>	<ul style="list-style-type: none"> • Reading for comprehension: TEXTS A & B Vocabulary development and language use CAPS: Pages 23-25 • Literature: DRAMA Romeo & Juliet OR The Lighthouse Keeper's Wife • Act, Scene, Page - _____ <p>UNSEEN Poetry: 1 _____</p> <p>See 3.2 (CAPS) Pages 25-26</p> <p>WEEKS 9 & 10 FORMAL ASSESSMENT TASK 4: TEST 1- LANGUAGE IN CONTEXT 70 marks/2 = 35 Refer to PoA and Page 15 of this ATP for details. Begin in Week 9 and ensure completion by week 10.</p>	<p>TRANSACTIONAL TEXT: Informal Speech (skills and written text) Features of chosen text CAPS- Pages 34-35 and page 36</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p>Language structures and conventions:</p> <ul style="list-style-type: none"> • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling <p>See 3.2 (CAPS) Pages 31-33</p> <p>WEEK 8: FORMAL ASSESSMENT: TASK 2 – TRANSACTIONAL TEXTS SET NO LESS THAN 6 (SIX) TOPICS.</p> <ul style="list-style-type: none"> • Select from the genres taught in Term 1 Weeks 2-7 and those taught in Grade 10 of 2021 e.g., the dialogue. • Term 1 genres: Friendly and Formal letters, Letters to the Press, dialogue, Speeches, Emails, CV and covering letter, newspaper article. 	<p>Sentences:</p> <ul style="list-style-type: none"> • Simple (Revision, Remediation & Reinforcement) <p>New teaching:</p> <ul style="list-style-type: none"> • Compound • Complex <p>Phrases and clauses</p> <p>Link comprehension with the language.</p> <p>WEEKS 8 & 9 or WEEKS 8 or 9</p> <p>FORMAL ASSESSMENT TASK 4: TEST 1- LANGUAGE IN CONTEXT 70 marks/2 = 35</p> <p>Refer to PoA and Page 16 of this ATP for details. Begin in Week 8 and ensure completion by week 9.</p>
Date Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 10-11 16/03 to 27/03 10 days (27/03 - Schools close) 31.68% Minimum number of informal activities: 51	FORMAL ASSESSMENT: TASK 3 CONTINUES: Unprepared speech: <ul style="list-style-type: none"> • Use tone, voice projection, pace, eye contact, posture and gestures. • Use appropriate and effective vocabulary and language structures. • Use effective introduction and conclusion. CAPS: Page 18 PRESENTATION LENGTH: 2 minutes per learner CAPS: Page 21 – reference for time AND USE THIS SLOT TO PREPARE LEARNERS FOR THE ORAL PREPARED SPEECH OR UNPREPARED READING ALOUD TASK FOR TERM 2. REFER TO THIS ATP, TERM 2, FOR GUIDANCE	<ul style="list-style-type: none"> • Summary writing – begin with point form and progress to paragraph form • Literature: DRAMA <i>Romeo & Juliet OR The Lighthouse Keeper's Wife</i> <ul style="list-style-type: none"> • Act, Scene, Page - _____ _____ UNSEEN Poetry: 2. _____ See 3.2 (CAPS) Pages 25-26 WEEKS 9 & 10 FORMAL ASSESSMENT TASK 4: TEST 1- LANGUAGE IN CONTEXT 70 marks/2 = 35 Refer to PoA and Page 15 of this ATP for details. Begin in Week 9 and ensure completion by week 10.	Essay: Descriptive Introduction to the genre, discussion and mediation. Features and skills to be taught. Learners to complete an essay. Features of chosen text: CAPS: Pages 33-34 Focus on: Essay-writing skills Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31 Language structures and conventions: <ul style="list-style-type: none"> • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling See 3.2 (CAPS) Pages 31-33	<ul style="list-style-type: none"> • Topic sentences • Concluding sentences • Synthesis of sentences • Sentence structure • Sentence types • Conjunctions and logical connectors CAPS: pages 24-25 Link Essay writing to the above section on sentences. WEEKS 9 & 10 FORMAL ASSESSMENT TASK 4: TEST 1- LANGUAGE IN CONTEXT 70 marks/2 = 35 Refer to PoA and Page 15 of this ATP for details. Begin in Week 9 and ensure completion by week 10. BY WEEK 11: Ensure completion of a minimum of 3 seen poems and 2 unseen poems. Progress must be made in the drama although not necessarily completed. Must be extended into Term 2.
Date Completed:				



WRITING AN EMAIL

- Refer to Weeks 2- 3 (Term 1), Page 9 of this ATP for when the email is expected to be taught.
- Please note that as the English HL CAPS is silent on the writing of emails, the following table has been extracted from the EFAL CAPS – Page 40).
- Please also refer to the 2019 Resource Pack on transactional texts for further guidelines on the writing of emails.

WRITING AN EMAIL (EFAL CAPS – Page 40)

PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
To inform and maintain a relationship	<ul style="list-style-type: none"> • The recipient's address – which, in most cases, is the recipient's name and the server point, as well as the country I which the server point is based. For example, lethaboj (name)@gmail.(server) za (country) • CC: these may be the recipients whose attention is called to the email. • SUBJECT: this is a summary of the content of the email. • Message • Sender's name • NB: The sender's address reflects automatically when the email is received. The sender may choose to provide other contact details at the end. This is called a <i>signature</i>. 	Speech-like communication

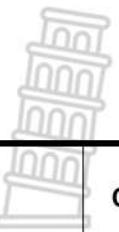
FORMAL ASSESSMENT: -assess as follows in respect of week:



TERM 1	Task 1	Task 2	Task 3	Task 4
90 Learner Mark/90*100	Oral: Listening for Comprehension	*Writing: Transactional Texts (Friendly and Formal letters, CV and covering letter, Emails, dialogue, Speeches, newspaper article) 180-200 words (Refer to bullet 1 & 2 below)	Oral: Unprepared speech	**Test 1: Language in Context Comprehension, Summary, Language Structures and Conventions (Refer to bullet 3 below)
Total:	15	25	15	35
Term Weighting	16.67%	27.78%	16.67%	38.88%
Final Weighting	10%	10%	30%	15%
Prepare: Assess:	Preparation for assessment in Weeks 2 - 3 Assess in Week 4.	Preparation from weeks 3 to 7/8 Week 8	Preparation and practice for assessment in Week 5 Assess from Week 6 onwards.	Weeks 8 AND 9 OR Weeks 8 OR 9
Complete assessment by:	Week 4	Week 8 or 9	Earliest: Week 9 Latest: Week 10	Week 10

Insert dates next to the weeks in the assessment programme above.

- ***TASK 2: TRANSACTIONAL TEXTS:** Set no less than 6 (SIX) topics. Refer to TERM 1, Weeks 3 to 7 (8) of this ATP to see the genres that could be assessed.
- ***TASK 2: Use the format of the NSC external exam to present the tasks.** Refer to the 2021 DBE Exam Guideline for instructions
- ****TASK 4: Test 1: provide a full scale 70-mark test as follows: 1 hour session testing Section A and B (40 Marks); 1 hour session testing Section C (30 marks). Then divide by 2 to bring to a total of 35.**



CHECKLIST: END OF TERM 1:

Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
7	Language tasks CAPS p. 93 - 94 (evidence answer questions, teaching notes)			13	Literature Tasks (evidence answer questions, listening notes, etc.)		
	Parts of Words (prefix, root, suffix)			4 + 1	Poetry (3 Seen & 2 Unseen)		
	Parts of Speech			8	Drama		
	Phrases & Clauses			7	Oral Tasks (evidence listening notes, mind map, planning, etc.)		
	Sentences			5	Unprepared Speech		
	Punctuation			2	Listening for Comprehension		
	Spelling			6	Writing Tasks (evidence process writing, editing, writing)		
10	Reading tasks (evidence answer questions, listening notes)			2	Essays		
3	Comprehension			4	Transactional Texts		
3	Summary			END OF TERM COMPLETION: +/- 51 TASKS=31.68%			
4	Visual texts (Text B)			END OF TERM COMPLETION: +/- 51 TASKS=31.68%			

NOTE WELL:

All tasks taught should have some form of evidence in learners' books for verification (i.e., listening notes, mind map on discussion, etc.)

Number of school days: 53

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 12-13 08/04 to 17/04 8 days (Schools reopen – 08/04) 37.89% Minimum number of informal activities: 61	TASK 6: PREPARATION Prepared Speech <ul style="list-style-type: none"> Features and conventions (public-speaking techniques, structure, and preparation process) of chosen text. Planning, researching, organising, practising and presenting. CAPS: Prepared Speech- Pages 17-18 SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS) OR Unprepared Reading Aloud HL CAPS is silent; FAL CAPS (Page 22) as indicated below: <ul style="list-style-type: none"> Read fluently according to meaning and purpose. Pronounce words without distorting meaning. Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. Duration: 2-3 minutes Refer also to the Unprepared Reading pack given in 2023	<ul style="list-style-type: none"> Reading for comprehension: TEXT A & TEXT B Vocabulary development and language use CAPS: Pages 23-25 Literature: DRAMA <i>Romeo & Juliet</i> OR <i>The Lighthouse Keeper's Wife</i> Act, Scene, Page - _____ _____ _____ _____ Seen Poetry: 4. _____ _____ _____ _____ See 3.2 (CAPS) Pages 25-26 	Essay: Narrative & Descriptive including the use of Visual Stimuli Further discussion of the genres. Learners to complete an essay from choice of topics given. Features of chosen text: CAPS: Pages 33-34 Focus on: Essay-writing skills Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31 Language structures and conventions: <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling See 3.2 (CAPS) Pages 31-33	Baseline test <ul style="list-style-type: none"> This is to assess Grade 10 learners' recollection of what was done in Term 1 (Grade 10). You may develop your own baseline tests depending on the needs of your learners and your findings from Task 4/Test 1. Peer assessment Discussion of Baseline test. TAKE NOTE: Scores MUST be captured, and results submitted to your SES. <p>NB: there must be evidence of all baseline testing done in this week.</p>
Date Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmore 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Weeks 14-15 20/04 to 01/05 8 days</p> <p>(27/04 – Freedom Day observed) (01/05 – Workers' Day)</p> <p>44.10%</p> <p>Minimum number of informal activities: 71</p>	<p>FORMAL ASSESSMENT: TASK 6 BEGINS</p> <p>Prepared Speech</p> <ul style="list-style-type: none"> Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text. Planning, researching, organising, practising and presenting. <p>CAPS: Prepared Speech- Pages 17-18</p> <p>SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS)</p> <p>OR</p> <p>Unprepared Reading Aloud</p> <p>HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> Read fluently according to meaning and purpose. Pronounce words without distorting meaning. Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. <p>Duration: 2-3 minutes</p> <p>Refer also to the Unprepared Reading pack given in 2023</p>	<ul style="list-style-type: none"> Summary writing – skills AND TWO (2) summaries Literature: DRAMA <i>Romeo & Juliet OR The Lighthouse Keeper's Wife</i> Act, Scene, Page - _____ _____ _____ <p>Seen Poetry: 5. _____</p> <p>See 3.2 (CAPS) Pages 25-26</p>	<p>Essay: Argumentative (Skills and discussion of genre)</p> <p>Features of chosen text CAPS: Page 34</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p>Language structures and conventions:</p> <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling <p>See 3.2 (CAPS) Pages 31-33</p>	<ul style="list-style-type: none"> Revision and Remediation of Term 1 language test Reinforcement of concepts problematic to learners as identified from the first term test and writing tasks. Punctuation <ul style="list-style-type: none"> Apostrophe Dash Hyphen Colon End Punctuation (. ! ? ...) Comma Parenthesis Semi-colon Capital Letters Function of the various punctuation marks. <p>Sentences</p> <ul style="list-style-type: none"> Topic sentences Concluding sentences Synthesis of sentences Sentence structure Sentence types Conjunctions and logical connectors <p>CAPS: pages 24-25</p> <p>Link Essay writing to the above section on sentences.</p>
Date Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 16-17 04/05-15/05 10 days 50.31% Minimum number of informal activities: 81	FORMAL ASSESSMENT: TASK 6 CONTINUES Prepared Speech <ul style="list-style-type: none"> Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text. Planning, researching, organising, practising and presenting. CAPS: Prepared Speech- Pages 17-18 SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS) OR Unprepared Reading Aloud HL CAPS is silent; FAL CAPS (Page 22) as indicated below: <ul style="list-style-type: none"> Read fluently according to meaning and purpose. Pronounce words without distorting meaning. Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. Duration: 2-3 minutes OR If Unprepared Reading Aloud/Prepared speech has been completed, move onto: Forum/group/panel discussion: <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting CAPS: Pages 19-20 (Forum discussion) PRESENTATION TIME: 25 minutes per group CAPS: Page 21 – reference for time	<ul style="list-style-type: none"> Interpretation of visual texts with a focus on ADVERTISEMENTS Skills and a written activity – minimum of 3 and a maximum of 4 adverts CAPS: Page 23 Literature: DRAMA Romeo & Juliet OR The Lighthouse Keeper's Wife <ul style="list-style-type: none"> Act, Scene, Page - _____ _____ <p>Seen Poetry:</p> <p>6. _____ _____</p> <p>AND</p> <p>3. Unseen Poetry _____</p> <p>See 3.2 (CAPS) Pages 25-26</p>	<p>WEEK 16: Essay: Narrative & Descriptive including the use of Visual Stimuli Further discussion of the genres. Learners to complete an essay from choice of topics given.</p> <p>Features of chosen text: CAPS: Pages 33-34 Focus on: Essay writing skills Language structures and conventions: See 3.2 (CAPS) Pages 30-33</p> <p>WEEK 17: FORMAL ASSESSMENT: TASK 5 – 1 x essay: All genres with a focus on Argumentative, Discursive and Reflective. SET ON 8 TOPICS. EITHER 5 TOPICS AND 3 VISUAL IMAGES OR 6 TOPICS AND 2 VISUAL IMAGES. Present as in NSC Grade 12 paper.</p>	<p>Visual literacy: Advertisements</p> <ul style="list-style-type: none"> Identify & explain the impact of techniques such as the use of font types & sizes, headings & captions. Analyse the writer's viewpoint and motivate; analyse & explain the socio-political & cultural background of texts. Analyse & explain effect of figurative & rhetorical language, literary devices such as metaphor, simile, personification, hyperbole, sarcasm; irony; satire; anti-climax and the meaning of texts, word choice, vivid description, personal voice & style, tone; placement & sound. Evaluate writer's inferences and conclusions and compare with own. Give & motivate personal responses to texts with conviction. Interpret & evaluate a wide range of graphic texts Analyse the nature of bias, prejudice & discrimination and how these affect meaning. Terminology – logo, slogan, target market amongst others Emotive language and its use by advertiser for the purposes of manipulation and persuasion. Focus on INTENTION & TONE as well.
Date Completed:				

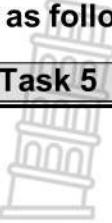
Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 18-19 18/05-29/05 5 days (25/05-29/05: EXAM STARTS)	FORMAL ASSESSMENT: TASK 6 CONTINUES  Prepared speech Features and conventions <ul style="list-style-type: none"> Planning, researching, organising, practising and presenting CAPS: Prepared Speech- Pages 17-18 SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS) OR Unprepared Reading Aloud HL CAPS is silent; FAL CAPS (Page 22) as indicated below: <ul style="list-style-type: none"> Read fluently according to meaning and purpose. Pronounce words without distorting meaning. Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. Duration: 2-3 minutes NOTE WELL: If the oral assessment (task 6) has been completed, use this time to engage learners with paper 1 aspects outlined in Term 2 of this ATP.	<ul style="list-style-type: none"> Interpretation of visual texts with a focus on CARTOONS Skills and a written activity – minimum of 3 and a maximum of 4 cartoons CAPS: Page 23 Literature study TEACHING THE POETRY ESSAY <ul style="list-style-type: none"> Features of the poetry essay Structure Conventions Take a topic from a past year paper or one of your own. Conduct a thorough mediation of the answering of this question. Show learners how to interpret the question. Demonstrate brainstorming methods. Teach learners how to plan the essay. Mediation of the rubric Get learners to write the essay; focus on introduction, body paragraphs and a conclusion. Assessment and feedback of the essay – teacher need not mark all the essays but there must be some engagement with the essays, so feedback is provided. 	WEEK 18: Transactional text: Newspaper article Features of chosen text CAPS: page 38 AND WEEK 19: Dialogue Features of chosen text CAPS: Pages 36-37 Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31 Language structures and conventions: <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling See 3.2 (CAPS) Pages 31-33	Visual literacy: Cartoons <ul style="list-style-type: none"> Definitions of a cartoon, a cartoon strip, caricatures and political cartoons. Identify & explain the impact of techniques such as the use of font types & sizes, body language, facial expressions, lack of text in a frame or a number of frames Analyse the writer's viewpoint and motivate; analyse & explain the socio-political & cultural background of texts. Analyse & explain effect of figurative & rhetorical language, literary devices such as metaphor, simile, personification, hyperbole, sarcasm; irony; satire; anti-climax and the meaning of texts, word choice, vivid description, personal voice & style, tone; placement & sound. Evaluate writer's inferences and conclusions and compare with own. Give & motivate personal responses to texts with conviction. Interpret & evaluate a wide range of graphic texts Analyse the nature of bias, prejudice & discrimination and how these affect meaning. Focus on characters, Background & Setting, Language & Punctuation; Speech & Thought Bubbles, Actions, Intention/Objectives, body language, facial expressions, tone, mood, atmosphere, lines and symbols.
Date Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmore 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Week 20 01/06 to 05/06 5 days</p> <p>EXAM PREPARATION</p>	<p>FORMAL ASSESSMENT: TASK 6 WRAP UP AND MOP UP OF STRAGGLERS</p> <p>Prepared Speech OR Unprepared Reading Aloud</p> <p>NOTE WELL IF THE ORAL ASSESSMENT HAS BEEN COMPLETED, USE THIS TIME TO ENGAGE LEARNERS WITH PAPER 1 ASPECTS OUTLINED IN TERM 2 OF THIS ATP.</p>	<ul style="list-style-type: none"> Reading for comprehension: Vocabulary development and language use Skills and written activity (2 in the cycle i.e., one per week) See 3.2 (CAPS) Pages 22-23 Literature: DRAMA <i>Romeo & Juliet OR The Lighthouse Keeper's Wife</i> Act, Scene, Page - _____ _____ Unseen Poetry: 4. _____ _____ See 3.2 (CAPS) Pages 25-26 	<p>USE THIS SLOT TO PREPARE LEARNERS FOR PAPER 1</p> <ul style="list-style-type: none"> The aspects BELOW and IN THE COLUMN ON THE RIGHT should not be taught in isolation but contextually. Textual editing – Select a text of approximately 150 words. Create errors within the text of specific language concepts as is tested in Q5 of P1. You can also teach these concepts using an advert or cartoon or an extract from the prescribed NOVEL. Learners should be taught the definitions, identification and correction of errors. 	<p>Errors could consist of, amongst others, the following:</p> <ul style="list-style-type: none"> -Punctuation -Direct & Indirect speech -Active and Passive Voice -Verbosity -Redundancy/tautology -Ambiguity -Spelling <p>How punctuation can change meaning</p> <ul style="list-style-type: none"> Provide function of the punctuation marks. Explain the difference created in meaning by the use of different punctuation marks within the same sentences. <p>YOU MAY ALSO SELECT FROM THE FOLLOWING:</p> <ul style="list-style-type: none"> Fact & opinion Literal & Figurative language Connotation & Denotation Subjectivity/Objectivity Bias & Propaganda Stereotyping Verbosity Redundancy/tautology Ambiguity
Date Completed:				



Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmorephysics.com 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 21- 23 08/06-26/06 14 days (16/06 – Youth Day) (26/06 – Schools close) EXAMS	TASK 7 MID-YEAR EXAMS 150 marks	PAPER 2 Literature – (80 marks) – 2 1/2 hours <ul style="list-style-type: none"> • Seen poetry (20 marks) • Unseen Poem (10 marks) • Drama contextual questions (25 marks) • Drama Essay question (25 marks) BY WEEK 23: Ensure: Progress in the drama and a minimum of 3 seen poems and 1 unseen poem.	TASK 7 MID-YEAR EXAMS 150 marks	PAPER 1 Language in Context (70 marks) – 2 hours <ul style="list-style-type: none"> • Comprehension (30) • Summary (10) • Advertisement (10) • Cartoons (10) • Prose (10)
Date Completed:				

FORMAL ASSESSMENT: -assess as follows in respect of weeks:

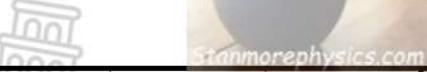
TERM 2	Task 5	Task 6	Task 7
210 Learner Mark/210/2.1	 <p>*Writing: Essay Narrative/Descriptive/ Argumentative/Visual Stimuli 300-350 words (Refer to bullets 1 & 2 below)</p>	<p>**Oral: Prepared speech OR Unprepared Reading Aloud (Refer to 3rd bullet below)</p>	<p>Mid-year Examinations</p> <p>Paper 1: Language in Context (70 marks) – 2 hours</p> <ul style="list-style-type: none"> • Comprehension (30) • Summary (10) • Advertisement (10) • Cartoons (10) • Prose (10) <p>Paper 2: Literature – (80 marks) – 2 ½ hours</p> <ul style="list-style-type: none"> • Seen poetry (20 marks) • Unseen Poem (10 marks) • Drama contextual questions (25 marks) • Drama Essay question (25 marks) <p>(Refer to 5th bullet below)</p>
Total:	50	10	150
Term Weighting	23.81%	4.77%	71.42%
Final Weighting	20%	30%	35%
Commence:	Preparation from Weeks 12 to 16 Assessment in Week 17	Preparation in Weeks 12 and 13. Assessment from Week 14 onwards to Week 19	Preparation from Term 1. Assessment in Weeks 21-23.
Complete:	By week 17	Preferably by week 20. Larger numbers – 21-22	By Week 23

Insert dates next to the weeks in the assessment programme above.

NOTE WELL:



- For Task 5 – Essay, set 8 topics including visual stimuli. Focus on the narrative, descriptive and argumentative genres.
- For Task 5 – Essay, use the format of the NSC, Grade 12 external exam to present the tasks.
- TASKS 6 (Term 2) & 9 (Term 3): do TWO prepared speeches OR ONE prepared speech and ONE unprepared reading aloud.
- **For the Unprepared Reading Aloud Assessment (Task 6/9), refer to the Unprepared Reading Pack given in 2023.
- For TASK 7, refer to DBE 2021 Exam Guideline and Pages 5 & 6 of this ATP.

CHECKLIST: END OF TERM 2:


Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
11	Language tasks CAPS p. 93 - 94 (evidence answer questions, teaching notes)			12	Literature Tasks (evidence answer questions, listening notes, etc.)		
1	Parts of Speech			3+1	Poetry (Seen + Unseen)		
1	Parts of Words (prefix, root, suffix)			8	Novel/Drama (Second Genre)		
1	Sentences, Phrases and Clauses			5	Oral Tasks (evidence listening notes, mind map, planning, etc.)		
1	Punctuation			4	Unprepared Reading Aloud/Prepared Speech		
1	Spelling & Vocabulary building						
1	Textual Editing			1	Panel/forum/group discussion. informal discussion/dialogue		
1	Miscellaneous language as identified by educator			8	Writing Tasks (evidence process writing, editing, writing)		
4	Critical Language Awareness Irony; Satire; Sarcasm Fact & opinion; Ambiguity; Tautology Redundancy; Verbosity			3	Essay		
9	Reading tasks (evidence answer questions, listening notes)			5	Transactional writing		
3	Comprehension						
2	Summary						
4	Adverts and Cartoons – 2 each			END OF TERM COMPLETION: +/- 86 TASK: 53.42%			

NOTE WELL:

All tasks taught should have some form of evidence in learners' books for verification (i.e., listening notes, mind map on discussion, etc.)

Number of school days: 54



TERM 3

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 24-25 21/07-31/07 9 days (21/07 – Schools reopen) 59.63% Minimum number of informal activities: 96	<p>TASK 9: PREPARATION</p> <p>Prepared Speech</p> <ul style="list-style-type: none"> Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text. Planning, researching, organising, practising and presenting. <p>CAPS: Prepared Speech- Pages 17-18 SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS)</p> <p>OR</p> <p>Unprepared Reading Aloud HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> Read fluently according to meaning and purpose. Pronounce words without distorting meaning. Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. <p>Duration: 2-3 minutes Refer also to the Unprepared Reading pack given in 2023</p>	<ul style="list-style-type: none"> Reading for comprehension: Strategies using written texts (Skills and a Comprehension). See 3.2 (CAPS) Pages 22-23 Literature Study Continuation of Drama/Revision/ Practice of Literary Essay <p>_____</p> <p>_____</p> <p>Seen Poetry: 7. _____</p> <p>_____</p> <p>See 3.2 (CAPS) Pages 25-26</p>	<p>Transactional texts: Informal report Features of chosen text: CAPS: Page 37</p> <p>Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>See 3.2 (CAPS) Pages 30-31</p> <p>Language structures and conventions:</p> <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling <p>See 3.2 (CAPS) Pages 31-33</p>	<p>Baseline test</p> <ul style="list-style-type: none"> Use the baseline tests developed by a few SESs and emailed to you. Learners to answer the questions, Peer assessment Discussion of Baseline test. Capturing of scores and submission to SES. <p>NB: there must be evidence of all baseline testing done in this week.</p>
Date Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmore 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 26-27 03/08 - 14/08 9 days (09/08 National Women's Day) 65.84% Minimum number of informal activities: 106	FORMAL ASSESSMENT: TASK 9 BEGINS Prepared Speech <ul style="list-style-type: none"> Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text. Planning, researching, organising, practising and presenting. CAPS: Prepared Speech- Pages 17-18 PRESENTATION LENGTH: Speech: ± 3 minutes CAPS: Page 21 – reference for time OR Unprepared Reading Aloud HL CAPS is silent; FAL CAPS (Page 22) as indicated below: <ul style="list-style-type: none"> Read fluently according to meaning and purpose. Pronounce words without distorting meaning. Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. Duration: 2-3 minutes Refer also to the Unprepared Reading pack given in 2023	<ul style="list-style-type: none"> Interpretation of visual texts with a focus on adverts and cartoons. Teach Skills and complete a written activity on a minimum of 2 adverts. CAPS: Page 23 Literature study TEACHING THE LITERARY ESSAY - DRAMA <ul style="list-style-type: none"> Features of the literary essay Structure Conventions Take a topic from a past year paper or one of your own. Conduct a thorough mediation of the answering of this question. Show learners how to interpret the question. Demonstrate brainstorming methods. Teach learners how to plan the essay. Mediation of the rubric Get learners to write the essay; focus on introduction, body paragraphs and a conclusion. Assessment and feedback of the essay – teacher need not mark all the essays but there must be some engagement with the essays, so feedback is provided. See 3.2 (CAPS) Pages 22-27 	1 x essay: Narrative/descriptive using visual images as stimuli CAPS: Page 33-34 Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31 Language structures and conventions: <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling See 3.2 (CAPS) Pages 31-33	Visual literacy: Advertisements <ul style="list-style-type: none"> Identify & explain the impact of techniques such as the use of font types & sizes, headings & captions. Analyse the writer's viewpoint and motivate; analyse & explain the socio-political & cultural background of texts. Analyse & explain effect of figurative & rhetorical language, literary devices such as metaphor, simile, personification, hyperbole, sarcasm; irony; satire; anti-climax and the meaning of texts, word choice, vivid description, personal voice & style, tone; placement & sound. Evaluate writer's inferences and conclusions and compare with own. Give & motivate personal responses to texts with conviction. Interpret & evaluate a wide range of graphic texts Analyse the nature of bias, prejudice & discrimination and how these affect meaning. Terminology – logo, slogan, target market amongst others Emotive language and its use by advertiser for the purposes of manipulation and persuasion. Focus on INTENTION & TONE as well.
Date Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 28-29 17/08-28/08 10 days 72.05% Minimum number of informal activities: 116	FORMAL ASSESSMENT: TASK 9 CONTINUES  Prepared Speech <ul style="list-style-type: none"> Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text. Planning, researching, organising, practising and presenting. CAPS: Prepared Speech- Pages 17-18 PRESENTATION LENGTH: Speech: ± 3 minutes CAPS: Page 21 – reference for time OR Unprepared Reading Aloud HL CAPS is silent; FAL CAPS (Page 22) as indicated below: <ul style="list-style-type: none"> Read fluently according to meaning and purpose. Pronounce words without distorting meaning. Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. Duration: 2-3 minutes Refer also to the Unprepared Reading pack given in 2021	<ul style="list-style-type: none"> Reading for comprehension: Vocabulary development and language use Skills and written activity (2 in the cycle i.e., one per week) See 3.2 (CAPS) Pages 22-23 Literature study PREPARATION FOR TASK 8 ASSESSMENT <ul style="list-style-type: none"> REVISION OF LITERARY ESSAY (Refer to Weeks 26-27 above) REVISION OF POETRY ESSAY (Refer to Weeks 18-19 in TERM 2) OR ANSWERING POETRY CONTEXTUAL QUESTIONS Provide questions on 1 or 2 seen poems and get learners to answer using the skills taught. See 3.2 (CAPS) Pages 25	Transactional text: Week 27: Book and CD review Week 28: Restaurant and film review <ul style="list-style-type: none"> Teach the skills for each genre Complete an activity on each genre Features of chosen text CAPS Page 38 Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31 Language structures and conventions: <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling See 3.2 (CAPS) Pages 31-33	Select from those aspects indicated below in respect of Critical Language Awareness : <ul style="list-style-type: none"> Fact & Opinion Literal and Figurative Language Denotation and Connotation Bias & Propaganda Objective and Subjective Language Irony Satire Verbosity Redundancy/tautology Ambiguity Stereotyping <p>MUCH OF THE ABOVE CAN BE TAUGHT USING CARTOONS AND ADVERTISEMENTS</p> <p>NB: The aspects not covered in Weeks 30 & 31 shall be done in Weeks 32 & 33.</p>
Date Completed:				



Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmore 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Weeks 30-31 31/08-11/09 10 days</p> <p>78.26%</p> <p>Minimum number of informal activities: 126</p>	<p>FORMAL ASSESSMENT: TASK 9 CONTINUES Prepared Speech</p> <ul style="list-style-type: none"> Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text. Planning, researching, organising, practising and presenting. <p>CAPS: Prepared Speech- Pages 17-18</p> <p>PRESENTATION LENGTH: Speech: ± 3 minutes</p> <p>CAPS: Page 21 – reference for time</p> <p>OR</p> <p>Unprepared Reading Aloud</p> <p>HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> Read fluently according to meaning and purpose. Pronounce words without distorting meaning. Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. <p>Duration: 2-3 minutes</p> <p>OR</p> <p>if Task 9 completed, move onto:</p> <p>Introducing a speaker/vote of thanks: CAPS: Page 19</p> <ul style="list-style-type: none"> Features and conventions Planning, researching, organising, practising and presenting 	<ul style="list-style-type: none"> Summary writing – revision of skills and TWO texts to be answered in paragraph form. <p>See 3.2 (CAPS) Pages 22-27</p> <p>AND</p> <p>WEEKS 30 & 31</p> <p>FORMAL ASSESSMENT:</p> <p><u>TASK 8</u></p> <p>ASSIGNMENT/PROJECT</p> <p>Refer to the Literature Assignment pack given in 2023.</p>	<p>Essay:</p> <p>Narrative/descriptive/argumentative</p> <p>2 pieces in the cycle; one per week.</p> <p>Format and features of chosen text</p> <p>CAPS pages 33-34</p> <p>Focus on:</p> <p>Process writing Planning, drafting, revising, editing, proof-reading and presenting</p> <p>See 3.2 (CAPS) Pages 30-31</p> <p>Language structures and conventions:</p> <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling <p>See 3.2 (CAPS) Pages 31-33</p>	<ul style="list-style-type: none"> Sentence types Phrases Clauses Concord Tense usage Active and Passive Voice Direct and Indirect speech
Date Completed:				



Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmore 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Weeks 32-33 14/09-23/09 8 days 84.47% Minimum number of informal activities: 136	FORMAL ASSESSMENT: TASK 9 CONTINUES Prepared Speech <ul style="list-style-type: none"> Features and conventions (public-speaking techniques, structure, and preparation process) of chosen text. CAPS: Pages 17-18 PRESENTATION LENGTH: Speech: ± 3 minutes CAPS: Page 21 – reference for time OR Unprepared Reading Aloud HL CAPS is silent; FAL CAPS (Page 22) as indicated below: <ul style="list-style-type: none"> Read fluently Pronounce words Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures. Duration: 2-3 minutes OR if Prepared Speech has been completed, move onto: Informal discussions/conversation: <ul style="list-style-type: none"> Features and conventions Applying conventions CAPS: Page 20. Duration on Pg 21 DURATION OF PRESENTATION: 8-10 minutes per group depending on numbers in the group.	<ul style="list-style-type: none"> Interpretation of visual texts with a focus on CARTOONS Skills and a written activity – minimum of 2 and a maximum of 3 cartoons CAPS: Page 23 Literature study Second Genre: Drama _____ _____ Seen Poetry: 8. _____ See 3.2 (CAPS) Page 25-26 	Transactional text: Speech and dialogue Week 32: Speech: formal and Informal CAPS: Pages 34-36 AND Week 33: Dialogue: Features of chosen text CAPS: Page 36 -37 Focus on: Process writing Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31 Language structures and conventions: <ul style="list-style-type: none"> Register, style and voice Word choice Sentence construction Paragraph writing Punctuation and spelling See 3.2 (CAPS) Pages 31-33	Visual literacy: Cartoons <ul style="list-style-type: none"> Definitions of a cartoon, a cartoon strip, caricatures and political cartoons. Identify & explain the impact of techniques such as the use of font types & sizes, body language, facial expressions, lack of text in a frame or a few frames Analyse the writer's viewpoint and motivate; analyse & explain the socio-political & cultural background of texts. Analyse & explain effect of figurative & rhetorical language, literary devices such as metaphor, simile, personification, hyperbole, sarcasm; irony; satire; anti-climax and the meaning of texts, word choice, vivid description, personal voice & style, tone; placement & sound. Evaluate writer's inferences and conclusions and compare with own. Give & motivate personal responses to texts with conviction. Interpret & evaluate a wide range of graphic texts Analyse the nature of bias, prejudice & discrimination and how these affect meaning. Focus on characters, Background & Setting, Language & Punctuation; Speech & Thought Bubbles, Actions, Intention/Objectives, body language, facial expressions, tone, mood, atmosphere, lines and symbols.
Date Completed:				

FORMAL ASSESSMENT: -assess as follows in respect of week:



TERM 3	Task 8	Task 9
45 Learner Mark/45*100	**Literature: Assignment/Project**	*Oral: Prepared Speech/unprepared Reading aloud
	35	10
Term Weighting	77.78%	22.22%
Final Weighting	20%	30%
Preparation from	Term 2: Weeks 18-19: (Poetry Essay) Term 3: Weeks 26-27: (Literary Essay) and Term 3: Weeks 28-29 for both poetry and literary essay revision	Preparation for Assessment in Weeks 24 & 25.
Commence assessment in/from:	Weeks 30 -31	Commence assessment from Week 26 onwards.
Complete assessment by:	Week 31	Week 33 (latest)

Insert dates next to the weeks in the assessment programme above.

NOTE WELL:

****Task 8 – Literature Assignment/Project**

- An UPDATED resource pack outlining the process to prepare learners for and to conduct the assessment was given to schools in 2023.
- Kindly make use of the same resource to conduct Task 8 Assessment in 2025.
- The Poetry Essay would have been taught in Term 2 (Weeks 18-19) to prepare learners for Task 7, Test 2 – Literature.
- Revision for the writing of the poetry essay must also be conducted in Weeks 28-29 of Term 3.
- ***TASK 9 (Term 3) and TASK 6 (Term 2): do TWO prepared speeches OR ONE prepared speech and ONE unprepared reading aloud.**
- ***For the Unprepared Reading Aloud Assessment (Task 6/9), refer to the Unprepared Reading Pack given in 2023.**

Checklist: End of Term 3:


Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
9	Language tasks CAPS p. 93 - 94 (evidence answer questions, teaching notes)			13	Literature Tasks (evidence answer questions, listening notes, etc.)		
1	Textual Editing			4	Poetry (2 Seen & 2 unseen)		
1	Direct & Indirect Speech			19	Drama		
1	Active and Passive Voice			6	Oral Tasks (evidence listening notes, mind map, planning, etc.)		
1	Spelling			3	Prepared Speech		
1	Dictionary Work			1	Informal discussions/conversations		
4	Critical Language Awareness: Bias, Subjectivity, Objectivity, Propaganda, Literal & figurative Language, Fact & opinion, Stereotyping, Irony & Satire, Denotation & Connotation			1	Introduction/Vote of thanks		
				1	Storytelling		
				8	Writing Tasks (evidence process writing, editing, writing.)		
				2	Essay		
10	Reading tasks (evidence answer questions, listening notes)			6	Transactional Writing		
4	Comprehension (2 each of Texts A & B)			End of term 3 Completion: ±136 Tasks complete = 84.47%			
2	Summary						
4	2 Adverts and 2 cartoons						

NOTE WELL:

All tasks taught should have some form of evidence in learner books for verification (i.e., listening notes, mind map on discussion, etc.)

Number of school days: 46

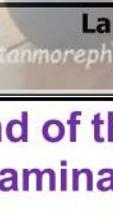
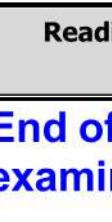
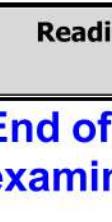
TERM 4

Weeks, Dates and % Completion	Writing and presenting 1 hours	Reading & Viewing 2 hours	Writing and presenting 1 hours	Reading & Viewing 2 hours
Weeks 34-35 6/10-16/10 9 days (06/10 – Schools reopen) 90.68% Minimum number of informal activities: 146	Prepare for PAPER 3: Writing: Essays and Visual Stimuli/Images <ul style="list-style-type: none"> ➤ Revision of Genres – Narrative, Descriptive, Argumentative ➤ Approach to answering the essay using a visual text. ➤ Revision of process writing including editing and proof-reading of texts. ➤ Focus on brainstorming the topic selected rather than writing out the entire essay. Language structures and conventions: <ul style="list-style-type: none"> • Register, style and voice • Word choice • Sentence construction • Paragraph writing • Punctuation and spelling See 3.2 (CAPS) Pages 31-33	<ul style="list-style-type: none"> • Interpretation of visual texts with a focus on: CARTOONS & ADVERTISEMENTS Skills and a written activity – minimum of 2 and a maximum of 3 advertisements CAPS: Page 23 Refer to Term 2: Weeks 16-17 Advertisements AND Cartoons Weeks 18 & 19 • Literature study REVISION OF DRAMA <hr/> • Unseen Poetry: 6. <hr/> See 3.2 (CAPS) Pages 25-26 	Preparation for Paper 3: Transactional texts: REVISION OF TEXT TYPES & FORMATS <ul style="list-style-type: none"> • Friendly letters (Sympathy, thanks, and congratulations amongst other types) • Formal letters, Letters to the Press, CV & Covering Letter • Emails • Informal Reports/reviews/newspaper articles/dialogue/speeches Features of chosen text CAPS: Pages 35-39 TASK 10 Paper 3 – Writing – 100 Marks – 3 hours <ul style="list-style-type: none"> ▪ Essay (5) ▪ Transactional Texts (2 x 25 = 50) 	Visual literacy: Cartoons and Adverts <ul style="list-style-type: none"> • Identify & explain the impact of techniques such as the use of font types & sizes, headings & captions. • Analyse the writer's viewpoint and motivate. • Analyse & explain effect of figurative & rhetorical language, literary devices such as metaphor, simile, personification, hyperbole, sarcasm; irony; satire; anti-climax and the meaning of texts, word choice, vivid description, personal voice & style, tone; placement & sound. • Give & motivate personal responses to texts with conviction. • Analyse the nature of bias, prejudice & discrimination and how these affect meaning • Definitions of a cartoon, a cartoon strip, caricatures and political cartoons. • Identify & explain the impact of techniques such as the use of font types & sizes, body language, facial expressions, lack of text in a frame or a few frames • Focus on characters, Background & Setting, Language & Punctuation; Speech & Thought Bubbles, Actions, Intention/Objectives, body language, facial expressions, tone, mood, atmosphere, lines and symbols.
Date Completed:				

Weeks, Dates and % Completion	Language	Reading and viewing Stanmorephysics.com 2 hours	Reading and viewing 1 hours	Language
Weeks 36-37 19/10-30/10 10 days 96.89% Minimum number of informal activities: 156	Prepare for examination PAPER 1: Language in context: Comprehension, and Summary, Language Structure & Conventions Requirements of Sections A & B in Paper 1 <ul style="list-style-type: none"> • Comprehension– revision of skills • Summary writing – paragraph form (2 examples to be done) • Time management 	<ul style="list-style-type: none"> • Literature study Revision of Drama • Poetry: Revision of Seen Poetry • Poetry: Revision of Unseen Poetry – analysis skills <p>See 3.2 (CAPS) Pages 25-26</p>	Prepare for examination PAPER 2: Literature: <ul style="list-style-type: none"> • Revision of all poems • Revision of the Unseen Poetry – analysis skills • Answering of poetry essay question • Answering of poetry contextual questions • Requirements of Section A in Paper 2 • Revision of the Drama • Answering of Literary Essay Questions • Answering of Contextual Questions • Time Management <p>See 3.2 (CAPS) Pages 22-27 (Poetry)</p>	Prepare for examination PAPER 1: Language in context: <ul style="list-style-type: none"> • Language structures and conventions *Advertisements *Cartoons *Grammar • Requirements of Section C in Paper 1 • Time management <p>Refer to Weeks 35 & 36</p>
Date Completed:				



Weeks, Dates and % Completion	Language	Reading and viewing Stanmorephysics.com 2 hours	Reading and viewing 1 hours	Language
Weeks 38 02/11-06/11 5 days 100% Minimum number of informal activities: 161	Prepare for examination PAPER 1: Language in context: Comprehension, and Summary, Language Structure & Conventions Requirements of Sections A & B in Paper 1 <ul style="list-style-type: none"> • Comprehension– revision of skills • Summary writing – paragraph form (2 examples to be done) • Time management 	<ul style="list-style-type: none"> • Literature study Revision of Drama • Poetry: Revision of Seen Poetry • Poetry: Revision of Unseen Poetry – analysis skills <p>See 3.2 (CAPS) Pages 25-26</p>	Prepare for examination PAPER 2: Literature: <ul style="list-style-type: none"> • Revision of all poems • Revision of the Unseen Poetry – analysis skills • Answering of poetry essay question • Answering of poetry contextual questions • Requirements of Section A in Paper 2 • Revision of the Drama • Answering of Literary Essay Questions • Answering of Contextual Questions • Time Management <p>See 3.2 (CAPS) Pages 22-27 (Poetry)</p>	Prepare for examination PAPER 1: Language in context: <ul style="list-style-type: none"> • Language structures and conventions *Advertisements *Cartoons *Grammar • Requirements of Section C in Paper 1 • Time management Refer to Weeks 35 & 36
Date Completed:				

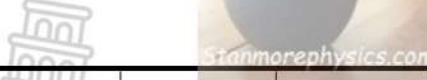
Weeks, Dates and % Completion	Language	Language Stanmorephysics.com	Reading and viewing	Reading and viewing
	End of the year examinations  Paper 1 – Language Structures and Conventions – 70 Marks – 2 hours <ul style="list-style-type: none"> ▪ Comprehension (3) ▪ Summary (10) ▪ Advertisement (10) ▪ Cartoon (10) ▪ Prose/textual Editing (10) 	End of the year examinations  Paper 1 – Language Structures and Conventions – 70 Marks – 2 hours <ul style="list-style-type: none"> ▪ Comprehension (3) ▪ Summary (10) ▪ Advertisement (10) ▪ Cartoon (10) ▪ Prose/textual Editing (10) 	End of the year examinations  Paper 2 – Literature – 80 Marks – 2½ hours <ul style="list-style-type: none"> ▪ Seen Poetry (20) ▪ Unseen Poetry (10) ▪ Drama (Essay) (25) ▪ Drama (Contextual question) (25) 	End of the year examinations  Paper 2 – Literature – 80 Marks – 2½ hours <ul style="list-style-type: none"> ▪ Seen Poetry (20) ▪ Unseen Poetry (10) ▪ Drama (Essay) (25) ▪ Drama (Contextual question) (25)
Date Completed:				



Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmore 4 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
	Marking, Moderation, Schedules, Reports			

FORMAL ASSESSMENT: -assess as follows in respect of week:

TERM 4	Task 10	NB
EXAMS: 250 ORALS: 50 60% OF 300 + 40% OF SBA	<p>End of the year examinations</p> <p>Paper 1 –Language in context – 70 Marks – 2 hours</p> <ul style="list-style-type: none"> ▪ Comprehension (3) ▪ Summary (10) ▪ Advertisement (10) ▪ Cartoon (10) ▪ Prose/textual Editing (10) <p>Paper 2 –Literature – 80 Marks - 2½ hours</p> <ul style="list-style-type: none"> ▪ Seen Poetry (20) ▪ Unseen Poetry (10) ▪ Drama (Essay) (25) ▪ Drama (Contextual question) (25) <p>Paper 3 – Writing – 100 Marks – 3 hours</p> <ul style="list-style-type: none"> ▪ Essay (50) ▪ Transactional Texts (2 x 25 = 50) <p>Paper 4 – Orals – 50</p> <ul style="list-style-type: none"> ▪ Listening for Comprehension (15) ▪ Unprepared Speech (15) ▪ Prepared Speech/Unprepared Reading Aloud (10) ▪ Prepared Speech/Unprepared Reading Aloud (10) 	<p>NOTE WELL: COMMENCE ASSESSMENT AS FOLLOWS:</p> <ul style="list-style-type: none"> ✿ Paper 1: (as per school's timetable – November 2025) ✿ Paper 2: (as per school's timetable – November 2025) ✿ Paper 3: (to be written in Weeks 35 or 36 as per school's/district's timetable) ✿ Marking and Moderation MUST be as per School's Management Plan <p>Final Weightings</p> <ul style="list-style-type: none"> ◆ Tasks 2,4,5, 7 and 8 form the SBA mark of which 40% is taken for the year mark. ◆ Tasks 1,3, 6 & 9 form marks for Paper 4: Orals (50) ◆ Task 10 (250 marks) and Paper 4, the Orals (50 marks) is taken for the year mark. This is 60%. <p>Promotion mark: SBA 40% + End of year Examinations and Orals 60%</p> <p>Orals Paper 4:</p> <ul style="list-style-type: none"> ◆ The marks attained for all the oral tasks will not form part of the final SBA mark but will be used for the oral examination component Paper 4 for HL. ◆ The oral mark will still be used for term reporting but only accrue the oral examination component as cited above.

CHECKLIST: END OF TERM 4:


Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
6	Language tasks CAPS p. 93 - 94 (evidence answer questions, teaching notes)				8	Literature Tasks (evidence answer questions, listening notes, etc.)	
2	Textual editing which includes the following: - <ul style="list-style-type: none">Parts of Words (prefix, root, suffix)Phrases and ClausesSentencesPunctuationSpelling			2	Poetry (revision of 2 Unseen and all 8 Seen poems)		
2	<ul style="list-style-type: none">VerbosityTautology/RedundancyAmbiguityIrony, Satire			6	Drama: Revision		
2	Critical language awareness <ul style="list-style-type: none">Fact & Opinion; Subjectivity& objectivity, Bias & Propaganda; Stereotyping			4	Writing Tasks (evidence process writing, editing, writing)		
8	Reading tasks (evidence answer questions, listening notes)			2	Revision of Essay Genres and Picture Stimuli		
2	Comprehension (Texts A and B)			2	Revision of Transactional Writing – text types and formats		
2	Summary			End of term 4 Completion: 161 tasks complete = 100%			
4	Visual texts – Adverts and Cartoons (2 each)						

NOTE WELL:

All tasks taught should have some form of evidence in learner books for verification (i.e., listening notes, mind map on discussion, etc.)

Number of school days: 43


SEDIBENG EAST DISTRICT
PROGRAMME OF ASSESSMENT FOR ENGLISH HL GRADE 10 - 2025

TERM 1	Task 1	Task 2	Task 3	Task 4
90 Learner Mark: 90*100	*Oral: Listening for Comprehension	Writing: Transactional texts Friendly/formal letters, newspaper article, dialogue, speech, email 180-200 words	*Oral: Unprepared speech	#Test 1: Language in Context Comprehension, Summary and Language Structures & Conventions
Total:	15	25	15	35
Weightings	Term:16.67%/Final:10%	Term:27.78%/Final:10%	Term:16.67%/Final:30%	Term:38.88%/Final:15%
Date Completed:				
TERM 2	Task 5	Task 6	Task 7	<p>Orals: 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 (Tasks 6 and 9).</p> <p>End of year Examinations: For more guidance on Papers 1 to 3 for the end-year exam and for Papers 1 and 2 for the mid-year examinations, refer to DBE Exam Guidelines 2021 and this ATP</p>
210 Learner Mark: 210/2.1	Writing: Essay Narrative, Descriptive, Argumentative, Visual Stimuli 300-350 words	*Oral: Prepared Speech OR Unprepared Reading Aloud	Mid-year Examinations Paper 1: Language in Context (70 marks) – 2 hours <ul style="list-style-type: none"> • Comprehension (30) • Summary (10) • Advertisement (10) • Cartoons (10) • Prose (10) Paper 2: Literature – (80 marks) – 2 ½ hours <ul style="list-style-type: none"> • Seen poetry (20 marks) • Unseen Poem (10 marks) • Drama Essay question (25 marks) • Drama contextual questions (25 marks) 	
Total:	50	10	150	
Weightings	Term:23.81%/Final:20%	Term:4.77%/Final:30%	Term:71.42%/Final:35%	
Date Completed:				

TERM 3	Task 8	Task 9 Stanmorephysics.com	
45 Learner Mark: 45*100	Literature: Assignment/Project	*Oral: Prepared Speech OR Unprepared Reading Aloud	#Test 1 could be set out of 35 marks or, if more, should be converted to 35 marks . While the <i>Comprehension, summary, language structures and conventions</i> combination is suggested, teachers are urged to design a combination of aspects that fits 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 represent the different cognitive levels as set out for exam papers. Test 1: provide a full scale 70-mark test as follows: 1 hour session testing Section A and B (40 Marks); 1 hour session testing Section C (30 marks). Then divide by 2 to bring to a total of 35. This is necessary if we wish to ensure that learners get practice in answering a Paper 1.
Total:	35	10	
Weightings	Term:77.78%/Final:20%	Term:22.22%/Final:30%	
Date Completed:			
TERM 4	Task 10		
EXAMS: 250 ORALS: 50 60% OF 300 + 40% OF SBA	End of the year examinations Paper 1 –Language in context – 70 Marks – 2 hours <ul style="list-style-type: none"> ▪ Comprehension (3) ▪ Summary (10) ▪ Advertisement (10) ▪ Cartoon (10) ▪ Prose/textual Editing (10) Paper 2 –Literature – 80 Marks - 2½ hours <ul style="list-style-type: none"> ▪ Seen Poetry (20) ▪ Unseen Poetry (10) ▪ Drama (Essay) (25) ▪ Drama (Contextual question) (25) Paper 3 – Writing – 100 Marks – 3 hours <ul style="list-style-type: none"> ▪ Essay (5) ▪ Transactional Texts (2 x 25 = 50) 	NOTE WELL: COMMENCE ASSESSMENT AS FOLLOWS: <ul style="list-style-type: none"> ♣ Paper 1: as per school's timetable – November 2025 ♣ Paper 2: as per school's timetable – November 2025 ♣ Paper 3: to be written in Weeks 35 OR 36 as per school's/district's timetable ♣ Marking and Moderation MUST be as per School's Management Plan Final Weightings <ul style="list-style-type: none"> ♦ Tasks 2,4,5, 7 and 8 form the SBA mark of which 40% is taken for the year mark. ♦ Tasks 1,3, 6 & 9 form marks for Paper 4: Orals (50) ♦ Task 10 (250 marks) and Paper 4, the Orals (50 marks) is taken for the year mark. This is 60%. Promotion mark: SBA 40% + End of the year Examinations and Orals 60%	

	<p>Paper 4 – Orals – 50</p> <ul style="list-style-type: none">▪ Listening for Comprehension (15)▪ Unprepared Speech (15)▪ Prepared Speech/Unprepared Reading Aloud (10)▪ Prepared Speech/Unprepared Reading Aloud (10)	<p>Orals Paper 4:</p> <ul style="list-style-type: none">◆ The marks attained for all the oral tasks will not form part of the final SBA mark but will be used for the oral examination component Paper 4 for HL.◆ The oral mark will still be used for term reporting but only accrue the oral examination component as cited above.
Total:	(300/3) x 0.60	