



**GAUTENG PROVINCE**  
Department: Education  
REPUBLIC OF SOUTH AFRICA

# **ENGLISH HOME LANGUAGE GRADE 11 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 NOVEL being taught and insert the titles of all 10 poems and poets.
4. Seen Poetry - there are 10 for the year: -4 in Term 1, 3 in Term 2 and 3 in Term 3.
5. Unseen Poetry - 1 each in Terms 1 and 3; 2 in Term 2 and 3 in Term 4.
6. The DRAMA is not studied in Grade 11. However, it could still be used for enrichment. For example, the prescribed texts *Macbeth/The Merchant of Venice* could be used for Unprepared Reading Aloud practice sessions.
7. LENGTHS OF ORIGINAL TEXTS TO BE USED:  
Comprehension = 600-700 words  
Summary = 320 words
8. LENGTHS OF TEXTS TO BE PRODUCED BY LEARNERS:  
Summary = 80-90 words  
Writing: Essay = 350-400 words  
Transactional Text = 180-200 words (CONTENT only)  
Literature: Poetry Essay = 200-250 words  
Literary Essay = 350-400 words

9. NOVEL: - Choices: *Things Fall Apart* - Chinua Achebe OR *Tsotsi* - Athol Fugard

10. POETRY: - *Poems from all Over* by R Kozain, J Monk, M Monk & R Peverley

Resources on the poems can be accessed on the Google Drive

No	TITLE	POET	DATE COMPLETED
1	A Far Cry From Africa	Derek Walcott	
2	A Valediction Forbidding Mourning	John Donne	
3	Anthem For Doomed Youth	Wilfred Owen	
4	Eating Poetry	Mark Strand	
5	London 1802	William Wordsworth	
6	Mid-term Break	Seamus Heaney	
7	Random Notes To My Son	Keoraptse Kgotitsile	
8	Sonnet 130	William Shakespeare	
9	Those Winter Sundays	Robert Hayden	
10	We Wear The Mask	Paul Laurence Dunbar	

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 to 3 for the end-year examination, refer to DBE Exam Guidelines 2021 and this ATP.

13. NOTE WELL: TSOTSI IS SHORTER THAN THINGS FALL APART. It could be completed by end of Term 1 or into Term 2. PLEASE USE THE TIME PROFITABLY TO INCREASE WORK ON PAPER 1 AND PAPER 2.

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 11
  - ✓ VOICE MESSAGES
  - ✓ ORAL ROADSHOW DOCUMENT 2025

PAPER 1: LANGUAGE IN CONTEXT

<p><b>TIME</b> 2 hours</p>	<p><b>SECTION A: COMPREHENSION</b></p> <ul style="list-style-type: none"> <li>Select <b>TWO</b> texts – ONE <u>prose</u> and ONE <u>visual</u>. The visual text <b>MUST BE RELATED</b> to the prose text.</li> <li><b>READING LENGTH:</b> TEXT A: 600-700 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.</li> </ul> <p><b>TEST COMPREHENSION IN CONTEXT.</b></p> <p><b>NOTE:</b></p> <ul style="list-style-type: none"> <li>There will be comparative questions based on the <b>TWO</b> texts (maximum 4 marks).</li> <li>A maximum of <b>TWO</b> open-ended questions.</li> <li>Only <b>ONE</b> multiple-choice question.</li> </ul> <p>*BARRETT'S TAXONOMY - 40% lower order; 40% middle order and 20% higher order questions. *POINTS TO CONSIDER IN SELECTING TEXTS - Refer to Examination Guideline 2021, Page 6.</p>			
<p><b>MARKS</b> 70</p>	<p><b>QUESTION 1</b> Reading for Meaning and Understanding</p> <p><b>30 MARKS</b></p>		<p><b>SECTION B SUMMARY</b></p> <p><b>QUESTION 2</b> Summarising in your own words</p> <p><b>10 MARKS</b></p> <ul style="list-style-type: none"> <li>Summarise in paragraph form only.</li> <li><b>LENGTH OF TEXT</b> - 320 words</li> <li><b>LENGTH OF TEXT PRODUCED</b> - should not exceed 90 words.</li> <li>Summary text must not come from comprehension passage.</li> <li>Refer to Examination Guideline 2021, Pages 7 &amp; 8 for further reference to marking the summary and layout of response in the MG.</li> </ul>	
<p>Refer to the 2021 DBE Examination Guidelines, Pages 9 &amp; 10 for finer details</p>	<p><b>SECTION C LANGUAGE STRUCTURES AND CONVENTIONS</b> <b>QUESTIONS 3-5: 30 MARKS</b></p> <ul style="list-style-type: none"> <li><b>TWO</b> open ended/critical analysis questions in Section C - advert &amp; cartoon e.g. In your view/Comment critically/Critically evaluate/Justify</li> <li>A maximum of <b>2 MCQs</b>.</li> </ul>	<p><b>QUESTION 3 ANALYSING ADVERTISING</b></p> <ul style="list-style-type: none"> <li>1 or 2 advertisement(s) – combination of visual &amp; written/verbal.</li> <li>10 marks</li> <li>8 marks on persuasive techniques</li> <li>2 marks on vocab development &amp; language use OR sentence structure &amp; organisation of texts.</li> </ul>	<p><b>QUESTION 4 UNDERSTANDING OTHER ASPECTS OF THE MEDIA</b></p> <ul style="list-style-type: none"> <li>1 or 2 cartoon(s); single and/or multiple frames.</li> <li>10 marks</li> <li>8 marks on persuasive techniques</li> <li>2 marks on vocab development &amp; language use OR sentence structure &amp; organisation of texts.</li> </ul>	<p><b>QUESTION 5 USING LANGUAGE CORRECTLY</b></p> <ul style="list-style-type: none"> <li>Prose text</li> <li>Length of text - 150-200 words</li> <li>10 Marks</li> <li>5 marks on vocab development &amp; language use.</li> <li>5 marks on sentence structure &amp; organisation of texts</li> </ul>

PAPER 2: LITERATURE GUIDELINES FOR FORMAT AND LENGTH OF TEXTS

TIME 2½ hours	SECTION A: POETRY	QUESTIONS 1-4 Seen Poetry	QUESTION 5 Unseen Poetry
MARKS 80		<ul style="list-style-type: none"> <li>Set on 4 poems as follows: Q1 - Essay Question Qs2-4 - Contextual Questions</li> <li>Learners answer any TWO questions.</li> <li>10 marks each</li> <li>LENGTH OF POETRY ESSAY: 200-250 words</li> </ul>	<ul style="list-style-type: none"> <li>This is a <b>COMPULSORY</b> question.</li> <li>Set on <b>ONE</b> poem.</li> <li>Only contextual questions.</li> <li>10 marks</li> </ul>
	<b>TOTAL SECTION A: 30</b>		
	SECTION B NOVEL	QUESTION 6 ESSAY QUESTION	QUESTION 7 CONTEXTUAL QUESTION
		<ul style="list-style-type: none"> <li>25 marks</li> <li>LENGTH OF LITERATURE ESSAY: 350-400 words</li> </ul>	<ul style="list-style-type: none"> <li>25 marks</li> <li>Number of extracts: 1 or 2</li> <li>LENGTH OF EXTRACTS: 1 extract: 300-350 words 2 extracts: 200 words each</li> </ul>
	<p><b>THERE IS <u>NO CHOICE</u> BETWEEN THE ESSAY AND THE CONTEXTUAL QUESTION ON THE NOVEL STUDIED. BOTH QUESTIONS <u>MUST</u> BE ANSWERED. BOTH QUESTIONS ARE <u>COMPULSORY</u></b></p>		
	<b>TOTAL SECTION B: 25</b>		



**PAPER 3: WRITING**

<b>TIME</b> 3 hours	<b>SECTION A: ESSAY</b>  <b>50 MARKS</b>	<ul style="list-style-type: none"> <li>• LENGTH OF ESSAY - 350-400 words</li> <li>• NUMBER OF TOPICS - 8 - EIGHT</li> <li>• A minimum of 2 and a maximum of 3 should be visual stimuli.</li> <li>• Candidates are required to respond to ONE essay question.</li> <li>• TYPES OF ESSAYS - Narrative; Descriptive; Reflective; Discursive; Argumentative</li> <li>• Topics should be concise and, in a language, accessible to Grade 10 HL candidates.</li> </ul>
<b>MARKS</b> 100	<b>TOTAL SECTION A: 50</b>	
	<b>SECTION B</b> <b>TRANSACTIONAL</b> <b>TEXTS</b>  <b>50 MARKS</b>	<ul style="list-style-type: none"> <li>• LENGTH OF TRANSACTIONAL TEXTS - 180-200 words (content only).</li> <li>• NUMBER OF TOPICS - 6 - SIX topics must be set from the categories indicated below.</li> <li>• Candidates are required to answer TWO questions from this section.</li> <li>• Visuals may be used only as supportive material.</li> <li>• THE TYPE OF TEXT REQUIRED MUST BE CLEARLY INDICATED AS A HEADING.</li> <li>• Topics should be concise and, in a language accessible to Grade 12 HL candidates</li> <li>• <b>Category A: set a minimum of ONE and a maximum of TWO questions.</b></li> <li>• <b>Category B: set a minimum of ONE and a maximum of THREE questions</b></li> <li>• <b>Category C: set a minimum of ONE and a maximum of THREE questions.</b></li> </ul> <p><b>CATEGORIES:</b></p> <p><b>Category A:</b> 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><b>Category B:</b> Formal report/informal report/review/newspaper article/magazine article/agenda and minutes of a meeting (asked as a combination)</p> <p><b>Category C:</b> Formal speech/informal speech/dialogue/written interview/obituary</p>
	<b>TOTAL SECTION B: 2 X 25 = 50</b>	

**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**
**SELECTING TEXT:**

- Meaty, plot, characters themes, dialogue, stage directions, poetic devices
- 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 in 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 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 ½ hours are emphasised in 2022	Language 30 minutes AND Integrated across all aspects
<p>Week 1 14/01 to 16/01 3 days</p> <p><b>0,62%</b></p> <p>Minimum number of informal activities: 01</p>	<p><b>GENERAL:</b></p> <ul style="list-style-type: none"> <li>Distribution of books.</li> <li>Discuss Formal Programme of Assessment.</li> <li>Ensure that learners understand what the Curriculum, SBA and Oral Assessments consist of.</li> <li>Ensure that they understand that there will be 3 full papers written in the Final Exams and not the shortened versions written in 2022.</li> </ul> <p><b>DISSEMINATION OF ORAL INFORMATION</b></p> <ul style="list-style-type: none"> <li>Oral Assessment – Mediate number, types and choices.</li> <li>Indicate when the assessments will take place e.g., Tasks 1 &amp; 3 in Term 1; Tasks 6 in Term 2 and Task 9 in Term 3. If you have specific dates, please provide to learners.</li> <li>Discuss the importance of the ORAL mark in the total of the English HL mark.</li> </ul>	<ul style="list-style-type: none"> <li><b>Baseline test</b> Peer Assessment of baseline test Discussion of Baseline test <b>Use the baseline test emailed to you.</b></li> <li><b>Literature Study:</b></li> <li>Inform learners of the <b>10 poems</b> to be studied in Grade 11.</li> <li>Inform learners of the <b>NOVEL</b> to be studied in Grade 11.</li> <li><b>Literature Study: NOVEL Things Fall Apart OR Tsotsi</b></li> </ul> <p><b>Week 1:</b></p> <ul style="list-style-type: none"> <li>♣ Key features of literary genre</li> <li>♣ Introduction</li> <li>♣ Background Information</li> <li>♣ Setting of the Novel</li> <li>♣ Narrative</li> </ul> <p>See 3.2 (CAPS) Pages 22-23 &amp; 26-27</p>	<ul style="list-style-type: none"> <li>✓ Discuss the features of <b>essay types: Narrative, Descriptive, Argumentative</b></li> <li>✓ Discuss the features of <b>Transactional Texts</b></li> <li>✓ <b>The above must be a recollection of work done in 2024 in Grade 10.</b></li> <li>✓ <b>This is an introductory lesson – also a baseline assessment of what Grade 11 learners can recall of their Grade 10 work.</b></li> </ul> <p>Focus on: <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting CAPS: Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Punctuation and spelling</li> </ul> <p>CAPS: Pages 31-33</p>	<p>Baseline test</p> <ul style="list-style-type: none"> <li>➤ This is to assess Grade 11 learners' recollection of what was done in Grade 10.</li> <li>➤ Use the baseline test developed by SESs and emailed to you.</li> <li>➤ Learners to answer the questions,</li> <li>➤ Peer assessment</li> <li>➤ Discussion of Baseline test.</li> <li>➤ Capturing of scores and submission to SES.</li> </ul> <p><b>NB: there must be evidence of all baseline testing done in this week.</b></p>
<p><b>Date Completed:</b></p>				

Weeks, Dates and % Completion	Listening and Speaking 30 minutes	Reading and viewing 2 hours <i>Quality Informal assessments</i>	Writing and presenting 1 ½ hours <i>are emphasised in 2022</i>	Language 30 minutes AND Integrated across all aspects
<p>Weeks 2-3 19/01 to 30/01 10 days</p> <p><b>6,83%</b></p> <p>Minimum number of informal activities: 11</p>	<p><b>DISSEMINATION OF ORAL INFORMATION continued:</b></p> <ul style="list-style-type: none"> <li>Discuss the importance of the ORAL mark in the total of the English HL mark.</li> <li><b>Discuss the weightings of the oral components.</b></li> <li><b>Explain to candidates the difference the weightings make – raw mark vs weighted mark.</b></li> </ul> <p><b>WEEKS 2 - 3 PREPARATION FOR TASK 1: LISTENING FOR COMPREHENSION:</b> (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 350 words text: Refer to CAPS page 21</p>	<ul style="list-style-type: none"> <li><b>Comprehension and Summary</b> *Key features of texts and parts of a book, including literary genre/s See 3.2 (CAPS) Pages 22-23 &amp; 25 <b>Use the 2024 Grade 11 November Paper 1.</b></li> <li><b>Literature Study: NOVEL Things Fall Apart OR Tsotsi</b></li> </ul> <hr/> <hr/> <p>Seen Poetry: 1.</p> <hr/> <hr/> <p>See 3.2 (CAPS) Pages 25-27</p>	<p>✓ <b>Written work – provide learners with ESSAY topics from Grade 11, 2024 Nov P3.</b> <b>The lesson to begin in class; the written work to be completed at home</b></p> <p>Focus on: <b>Process writing</b> Planning, &amp; drafting, revising, editing, proof-reading and presenting CAPS: Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>CAPS: Pages 31-33</p> <p><b>AND</b></p> <p><b>Transactional Text: EMAILS</b></p> <ul style="list-style-type: none"> <li><b>HL CAPS policy document is silent on this genre.</b></li> <li><b>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 &amp; 2020 P3 Resource Packs.</b></li> </ul>	<p><b>Sections A &amp; B:</b></p> <ul style="list-style-type: none"> <li>➤ Use the 2024 Grade 11 November Paper 1.</li> <li>➤ It will also assist the educator to ascertain baseline knowledge of adverts, cartoons and textual editing.</li> </ul> <p><b>NB: there must be evidence of all informal assessment in learners' books. This includes Papers 1 and 3 aspects.</b></p> <p><b>NB: This applies to the work done throughout the year as outlined in this ATP.</b> <b>Practice makes perfect.</b></p>
<p><b>Date Completed:</b></p>				

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 4-5 02/02 to 13/02 10 days</p> <p><b>13,04%</b></p> <p>Minimum number of informal activities: 21</p>	<p><b>WEEK 4: FORMAL ASSESSMENT: TASK 1 LISTENING FOR COMPREHENSION</b> Length of texts to be used for listening comprehension: a 300 words text Refer to CAPS page 21 <b>CHOICE OF TEXT</b> – 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. <b>Refer also to guidelines given in 2024 during the Oral Roadshow</b></p> <p><b>TYPES OF QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>• Use Barrett’s taxonomy when setting.</li> <li>• Ensure ratio of 40:40:20</li> <li>• Avoid more than two 1-mark questions.</li> <li>• Avoid asking questions that begin with what, where, who, when.</li> <li>• Questions must vary in the questioning techniques.</li> </ul> <p><b>WEEK 5: PREPARATION FOR TASK 3: UNPREPARED SPEECH:</b></p> <ul style="list-style-type: none"> <li>• Use tone, voice projection, pace, eye contact, posture and gestures.</li> <li>• Use appropriate and effective vocabulary and language structures.</li> <li>• Use effective introduction and conclusion.</li> </ul> <p>CAPS: Page 18 PRESENTATION LENGTH: 2 minutes per learner CAPS: Page 21 – reference for time</p>	<ul style="list-style-type: none"> <li>• <b>Reading for comprehension:</b> Strategies using written texts See 3.2 (CAPS) Pages 22-23 *Skills of answering comprehension</li> <li>• <b>Literature Study: NOVEL Things Fall Apart OR Tsotsi</b></li> </ul> <hr/> <hr/> <p>Seen Poetry: 2.</p> <hr/> <hr/> <p>See 3.2 (CAPS) Pages 25-27</p>	<p><b>Week 4: Transactional texts:</b></p> <ul style="list-style-type: none"> <li>• Formal letters (Application, request, complaint and congratulations.)</li> </ul> <p><b>[Focus on those not done in Grade 10.]</b></p> <p><b>Features of chosen text</b> CAPS: Pages 34-35</p> <p><b>WEEK 5: Transactional text:</b> Covering letter and CV</p> <p><b>Features of chosen text</b> CAPS- Pages 34-35 &amp; 39</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting CAPS: Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Punctuation and spelling</li> </ul> <p>CAPS: Pages 31-33</p>	<p>Baseline Assessment Language Previous year’s final examination (Grade 10) paper – all poorly answered questions. Indicate aspects being done (bulleted format) e.g.</p> <ul style="list-style-type: none"> <li>• Components of textual editing</li> <li>• Parts of words – prefix, suffix, roots, dictionary work</li> <li>• Spelling</li> <li>• Punctuation</li> <li>• Direct &amp; indirect speech</li> <li>• Passive and Active Voice</li> </ul> <p>CAPS – Pages 23-24</p> <ul style="list-style-type: none"> <li>• <b>SELECT FIVE OR MORE ASPECTS AND REMEDIATE/REVISE/RE-TEACH.</b></li> <li>• <b>Remember that only ONE genre, the NOVEL aside of poetry is being taught in Grade 11.</b></li> </ul> <p><b>Therefore, much time MUST be given to Papers 1 and 3 aspects.</b></p>
<p><b>Date Completed:</b></p>				

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 6-7 16/02 to 27/02 10 days</p> <p><b>19,25%</b></p> <p>Minimum number of informal activities: 31</p>	<p><b>WEEK 6: FORMAL ASSESSMENT: TASK 3 BEGINS</b></p> <p><b>Unprepared speech:</b></p> <ul style="list-style-type: none"> <li>Use tone, voice projection, pace, eye contact, posture and gestures.</li> <li>Use appropriate and effective vocabulary and language structures.</li> <li>Use effective introduction and conclusion.</li> </ul> <p>CAPS: Page 18</p> <p><b>PRESENTATION LENGTH: 2 minutes per learner</b></p> <p>CAPS: Page 21 – reference for time</p>	<ul style="list-style-type: none"> <li><b>Reading for comprehension:</b> Interpretation of Visual Texts i.e. TEXT B in Paper 1</li> <li><b>NB: SELECT A TEXT THAT ALIGNS WITH THE CONTENT OF THE TEXT DONE IN WEEKS 4-5</b> CAPS: Page 23</li> <li><b>Literature Study: NOVEL Things Fall Apart OR Tsotsi</b></li> </ul> <hr/> <hr/> <p>3. Seen Poetry:</p> <hr/> <hr/> <p>See 3.2 (CAPS) Pages 25-27</p>	<p><b>WEEK 6:</b> <b>Transactional text:</b> Interview and Dialogue (dialogue was done in Grade 10 so that is revision) <b>(Features and skills to be taught. Differentiate between a dialogue and an interview)</b> <b>Features of chosen text</b> CAPS: Pages 36-37</p> <p><b>AND</b> <b>Week 7: Transactional texts:</b> Agenda &amp; Minutes of a Meeting <b>Features of chosen text</b> CAPS Page 38</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p>Revision &amp; Reinforcement: <b>Parts of Speech</b></p> <ul style="list-style-type: none"> <li>Nouns</li> <li>Verbs</li> <li>Adverbs</li> <li>Adjectives</li> <li>Conjunctions</li> <li>Prepositions</li> </ul> <p><b>Punctuation:</b></p> <ul style="list-style-type: none"> <li>Function</li> <li>Usage</li> <li>Explanation in context</li> <li><b>Difference in meaning when punctuation is positioned differently.</b></li> </ul>
<p><b>Date Completed:</b></p>				

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><b>25,47%</b></p> <p>Minimum number of informal activities: 41</p>	<p><b>FORMAL ASSESSMENT: TASK 3: UNPREPARED SPEECH CONTINUES</b></p> <ul style="list-style-type: none"> <li>Use tone, voice projection, pace, eye contact, posture and gestures.</li> <li>Use appropriate and effective vocabulary and language structures.</li> <li>Use effective introduction and conclusion.</li> </ul> <p>CAPS: Page 18</p> <p>PRESENTATION LENGTH: 2 minutes per learner</p> <p>CAPS: Page 21 – reference for time</p> <p style="text-align: center;"><b>OR</b></p> <p>If unprepared speech has been completed, move onto:</p> <p><b>Discussion/conversation:</b></p> <ul style="list-style-type: none"> <li>Features and conventions</li> <li>Planning, researching, organising, practising and presenting</li> </ul> <p>CAPS: Pages 17-18 and Page 20</p> <p>DURATION OF PRESENTATION: 20 minutes per group</p> <p>CAPS: Page 21</p>	<ul style="list-style-type: none"> <li><b>Reading for comprehension: TEXT A &amp; TEXT B</b> Vocabulary development and language use CAPS: Pages 23-25</li> <li><b>Literature Study: NOVEL Things Fall Apart OR Tsotsi</b></li> </ul> <hr/> <p>Seen Poetry: 4.</p> <hr/> <p>See 3.2 (CAPS) Pages 25-27</p> <p><b>WEEKS 9 &amp; 10 FORMAL ASSESSMENT TASK 4: TEST 1- LANGUAGE IN CONTEXT 70 marks/2 = 35</b> Refer to PoA and Page 15 of this ATP for details. Begin in Week 9 and ensure completion by week 10.</p>	<p><b>WEEK 8</b></p> <p><b>Transactional text:</b> Formal Speech (Skills and the Written text) <b>Features of chosen text</b> CAPS: Page 36</p> <p><b>Focus on:</b> <b>Process writing</b> See 3.2 (CAPS) Pages 30-31 AND <b>Language structures and conventions:</b> See 3.2 (CAPS) Pages 31-33</p> <p><b>WEEK 9</b></p> <p><b>FORMAL ASSESSMENT: TASK 2 – TRANSACTIONAL TEXTS</b></p> <p><b>SET NO LESS THAN 6 TOPICS.</b></p> <ul style="list-style-type: none"> <li>Select from the genres taught in Term 1 Weeks 2-7 (8) and those taught in Grade 10 of 2024 e.g., the dialogue.</li> <li>Term 1 genres: Friendly and Formal letters, CV and covering letter, Interviews/Dialogues, Speeches, Agenda &amp; Minutes of Meeting, Emails.</li> </ul>	<p>Revision &amp; Reinforcement: Sentences:</p> <ul style="list-style-type: none"> <li>Simple Compound &amp; Complex</li> </ul> <p>New teaching: <b>INDICATE OTHER ASPECTS:</b></p> <ul style="list-style-type: none"> <li>Phrases and clauses</li> <li></li> <li></li> </ul> <p>Link comprehension with the language.</p> <p><b>WEEKS 8 &amp; 9 or WEEKS 8 or 9 FORMAL ASSESSMENT TASK 4: TEST 1- LANGUAGE IN CONTEXT 70 marks/2 = 35</b></p> <p>Refer to PoA and Page 16 of this ATP for details. Begin in Week 8 and ensure completion by week 9.</p>
<p><b>Date Completed:</b></p>				

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 10-11 16/03 to 27/03 9 days</p> <p>(21/03 – Human Rights Day) (28/03 - Schools close)</p> <p><b>31,68%</b></p> <p>Minimum number of informal activities: 51</p>	<p><b>FORMAL ASSESSMENT: TASK 3: UNPREPARED SPEECH CONTINUES</b></p> <ul style="list-style-type: none"> <li>Use tone, voice projection, pace, eye contact, posture and gestures.</li> <li>Use appropriate and effective vocabulary and language structures.</li> <li>Use effective introduction and conclusion.</li> </ul> <p>CAPS: Page 18</p> <p>PRESENTATION LENGTH: 2 minutes per learner</p> <p>CAPS: Page 21 – reference for time</p> <p style="text-align: center;"><b>AND</b></p> <p><b>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</b></p>	<ul style="list-style-type: none"> <li>Summary writing – point form (week 10)</li> <li>Summary writing – paragraph form (week 11)</li> <li>Literature Study: <b>NOVEL Things Fall Apart OR Tsotsi</b></li> </ul> <hr/> <hr/> <p>Unseen Poetry: 1.</p> <hr/> <hr/> <p>See 3.2 (CAPS) Pages 25-27</p> <p><b>WEEKS 9-10 FORMAL ASSESSMENT TASK 4: TEST 1- LANGUAGE IN CONTEXT 70 marks/2 = 35</b> Refer to PoA and Page 16 of this ATP for details. Begin in Week 9 and ensure completion by week 10.</p>	<p><b>Essay:</b> Argumentative &amp; Discursive</p> <p><b>Week 10</b> – Argumentative (revision) <b>Week 11</b> – Discursive Essay</p> <p><b>Features and skills to be taught.</b> <b>Differentiate between an argumentative essay and a discursive essay).</b></p> <p><b>Features of chosen text:</b> CAPS: Pages 33-34</p> <p><b>Focus on: Essay-writing skills</b></p> <p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<ul style="list-style-type: none"> <li>Topic sentences</li> <li>Concluding sentences</li> <li>Synthesis of sentences</li> <li>Sentence structure</li> <li>Sentence types</li> <li>Conjunctions and logical connectors</li> </ul> <p>CAPS: pages 24-25</p> <p><b>Link Essay writing to the above section on sentences.</b></p> <p><b>WEEKS 9 -10 FORMAL ASSESSMENT TASK 4: TEST 1- LANGUAGE IN CONTEXT 70 marks/2 = 35</b></p> <p><b>Refer to PoA and Page 16 of this ATP for details. Begin in Week 9 and ensure completion by week 10.</b></p> <p><b>BY WEEK 11: Ensure completion of a minimum of 4 seen poems and 1 unseen poem. Progress must be made in the NOVEL although not necessarily completed. Must be extended into Term 2.</b></p>
<p><b>Date Completed:</b></p>				

**WRITING AN EMAIL**

- The writing of the email is to be taught in Week 2 of Term 1 (Page 9 of this ATP).
- 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 notes and formats given in 2021 and in the RELAB series of lessons issued in 2021.

**WRITING AN EMAIL (EFAL CAPS – Page 40)**

PURPOSE	TEXT STRUCTURE	LANGUAGE FEATURES
To inform and maintain a relationship	<ul style="list-style-type: none"> <li>• <b>The recipient’s address</b> – 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)</li> <li>• <b>CC:</b> these may be the recipients whose attention is called to the email.</li> <li>• <b>SUBJECT:</b> this is a summary of the content of the email.</li> <li>• <b>Message</b></li> <li>• <b>Sender’s name</b></li> <li>• 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>.</li> </ul>	Speech-like communication

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



TERM 1	Task 1	Task 2	Task 3	Task 4	
<b>90 Learner Mark/90*100</b>	Oral: Listening for Comprehension	*Writing: Transactional Texts (Friendly and Formal letters, CV and covering letter, Interviews/Dialogues, Speeches, Agenda & Minutes of meeting, Emails) 180-200 words <b>(Refer to bullets 1 &amp; 2 below)</b>	Oral: Unprepared speech	**Test 1: <b>Language in Context</b> Comprehension, Summary, Language Structures and Conventions <b>(Refer to bullet 3 below)</b>	
<b>Total:</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>35</b>	
<b>Term Weighting</b>	<b>16.67%</b>	<b>27.78%</b>	<b>16.67%</b>	<b>38.88%</b>	
<b>Final Weighting</b>	<b>10%</b>	<b>10%</b>	<b>30%</b>	<b>25%</b>	
<b>D A T E</b>	<b>Commence:</b>	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
	<b>Complete assessment by:</b>	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 2 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
<b>7</b>	<b>Language tasks CAPS p. 93 - 94</b> (evidence answer questions, teaching notes)			<b>15</b>	<b>Literature Tasks</b> (evidence answer questions, listening notes, etc.)		
	Parts of Words (prefix, root, suffix)			5	Poetry (4 Seen); 1 (Unseen Poem)		
	Parts of Speech			10	Novel		
	Sentences, Phrases & Clauses			<b>7</b>	<b>Oral Tasks</b> (evidence listening notes, mind map, planning, etc.)		
	Punctuation			5	Unprepared Speech		
	Spelling & Vocabulary building			2	Listening for Comprehension		
	Figurative & Literal Language			<b>6</b>	<b>Writing Tasks</b> (evidence process writing, editing, writing)		
	Connotation & Denotation			2	Essays		
<b>8</b>	<b>Reading tasks</b> (evidence answer questions, listening notes)			4	Transactional writing		
3	Comprehension						
3	Summary						
2	Visual texts (Text B)						
<b>END OF TERM COMPLETION: +/- 51 TASKS=31.68%</b>							

**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



# TERM 2

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 12-13 08/04 to 17/04 8 days</p> <p>(Schools reopen – 08/04)</p> <p><b>37,89%</b></p> <p>Minimum number of informal activities: 61</p>	<p><b>TASK 6: PREPARATION</b></p> <p><b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text.</li> <li>Planning, researching, organising, practising and presenting.</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18 SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Unprepared Reading Aloud:</b> HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently according to meaning and purpose.</li> <li>Pronounce words without distorting meaning.</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes <b>Refer also to the Unprepared Reading pack given in 2023</b></p>	<ul style="list-style-type: none"> <li><b>Reading for Comprehension:</b> Strategies using written texts (Skills and a Comprehension). See 3.2 (CAPS) Pages 22-23</li> <li><b>Literature Study: Continuation of Novel Things Fall Apart OR Tsotsi</b></li> </ul> <hr/> <hr/> <p>Seen Poetry: 5.</p> <hr/> <hr/> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>1 x essay:</b> Reflective Essay (Skills and mediation of genre)</p> <p><b>Features of chosen text</b> CAPS: Page 34</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p><b>Baseline test</b></p> <ul style="list-style-type: none"> <li>➤ This is to assess Grade 11 learners’ recollection of what was done in Term 1 (Grade 11).</li> <li>➤ You may develop your own baseline tests depending on the needs of your learners and your findings from Task 4/Test 1.</li> <li>➤ Peer assessment</li> <li>➤ Discussion of Baseline test.</li> <li>➤ <b>TAKE NOTE: Scores MUST be captured, and results submitted to your SES.</b></li> </ul> <p><b>NB: there must be evidence of all baseline testing done in this week.</b></p>
<p><b>Date Completed:</b></p>				

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 14-15 20/04 to 01/05 4 days</p> <p>(21/04 – Family Day) (27/04 – Freedom Day) (01/05 – Workers’ Day)</p> <p><b>44,10%</b></p> <p>Minimum number of informal activities: 71</p>	<p><b>FORMAL ASSESSMENT: TASK 6 BEGINS</b></p> <p><b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public-speaking techniques, structure, and preparation process) of chosen text.</li> <li>Planning, researching, organising, practising and presenting.</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18</p> <p>SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Unprepared Reading Aloud:</b> HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently according to meaning and purpose.</li> <li>Pronounce words without distorting meaning.</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes</p> <p><b>Refer also to the Unprepared Reading pack given in 2023</b></p>	<ul style="list-style-type: none"> <li><b>Summary writing – skills and TWO (2) summaries.</b></li> <li><b>Literature Study: Continuation of Novel Things Fall Apart OR Tsotsi</b></li> </ul> <hr/> <hr/> <p>Seen Poetry: 6.</p> <hr/> <hr/> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>Essay:</b> Argumentative &amp; Discursive</p> <p><b>Week 14 –</b> Argumentative Essay (revision)</p> <p style="text-align: center;"><b>AND</b></p> <p><b>Week 15 –</b> Discursive Essay</p> <p><b>Features and skills to be taught.</b> <b>Differentiate between an argumentative essay and a discursive essay).</b></p> <p><b>Features of chosen text:</b> CAPS: Pages 33-34</p> <p><b>Focus on: Essay-writing skills</b></p> <p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p>Sentences</p> <ul style="list-style-type: none"> <li>Topic sentences</li> <li>Concluding sentences</li> <li>Synthesis of sentences</li> <li>Sentence structure</li> <li>Sentence types</li> <li>Conjunctions and logical connectors</li> </ul> <p>CAPS: pages 24-25</p> <p><b>Link Essay writing to the above section on sentences.</b></p> <p>AND/OR</p> <ul style="list-style-type: none"> <li>Revision and Remediation of Term 1 language test</li> <li>Reinforcement of concepts problematic to learners as identified from the first term test and writing tasks.</li> <li>Indicate the grammar done/to be done.</li> </ul>
<p><b>Date Completed:</b></p>				


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 16-17 04/05-15/05 10 days</p> <p><b>50,31%</b></p> <p>Minimum number of informal activities: 81</p>	<p><b>FORMAL ASSESSMENT: TASK 6 CONTINUES</b></p> <p><b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text.</li> <li>Planning, researching, organising, practising and presenting.</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18 SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS)</p> <p><b>OR</b></p> <p><b>Unprepared Reading Aloud:</b> HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently according to meaning and purpose.</li> <li>Pronounce words without distorting meaning.</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes</p> <p><b>OR</b></p> <p>if Unprepared Reading Aloud/Prepared speech has been completed, move onto:</p> <p><b>Forum/group/panel discussion:</b></p> <ul style="list-style-type: none"> <li>Features and conventions</li> <li>Planning, researching, organising, practising and presenting</li> </ul> <p>CAPS: Pages 19-20 (Forum discussion) PRESENTATION TIME: 25 minutes per group CAPS: Page 21 – reference for time</p>	<ul style="list-style-type: none"> <li>Interpretation of visual texts with a focus on <b>ADVERTISEMENTS Skills and a written activity – minimum of 3 and a maximum of 4 adverts</b></li> </ul> <p>CAPS: Page 23</p> <p><b>Literature study: Continuation of Novel Things Fall Apart OR Tsotsi</b></p> <hr/> <hr/> <p>Seen Poetry: 7.</p> <hr/> <hr/> <p><b>AND</b></p> <p>2. Unseen Poetry</p> <hr/> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>WEEK 16: Transactional text: Formal report</b></p> <p><b>Features of chosen text:</b> CAPS: Page 37</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p> <p><b>WEEK 17: FORMAL ASSESSMENT: TASK 5 – 1 x essay:</b></p> <p><b>All genres with a focus on Argumentative, Discursive and Reflective.</b></p> <p><b>SET ON 8 TOPICS.</b></p> <p><b>EITHER 5 TOPICS AND 3 VISUAL IMAGES OR 6 TOPICS AND 2 VISUAL IMAGES.</b></p> <p><b>Present as in NSC Grade 12 paper.</b></p>	<p><b>Visual literacy: Advertisements</b></p> <ul style="list-style-type: none"> <li>Identify &amp; explain the impact of techniques such as the use of font types &amp; sizes, headings &amp; captions.</li> <li>Analyse the writer's viewpoint and motivate; analyse &amp; explain the socio-political &amp; cultural background of texts.</li> <li>Analyse &amp; explain effect of figurative &amp; 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 &amp; style, tone; placement &amp; sound.</li> <li>Evaluate writer's inferences and conclusions and compare with own.</li> <li>Give &amp; motivate personal responses to texts with conviction.</li> <li>Interpret &amp; evaluate a wide range of graphic texts</li> <li>Analyse the nature of bias, prejudice &amp; discrimination and how these affect meaning.</li> <li>Terminology – logo, slogan, target market amongst others</li> <li>Emotive language and its use by advertiser for the purposes of manipulation and persuasion.</li> <li>Focus on INTENTION &amp; TONE as well.</li> </ul>
<b>Date Completed:</b>				

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 18-19 18/05-29/05 10 days</p> <p><b>53,42%</b></p> <p>Minimum number of informal activities: 86</p>	<p><b>FORMAL ASSESSMENT: TASK 6 CONTINUES</b></p> <p><b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text.</li> <li>Planning, researching, organising, practising and presenting.</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18 SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS)</p> <p><b>OR</b></p> <p><b>Unprepared Reading Aloud:</b> HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently according to meaning and purpose.</li> <li>Pronounce words without distorting meaning.</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes</p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>Interpretation of visual texts with a focus on <b>CARTOONS</b> Skills and a written activity – minimum of 3 and a maximum of 4 adverts CAPS: Page 23</li> <li><b>Literature study TEACHING THE POETRY ESSAY</b> <ul style="list-style-type: none"> <li>Features of the poetry essay</li> <li>Structure</li> <li>Conventions</li> <li>Take a topic from a past year paper or one of your own.</li> <li>Conduct a thorough mediation of the answering of this question.</li> <li>Show learners how to interpret the question.</li> <li>Demonstrate brainstorming methods.</li> <li>Teach learners how to plan the essay.</li> <li>Mediation of the rubric</li> <li>Get learners to write the essay; focus on introduction, body paragraphs and a conclusion.</li> <li>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.</li> </ul> </li> </ul>	<p><b>WEEK 18:</b> <b>Transactional texts:</b> Magazine article</p> <p><b>Features of chosen text</b> CAPS: pages 38 - 39</p> <p><b>WEEK 19</b> <b>Transactional texts:</b> <b>Interview and dialogue (Features and skills to be taught.)</b> <b>Differentiate between a dialogue and an interview)</b> <b>Features of chosen text</b> CAPS: Pages 36-37</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p><b>Visual literacy: Cartoons</b></p> <ul style="list-style-type: none"> <li>Definitions of a cartoon, a cartoon strip, caricatures and political cartoons.</li> <li>Identify &amp; explain the impact of techniques such as the use of font types &amp; sizes, body language, facial expressions, lack of text in a frame or a number of frames</li> <li>Analyse the writer's viewpoint and motivate; analyse &amp; explain the socio-political &amp; cultural background of texts.</li> <li>Analyse &amp; explain effect of figurative &amp; 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 &amp; style, tone; placement &amp; sound.</li> <li>Evaluate writer's inferences and conclusions and compare with own.</li> <li>Give &amp; motivate personal responses to texts with conviction.</li> <li>Interpret &amp; evaluate a wide range of graphic texts</li> <li>Analyse the nature of bias, prejudice &amp; discrimination and how these affect meaning.</li> <li>Focus on characters, Background &amp; Setting, Language &amp; Punctuation; Speech &amp; Thought Bubbles, Actions, Intention/Objectives, body language, facial expressions, tone, mood, atmosphere, lines and symbols.</li> </ul>
<p><b>Date Completed:</b></p>				

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>Week 20 01/06 to 05/06 5 days</p> <p><b>EXAM PREPARATION</b></p>	<p><b>FORMAL ASSESSMENT: TASK 6 WRAP UP AND MOP UP OF STRAGGLERS</b></p> <p>Prepared Speech OR Unprepared Reading Aloud</p> <p><b>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.</b></p>	<ul style="list-style-type: none"> <li>Reading for comprehension: TEXT A &amp; TEXT B Vocabulary development and language use CAPS: Pages 23-25</li> <li>Literature study Continuation of Novel <b>Things Fall Apart OR Tsotsi</b></li> </ul> <hr/> <hr/> <p>Unseen Poetry: 3</p> <hr/> <hr/> <p>See 3.2 (CAPS) Pages 25-27</p>	<p><b>USE THIS SLOT TO PREPARE LEARNERS FOR PAPER 1</b></p> <ul style="list-style-type: none"> <li>The aspects <b>BELOW</b> and <b>IN THE COLUMN ON THE RIGHT</b> should not be taught in isolation but contextually.</li> <li><b>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.</b></li> <li><b>You can also teach these concepts using an advert or cartoon or an extract from the prescribed NOVEL.</b></li> <li><b>Learners should be taught the definitions, identification and correction of errors.</b></li> </ul>	<p><b>Errors could consist of, amongst others, the following:</b></p> <ul style="list-style-type: none"> <li>-Punctuation</li> <li>-Direct &amp; Indirect speech</li> <li>-Active and Passive Voice</li> <li>-Verbosity</li> <li>-Redundancy/tautology</li> <li>-Ambiguity</li> <li>-Spelling</li> </ul> <p><b>How punctuation can change meaning</b></p> <ul style="list-style-type: none"> <li>Provide function of the punctuation marks.</li> <li>Explain the difference created in meaning by the use of different punctuation marks within the same sentences.</li> </ul> <p><b>YOU MAY ALSO SELECT FROM THE FOLLOWING:</b></p> <ul style="list-style-type: none"> <li>Fact &amp; opinion</li> <li>Literal &amp; Figurative language</li> <li>Connotation &amp; Denotation</li> <li>Subjectivity/Objectivity</li> <li>Bias &amp; Propaganda</li> <li>Stereotyping</li> <li>Verbosity</li> <li>Redundancy/tautology</li> <li>Ambiguity</li> </ul>
<p><b>Date Completed:</b></p>				

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 21- 23 08/06-26/06 14 days</p> <p>(16/06 – Youth Day)</p> <p>(26/06 – Schools close)</p> <p><b>EXAMS</b></p>	<p><b>TASK 7</b></p> <p><b>MID-YEAR EXAMS</b></p> <p><b>150 marks</b></p>	<p><b>PAPER 2</b></p> <p><b>Literature – (80 marks) – 2 ½ hours</b></p> <ul style="list-style-type: none"> <li>• Seen poetry (20 marks)</li> <li>• Unseen Poem (10 marks)</li> <li>• Drama contextual questions (25 marks)</li> <li>• Drama Essay question (25 marks)</li> </ul> <p><b>BY WEEK 23: Ensure: progress in the novel Minimum of 3 seen poems and 1 unseen poem.</b></p>	<p><b>TASK 7</b></p> <p><b>MID-YEAR EXAMS</b></p> <p><b>150 marks</b></p>	<p><b>PAPER 1</b></p> <p><b>Language in Context (70 marks) – 2 hours</b></p> <ul style="list-style-type: none"> <li>• Comprehension (30)</li> <li>• Summary (10)</li> <li>• Advertisement (10)</li> <li>• Cartoons (10)</li> <li>• Prose (10)</li> </ul>
<p><b>Date Completed:</b></p>				

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

TERM 2	Task 5	Task 6	Task 7
<b>210/2.10</b>	 <p>Writing: Essay Argumentative/ Reflective/Discursive/visual stimuli 350-400 words <b>(Refer to bullets 1 &amp; 2 below)</b></p>	<p><b>**Oral:</b> Prepared speech</p> <p><b>OR</b></p> <p>Unprepared Reading Aloud</p> <p><b>(Refer to 3<sup>rd</sup> bullet below)</b></p>	<p><b>Mid-year Examinations</b></p> <p><b>Paper 1: Language in Context (70 marks) – 2 hours</b></p> <ul style="list-style-type: none"> <li>• Comprehension (30)</li> <li>• Summary (10)</li> <li>• Advertisement (10)</li> <li>• Cartoons (10)</li> <li>• Prose (10)</li> </ul> <p><b>Paper 2: Literature – (80 marks) – 2 ½ hours</b></p> <ul style="list-style-type: none"> <li>• Seen poetry (20 marks)</li> <li>• Unseen Poem (10 marks)</li> <li>• Drama contextual questions (25 marks)</li> <li>• Drama Essay question (25 marks)</li> </ul> <p><b>(Refer to 5<sup>th</sup> bullet below)</b></p>
<b>Total:</b>	<b>50</b>	<b>10</b>	<b>150</b>
<b>Term Weighting</b>	<b>23.81%</b>	<b>4.77%</b>	<b>71.42%</b>
<b>Final Weighting</b>	<b>20%</b>	<b>30%</b>	<b>35%</b>
<b>Commence:</b>	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.
<b>Complete:</b>	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 2020.
- 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
<b>11</b>	<b>Language tasks CAPS p. 93 - 94</b> (evidence answer questions, teaching notes)			<b>12</b>	<b>Literature Tasks</b> (evidence answer questions, listening notes, etc.)		
1	Parts of Speech			3+2	Poetry (Seen + Unseen)		
1	Parts of Words (prefix, root, suffix)			7	Novel		
1	Sentences, Phrases and Clauses			<b>5</b>	<b>Oral Tasks</b> (evidence listening notes, mind map, planning, etc.)		
1	Punctuation			4	Unprepared Reading Aloud/Prepared Speech		
1	Spelling & Vocabulary building			1	Panel/forum/group discussion. informal discussion/dialogue		
1	Textual Editing			<b>8</b>	<b>Writing Tasks</b> (evidence process writing, editing, writing)		
1	Miscellaneous language as identified by educator			3	Essay		
4	Critical Language Awareness Irony; Satire; Sarcasm Fact & opinion; Ambiguity; Tautology Redundancy; Verbosity			5	Transactional writing		
<b>9</b>	<b>Reading tasks</b> (evidence answer questions, listening notes)			<b>END OF TERM COMPLETION: +/- 86TASK:53.42%</b>			
3	Comprehension						
2	Summary						
4	Adverts and Cartoons – 2 each						

**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



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 24-25 21/07-31/07 9 days</p> <p>(21/07 – Schools reopen)</p> <p><b>59,63%</b></p> <p>Minimum number of informal activities: 96</p>	<p><b>TASK 9: PREPARATION</b></p> <p><b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text.</li> <li>Planning, researching, organising, practising and presenting.</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18 SPEECH PRESENTATION LENGTH: ± 3 minutes (page 21 of CAPS)</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Unprepared Reading Aloud</b> HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently according to meaning and purpose.</li> <li>Pronounce words without distorting meaning.</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes <b>Refer also to the Unprepared Reading pack given in 2023</b></p>	<ul style="list-style-type: none"> <li><b>Reading for comprehension:</b> Strategies using written texts (Skills and a Comprehension). See 3.2 (CAPS) Pages 22-23</li> <li><b>Literature Study: Novel: <i>Things Fall Apart</i> OR <i>Tsotsi</i> Continuation/Revision /Practice of Literary essays</b></li> </ul> <hr/> <hr/> <p>Seen Poetry: 8.</p> <hr/> <hr/> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>Transactional texts:</b> Agenda &amp; Minutes of a Meeting</p> <p><b>Features of chosen text</b> CAPS Page 38</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p><b>Baseline test</b></p> <ul style="list-style-type: none"> <li>➤ Use the baseline tests developed by SESs and emailed to you.</li> <li>➤ Learners to answer the questions,</li> <li>➤ Peer assessment</li> <li>➤ Discussion of Baseline test.</li> <li>➤ Capturing of scores and submission to SES.</li> </ul> <p><b>NB: there must be evidence of all baseline testing done in this week.</b></p>
<p><b>Date Completed:</b></p>				

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 26-27 03/08 - 14/08 9 days</p> <p>(09/08- National Women's Day)</p> <p><b>65,84%</b></p> <p>Minimum number of informal activities: 106</p>	<p><b>FORMAL ASSESSMENT: TASK 9 BEGINS</b></p> <p><b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text.</li> <li>Planning, researching, organising, practising and presenting.</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18</p> <p><b>PRESENTATION LENGTH:</b> Speech: ± 3 minutes CAPS: Page 21 – reference for time</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Unprepared Reading Aloud</b></p> <p>HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently according to meaning and purpose.</li> <li>Pronounce words without distorting meaning.</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes <b>Refer also to the Unprepared Reading pack given in 2023</b></p>	<ul style="list-style-type: none"> <li>Interpretation of visual texts with a focus on adverts. <b>Teach Skills and complete a written activity on a minimum of 2 adverts</b> CAPS: Page 23</li> <li><b>Literature study</b> <b>TEACHING THE LITERARY ESSAY - NOVEL/DRAMA</b></li> <li>Features of the literary essay</li> <li>Structure</li> <li>Conventions</li> <li>Take a topic from a past year paper or one of your own.</li> <li>Conduct a thorough mediation of the answering of this question.</li> <li>Show learners how to interpret the question.</li> <li>Demonstrate brainstorming methods.</li> <li>Teach learners how to plan the essay.</li> <li>Mediation of the rubric</li> <li>Get learners to write the essay; focus on introduction, body paragraphs and a conclusion.</li> <li>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</li> </ul>	<p><b>1x essay:</b></p> <p>Narrative/descriptive/reflective/argumentative/discursive <b>using visuals/pictures as stimuli</b></p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p><b>Visual literacy: Advertisements</b></p> <ul style="list-style-type: none"> <li>Identify &amp; explain the impact of techniques such as the use of font types &amp; sizes, headings &amp; captions.</li> <li>Analyse the writer's viewpoint and motivate; analyse &amp; explain the socio-political &amp; cultural background of texts.</li> <li>Analyse &amp; explain effect of figurative &amp; 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 &amp; style, tone; placement &amp; sound.</li> <li>Evaluate writer's inferences and conclusions and compare with own.</li> <li>Give &amp; motivate personal responses to texts with conviction.</li> <li>Interpret &amp; evaluate a wide range of graphic texts</li> <li>Analyse the nature of bias, prejudice &amp; discrimination and how these affect meaning.</li> <li>Terminology – logo, slogan, target market amongst others</li> <li>Emotive language and its use by advertiser for the purposes of manipulation and persuasion.</li> <li>Focus on INTENTION &amp; TONE as well.</li> </ul>
<p><b>Date Completed:</b></p>				

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 28-29 17/08-28/08</p> <p>10 days</p> <p><b>72,05%</b></p> <p>Minimum number of informal activities: 116</p>	<p><b>FORMAL ASSESSMENT: TASK 9 CONTINUES</b></p> <p><b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text.</li> <li>Planning, researching, organising, practising and presenting.</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18 PRESENTATION LENGTH: Speech: ± 3 minutes CAPS: Page 21 – reference for time</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Unprepared Reading Aloud</b></p> <p>HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently according to meaning and purpose.</li> <li>Pronounce words without distorting meaning.</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes <b>Refer also to the Unprepared Reading pack given in 2023</b></p>	<ul style="list-style-type: none"> <li><b>Reading for comprehension:</b> 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</li> <li><b>Literature study PREPARATION FOR TASK 8 ASSESSMENT</b> <ul style="list-style-type: none"> <li><b>REVISION OF LITERARY ESSAY (Refer to Weeks 26-27 above)</b></li> <li><b>REVISION OF POETRY ESSAY (Refer to Weeks 18-19 in TERM 2) OR ANSWERING POETRY CONTEXTUAL QUESTIONS</b></li> <li><b>Provide questions on 1 or 2 seen poems and get learners to answer using the skills taught.</b></li> </ul> </li> </ul> <p>See 3.2 (CAPS) Pages 25-27</p>	<p><b>Transactional text:</b> Reviews – Book, Film and Restaurant Review – Select 2 of the 3. Better still, do all 3.</p> <p><b>Features of chosen text</b> CAPS Page 38</p> <p><b>Focus on: Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>Fact &amp; Opinion</li> <li>Literal and Figurative Language</li> <li>Denotation and Connotation</li> <li>Bias &amp; Propaganda</li> <li>Objective &amp; Subjective Language</li> <li><b>Irony</b></li> <li><b>Satire</b></li> <li><b>Stereotyping</b></li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>Active and Passive Voice</li> <li>Direct and Indirect speech</li> <li>Tenses</li> <li>Parts of Speech</li> <li>Punctuation</li> </ul>
<p><b>Date Completed:</b></p>				

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 30-31 31/08-11/09 10 days</p> <p><b>78,26%</b></p> <p>Minimum number of informal activities: 126</p>	<p><b>FORMAL ASSESSMENT: TASK 9 CONTINUES</b> <b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public- speaking techniques, structure, and preparation process) of chosen text.</li> </ul> <p>CAPS: Pages 17-18 PRESENTATION LENGTH: Speech: ± 3 minutes CAPS: Page 21 – reference for time</p> <p><b>OR</b></p> <p><b>Unprepared Reading Aloud</b> HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently</li> <li>Pronounce words</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes</p> <p><b>OR</b> if Prepared Speech has been completed, move onto:</p> <p><b>Informal discussions/ conversation:</b></p> <ul style="list-style-type: none"> <li>Features and conventions</li> <li>Applying conventions</li> </ul> <p>CAPS: Page 20 DURATION OF PRESENTATION: 8-10 minutes per group depending on numbers in the group. CAPS: Page 21 – time</p>	<ul style="list-style-type: none"> <li><b>Summary writing – revision of skills and</b></li> <li><b>TWO texts to be answered.</b></li> </ul> <p>See 3.2 (CAPS) Pages 22-27</p> <p><b>AND</b></p> <p><b>WEEKS 30 &amp; 31</b></p> <p><b>FORMAL ASSESSMENT: TASK 8</b></p> <p><b>ASSIGNMENT/PROJECT</b></p> <p><b>Refer to the Literature Assignment pack given in 2023.</b></p>	<p><b>Essay:</b> Narrative/descriptive/argumentative/discursive/reflective (2 pieces in the cycle)</p> <p><b>Format and features of chosen text</b> CAPS pages 33-34</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p>Select from those aspects indicated below in respect of <b>Critical Language Awareness:</b></p> <ul style="list-style-type: none"> <li>Fact &amp; Opinion</li> <li>Literal and Figurative Language</li> <li>Denotation and Connotation</li> <li>Bias &amp; Propaganda</li> <li>Objective and Subjective Language</li> <li><b>Irony</b></li> <li><b>Satire</b></li> <li>Verbosity</li> <li>Redundancy/tautology</li> <li>Ambiguity</li> </ul> <p><b>MUCH OF THE ABOVE CAN BE TAUGHT USING CARTOONS AND ADVERTISEMENTS</b></p> <p><b>NB:</b> <b>The aspects not covered in Weeks 28 &amp; 29 shall be done in Weeks 30 &amp; 31.</b></p>
<p><b>Date Completed:</b></p>				

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 32-33 14/09-23/09 8 days</p> <p><b>84,47%</b></p> <p>Minimum number of informal activities: 136</p>	<p><b>FORMAL ASSESSMENT: TASK 9 CONTINUES</b> <b>Prepared Speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions (public-speaking techniques, structure, and preparation process) of chosen text.</li> </ul> <p>CAPS: Pages 17-18 PRESENTATION LENGTH: Speech: ± 3 minutes CAPS: Page 21 – reference for time</p> <p style="text-align: center;"><b>OR</b></p> <p><b>Unprepared Reading Aloud</b> HL CAPS is silent; FAL CAPS (Page 22) as indicated below:</p> <ul style="list-style-type: none"> <li>Read fluently</li> <li>Pronounce words</li> <li>Enhance meaning through tone, voice projection, pace, eye contact, posture and gestures.</li> </ul> <p>Duration: 2-3 minutes</p> <p><b>OR</b> if Prepared Speech has been completed, move onto:</p> <p><b>Informal discussions/ conversation:</b></p> <ul style="list-style-type: none"> <li>Features and conventions</li> <li>Applying conventions</li> </ul> <p>CAPS: Page 20 DURATION OF PRESENTATION: 8-10 minutes per group depending on numbers in the group. CAPS: Page 21 – time</p>	<ul style="list-style-type: none"> <li><b>Interpretation of visual texts</b> with a focus on <b>CARTOONS Skills and a written activity – minimum of 2 and a maximum of 3 cartoons</b> CAPS: Page 23</li> <li><b>Literature Study: Novel: <i>Things Fall Apart</i> OR <i>Tsotsi</i> Continuation/Revision /Practice of Literary essays</b></li> </ul> <hr/> <hr/> <ul style="list-style-type: none"> <li>Seen Poetry: 9.</li> </ul> <hr/> <p>See 3.2 (CAPS) Pages 25-27</p>	<p><b>Transactional text:</b> <b>Formal report</b></p> <p><b>Features of chosen text:</b> CAPS: Page 37</p> <p><b>Focus on:</b> <b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting See 3.2 (CAPS) Pages 30-31</p> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>Register, style and voice</li> <li>Word choice</li> <li>Sentence construction</li> <li>Paragraph writing</li> <li>Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<p><b>Visual literacy: Cartoons</b></p> <ul style="list-style-type: none"> <li>Definitions of a cartoon, a cartoon strip, caricatures and political cartoons.</li> <li>Identify &amp; explain the impact of techniques such as the use of font types &amp; sizes, body language, facial expressions, lack of text in a frame or a few frames</li> <li>Analyse the writer's viewpoint and motivate; analyse &amp; explain the socio-political &amp; cultural background of texts.</li> <li>Analyse &amp; explain effect of figurative &amp; 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 &amp; style, tone; placement &amp; sound.</li> <li>Evaluate writer's inferences and conclusions and compare with own.</li> <li>Give &amp; motivate personal responses to texts with conviction.</li> <li>Interpret &amp; evaluate a wide range of graphic texts</li> <li>Analyse the nature of bias, prejudice &amp; discrimination and how these affect meaning.</li> <li>Focus on characters, Background &amp; Setting, Language &amp; Punctuation; Speech &amp; Thought Bubbles, Actions, Intention/Objectives, body language, facial expressions, tone, mood, atmosphere, lines and symbols.</li> </ul>
<p><b>Date Completed:</b></p>				

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

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

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

**NOTE WELL:**

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

- ♣ A resource pack outlining the process to prepare learners for and to conduct the assessment was given to schools in 2020, in 2021, 2022 and once again, 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 2020-2022.



**Checklist: End of Term 3:**

Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
<b>11</b>	<b>Language tasks CAPS p. 93 - 94</b> (evidence answer questions, teaching notes)			<b>12</b>	<b>Literature Tasks</b> (evidence answer questions, listening notes, etc.)		
2	Textual Editing			4	Poetry (3 Seen + 1 Unseen)		
2	Direct & Indirect Speech			8	Novel		
1	Active and Passive Voice			<b>7</b>	<b>Oral Tasks</b> (evidence listening notes, mind map, planning, etc.)		
1	Spelling			4	Prepared Speech		
1	Dictionary Work			3	Informal discussions/conversations		
4	Critical Language Awareness: Bias, Subjectivity, Objectivity, Propaganda, Literal & figurative Language, Fact & opinion, Stereotyping, Irony & Satire, Denotation & Connotation						
<b>10</b>	<b>Reading tasks</b> (evidence answer questions, listening notes)			<b>6</b>	<b>Writing Tasks</b> (evidence process writing, editing, writing.)		
4	Comprehension (2 each of Texts A & B)			2	Essay		
2	Summary			4	Transactional Writing		
4	2 Adverts and 2 cartoons			<b>End of term 3 Completion: ±136Tasks complete= 84.47%</b>			

**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 3 hours	Writing and presenting 3 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Weeks 34-35 06/10-16/10 9 days</p> <p>(06/10 – Schools reopen)</p> <p><b>90,68%</b></p> <p>Minimum number of informal activities: 146</p>	<p><b>Prepare for PAPER 3: Writing:</b> Essays and Visual Stimuli/Images</p> <ul style="list-style-type: none"> <li>➤ Revision of <b>all</b> Genres – narrative, descriptive, argumentative, discursive, reflective and visual stimuli</li> <li>➤ Approach to answering the essay using a visual text.</li> <li>➤ Revision of process writing including editing and proof-reading of texts.</li> <li>➤ Focus on brainstorming the topic selected rather than writing out the entire essay.</li> </ul> <p><b>Language structures and conventions:</b></p> <ul style="list-style-type: none"> <li>• Register, style and voice</li> <li>• Word choice</li> <li>• Sentence construction</li> <li>• Paragraph writing</li> <li>• Punctuation and spelling</li> </ul> <p>See 3.2 (CAPS) Pages 31-33</p>	<ul style="list-style-type: none"> <li>• Interpretation of visual texts with a focus on: <b>CARTOONS &amp; ADVERTISEMENTS Skills and a written activity – minimum of 2 and a maximum of 3 advertisements</b></li> </ul> <p>CAPS: Page 23</p> <p><b>Refer to Term 2: Weeks 16-17 Advertisements AND Cartoons Weeks 18 &amp; 19</b></p> <ul style="list-style-type: none"> <li>• Literature study <b>REVISION OF DRAMA</b></li> </ul> <hr/> <ul style="list-style-type: none"> <li>• Unseen Poetry: 6.</li> </ul> <hr/> <p>See 3.2 (CAPS) Pages 25-26</p>	<p><b>Preparation for Paper 3: Transactional texts:</b> <b>REVISION OF TEXT TYPES &amp; FORMATS</b></p> <ul style="list-style-type: none"> <li>• Friendly letters (Sympathy, thanks, and congratulations amongst other types)</li> <li>• Formal letters, Letters to the Press, CV &amp; Covering Letter</li> <li>• Emails</li> <li>• Informal Reports/reviews/newspaper articles/dialogue/speeches</li> </ul> <p><b>Features of chosen text</b> CAPS: Pages 35-39</p> <p><b>TASK 10</b> <b>Paper 3 – Writing – 100 Marks – 3 hours</b></p> <ul style="list-style-type: none"> <li>▪ Essay (5)</li> </ul> <p><b>Transactional Texts (2 x 25 = 50)</b></p>	<p><b>Visual literacy: Cartoons and Adverts</b></p> <ul style="list-style-type: none"> <li>• Identify &amp; explain the impact of techniques such as the use of font types &amp; sizes, headings &amp; captions.</li> <li>• Analyse the writer’s viewpoint and motivate.</li> <li>• Analyse &amp; explain effect of figurative &amp; 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 &amp; style, tone; placement &amp; sound.</li> <li>• Give &amp; motivate personal responses to texts with conviction.</li> <li>• Analyse the nature of bias, prejudice &amp; discrimination and how these affect meaning</li> <li>• Definitions of a cartoon, a cartoon strip, caricatures and political cartoons.</li> <li>• Identify &amp; explain the impact of techniques such as the use of font types &amp; sizes, body language, facial expressions, lack of text in a frame or a few frames Focus on characters, Background &amp; Setting, Language &amp; Punctuation; Speech &amp; Thought Bubbles, Actions, Intention/Objectives, body language, facial expressions, tone, mood, atmosphere, lines and symbols.</li> </ul>
<p><b>Date Completed:</b></p>				

Weeks, Dates and % Completion	Writing and presenting 3 hours	Writing and presenting 3 hours	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Weeks 36-37 19/10-30/10 10 days</p> <p><b>96,89%</b></p> <p>Minimum number of informal activities: 156</p>	<p><b>Prepare for examination</b></p> <p><b>PAPER 1: Language in context: Comprehension, and Summary, Language Structure &amp; Conventions</b></p> <p><b>Requirements of Sections A &amp; B in Paper 1</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension– revision of skills</b></li> <li>• <b>Summary writing – paragraph form (2 examples to be done)</b></li> <li>• <b>Time management</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Literature study</b> Revision of the Novel</li> <hr/> <hr/> <li>• <b>Poetry:</b> Revision of Seen Poetry</li>   <li>• <b>Poetry:</b> Revision of Unseen Poetry – analysis skills</li> </ul> <p>See 3.2 (CAPS) Pages 25-26</p>	<p><b>Prepare for examination</b></p> <p><b>PAPER 2: Literature:</b></p> <ul style="list-style-type: none"> <li>• <b>Revision of all poems</b></li> <li>• <b>Revision of the Unseen Poetry – analysis skills</b></li> <li>• <b>Answering of poetry essay question</b></li> <li>• <b>Answering of poetry contextual questions</b></li> <li>• <b>Requirements of Section A in Paper 2</b></li> <li>• <b>Revision of the Novel</b></li> <li>• <b>Answering of Literary Essay Questions</b></li> <li>• <b>Answering of Contextual Questions</b></li> <li>• <b>Time Management</b></li> </ul> <p>See 3.2 (CAPS) Pages 22-27 (Poetry)</p>	<p><b>Prepare for examination</b></p> <p><b>PAPER 1: Language in context:</b></p> <ul style="list-style-type: none"> <li>• <b>Language structures and conventions</b> *Advertisements *Cartoons *Grammar</li> <li>• <b>Requirements of Section C in Paper 1</b></li> <li>• <b>Time management</b></li> </ul> <p><b>Refer to Weeks 35 &amp; 36</b></p>
<p><b>Date Completed:</b></p>				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing 4 hours	Reading and viewing 4 hours	Language 1 hour AND Integrated across all aspects
<p>Weeks 38 02/11-06/11</p> <p>5 days</p> <p><b>100%</b></p> <p>Minimum number of informal activities: 161</p>	<p><b>End of the year examinations</b></p> <p><b>Paper 1 – Language Structures and Conventions – 70 Marks – 2 hours</b></p> <ul style="list-style-type: none"> <li>▪ Comprehension (3)</li> <li>▪ Summary (10)</li> <li>▪ Advertisement (10)</li> <li>▪ Cartoon (10)</li> <li>▪ Prose/textual Editing (10)</li> </ul>	<p><b>End of the year examinations</b></p> <p><b>Paper 1 – Language Structures and Conventions – 70 Marks – 2 hours</b></p> <ul style="list-style-type: none"> <li>▪ Comprehension (3)</li> <li>▪ Summary (10)</li> <li>▪ Advertisement (10)</li> <li>▪ Cartoon (10)</li> <li>▪ Prose/textual Editing (10)</li> </ul>	<p><b>End of the year examinations</b></p> <p><b>Paper 2 –Literature – 80 Marks – 2½ hours</b></p> <ul style="list-style-type: none"> <li>▪ Seen Poetry (20)</li> <li>▪ Unseen Poetry (10)</li> <li>▪ Novel (Essay) (25)</li> <li>▪ Novel (Contextual question) (25)</li> </ul>	<p><b>End of the year examinations</b></p> <p><b>Paper 2 –Literature – 80 Marks – 2½ hours</b></p> <ul style="list-style-type: none"> <li>▪ Seen Poetry (20)</li> <li>▪ Unseen Poetry (10)</li> <li>▪ Novel (Essay) (25)</li> <li>▪ Novel (Contextual question) (25)</li> </ul>
<p><b>Date Completed:</b></p>				

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 41-43 24/11-10/12  13 days	 Marking, Moderation, Schedules, Reports			

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

TERM 4	Task 10	NB
<p><b>EXAMS: 250 ORALS: 50 60% OF 300 + 40% OF SBA</b></p>	<p><b>End of the year examinations</b>                      Paper 1 –Language in context – 70 Marks – 2 hours</p> <ul style="list-style-type: none"> <li>▪ Comprehension (3)</li> <li>▪ Summary (10)</li> <li>▪ Advertisement (10)</li> <li>▪ Cartoon (10)</li> <li>▪ Prose/textual Editing (10)</li> </ul> <p>Paper 2 –Literature – 80 Marks - 2½ hours</p> <ul style="list-style-type: none"> <li>▪ Seen Poetry (20)</li> <li>▪ Unseen Poetry (10)</li> <li>▪ Novel (Essay) (25)</li> <li>▪ Novel (Contextual question) (25)</li> </ul> <p>Paper 3 – Writing – 100 Marks – 3 hours</p> <ul style="list-style-type: none"> <li>▪ Essay (50)</li> <li>▪ Transactional Texts (2 x 25 = 50)</li> </ul> <p>Paper 4 – Orals – 50</p> <ul style="list-style-type: none"> <li>▪ Listening for Comprehension (15)</li> <li>▪ Unprepared Speech (15)</li> <li>▪ Prepared Speech/Unprepared Reading Aloud (10)</li> <li>▪ Prepared Speech/Unprepared Reading Aloud (10)</li> </ul>	<p><b>COMMENCE ASSESSMENT AS FOLLOWS:</b></p> <ul style="list-style-type: none"> <li>♣ Paper 1: (as per school’s timetable – November 2025)</li> <li>♣ Paper 2: (as per school’s timetable – November 2025)</li> <li>♣ Paper 3: (to be written in Weeks 35 or 36 as per school’s/district’s timetable)</li> <li>♣ <b>Marking and Moderation MUST be as per School’s Management Plan</b></li> </ul> <p><b>Final Weightings</b></p> <ul style="list-style-type: none"> <li>♣ Tasks 2,4,5, 7 and 8 form the SBA mark of which 40% is taken for the year mark.</li> <li>♣ Tasks 1,3, 6 &amp; 9 form marks for Paper 4: Orals (50)</li> <li>♣ Task 10 (250 marks) and Paper 4, the Orals (50 marks) is taken for the year mark. This is 60%.</li> </ul> <p><b>Promotion mark: SBA 40% + End of year Examinations and Orals 60%</b></p> <p><b>Orals Paper 4:</b></p> <ul style="list-style-type: none"> <li>♣ 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.</li> <li>♣ The oral mark will still be used for term reporting but only accrue the oral examination component as cited above.</li> </ul>

**CHECKLIST: END OF TERM 4:**



Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
6	<b>Language tasks CAPS p. 93 - 94</b> ( <i>evidence answer questions, teaching notes</i> )			6	<b>Literature Tasks</b> ( <i>evidence answer questions, listening notes, etc.</i> )		
2	Textual editing which includes the following: - <ul style="list-style-type: none"> <li>• Parts of Words (prefix, root, suffix)</li> <li>• Phrases and Clauses</li> <li>• Sentences</li> <li>• Punctuation</li> <li>• Spelling</li> </ul>			2	Poetry (revision of 2 Unseen and all Seen poems)		
2	<ul style="list-style-type: none"> <li>• Verbosity</li> <li>• Tautology/Redundancy</li> <li>• Ambiguity</li> <li>• Irony, Satire</li> </ul>			4	Novel: Revision		
2	Critical language awareness <ul style="list-style-type: none"> <li>• Fact &amp; Opinion; Subjectivity &amp; objectivity, Bias &amp; Propaganda; Stereotyping</li> </ul>			4	<b>Writing Tasks</b> ( <i>evidence process writing, editing, writing</i> )		
8	<b>Reading tasks</b> ( <i>evidence answer questions, listening notes</i> )			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			<b>End of term 4 Completion: 161 tasks complete = 100%</b>			
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 11 - 2025

TERM 1	Task 1	Task 2	Task 3	Task 4
<b>90 Learner Mark: 90*100</b>	*Oral: Listening for Comprehension	Writing: Transactional texts (Friendly and Formal letters, Letters to the Press, Interviews, Speeches, Book reviews, Emails, CV and covering letter) 180-200 words	*Oral: Unprepared speech	<b>#Test 1: Language in Context</b> Comprehension, Summary and Language Structures & Conventions
<b>Total:</b>	<b>15</b>	<b>25</b>	<b>15</b>	<b>35</b>
<b>Weightings</b>	<b>Term:16.67%/Final:10%</b>	<b>Term:27.78%/Final:10%</b>	<b>Term:16.67%/Final:30%</b>	<b>Term:38.88%/Final:15%</b>
<b>Date Completed:</b>				
TERM 2	Task 5	Task 6	Task 7	<p><b>Orals:</b> Learners should do <b>ONE</b> Listening for Comprehension (Task 1), <b>ONE</b> unprepared speech (Task 3), and either <b>TWO</b> prepared speeches <b>OR</b> <b>ONE</b> prepared speech and <b>ONE</b> unprepared reading aloud (Tasks 6 and 9).</p> <p><b>End of year Examinations:</b> 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>
<b>210 Learner Mark: 210/2.1</b>	Writing: Essay Discursive/Argumentative/ Reflective/Visual Stimuli 350-400 words	*Oral: Prepared Speech OR Unprepared Reading Aloud	<p><b>Mid-year Examinations</b></p> <p><b>Paper 1: Language in Context (70 marks) – 2 hours</b></p> <ul style="list-style-type: none"> <li>• Comprehension (30)</li> <li>• Summary (10)</li> <li>• Advertisement (10)</li> <li>• Cartoons (10)</li> <li>• Prose (10)</li> </ul> <p><b>Paper 2: Literature – (80 marks) – 2 ½ hours</b></p> <ul style="list-style-type: none"> <li>• Seen poetry (20 marks)</li> <li>• Unseen Poem (10 marks)</li> <li>• Novel Essay question (25 marks)</li> <li>• Novel contextual questions (25 marks)</li> </ul>	
<b>Total:</b>	<b>50</b>	<b>10</b>	<b>150</b>	
<b>Weightings</b>	<b>Term:23.81%/Final:20%</b>	<b>Term:4.77%/Final:30%</b>	<b>Term:71.42%/Final:35%</b>	
<b>Date Completed:</b>				



TERM 3	Task 8	Task 9	<p><b>#Test 1</b> could be set out of <b>35 marks</b> or, if more, should be <b>converted to 35 marks</b>. 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.</p> <p><b>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.</b></p>
<p><b>45</b> Learner Mark: <b>45*100</b></p>	<p>Literature: Assignment/Project</p>	<p>*Oral: Prepared Speech OR Unprepared Reading Aloud</p>	
<p><b>Total:</b></p>	<p><b>35</b></p>	<p><b>10</b></p>	
<p><b>Weightings</b></p>	<p>Term:77.78%/Final:20%</p>	<p>Term:22.22%/Final:30%</p>	
<p>Date Completed:</p>			
TERM 4	Task 10		<p><b>NOTE WELL:</b> <b>COMMENCE ASSESSMENT AS FOLLOWS:</b></p> <ul style="list-style-type: none"> <li>♣ Paper 1: as per school's timetable – November 2025</li> <li>♣ Paper 2: as per school's timetable – November 2025</li> <li>♣ Paper 3: to be written in Weeks 35 OR 36 as per school's/district's timetable</li> <li>♣ <b>Marking and Moderation MUST be as per School's Management Plan</b></li> </ul> <p><b>Final Weightings</b></p> <ul style="list-style-type: none"> <li>♣ Tasks 2,4,5, 7 and 8 form the SBA mark of which 40% is taken for the year mark.</li> <li>♣ Tasks 1,3, 6 &amp; 9 form marks for Paper 4: Orals (50)</li> <li>♣ Task 10 (250 marks) and Paper 4, the Orals (50 marks) is taken for the year mark. This is 60%.</li> </ul> <p><b>Promotion mark:</b> <b>SBA 40% + End of the year Examinations and Orals 60%</b></p>
<p><b>EXAMS: 250</b> <b>ORALS: 50</b> <b>60% OF 300</b> <b>+ 40% OF</b> <b>SBA</b></p>	<p><b>End of the year examinations</b></p> <p>Paper 1 –Language in context – 70 Marks – 2 hours</p> <ul style="list-style-type: none"> <li>▪ Comprehension (3)</li> <li>▪ Summary (10)</li> <li>▪ Advertisement (10)</li> <li>▪ Cartoon (10)</li> <li>▪ Prose/textual Editing (10)</li> </ul> <p>Paper 2 –Literature – 80 Marks - 2½ hours</p> <ul style="list-style-type: none"> <li>▪ Seen Poetry (20)</li> <li>▪ Unseen Poetry (10)</li> <li>▪ Novel (Essay) (25)</li> <li>▪ Novel (Contextual question) (25)</li> </ul> <p>Paper 3 – Writing – 100 Marks – 3 hours</p> <ul style="list-style-type: none"> <li>▪ Essay (5)</li> <li>▪ Transactional Texts (2 x 25 = 50)</li> </ul>		

	<p>Paper 4 – Orals – 50</p> <ul style="list-style-type: none"> <li>▪ Listening for Comprehension (15)</li> <li>▪ Unprepared Speech (15)</li> <li>▪ Prepared Speech/Unprepared Reading Aloud (10)</li> </ul> <p>Prepared Speech/Unprepared Reading Aloud (10)</p>	<p><b>Orals Paper 4:</b></p> <ul style="list-style-type: none"> <li>♣ 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.</li> <li>♣ The oral mark will still be used for term reporting but only accrue the oral examination component as cited above.</li> </ul>
<p><b>Total:</b></p>	<p><b>(300/3) x 0.60</b></p>	