



# **ENGLISH HOME LANGUAGE**

## **GRADE 12**

### **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

Writing and Presenting = 3 hours

Language = 1 hour AND integrated across all aspects

You will instead divide the time as follows:      3. On page 2 of this ATP, please indicate the title of the novel and drama you have selected to teach (including the author/playwright). Note that the 12 seen poems with the names of poets have already been inserted. You need to note down the dates as you progress through the poems.

4. Begin with the novel. It is not expected that within 10 weeks you will complete the first genre i.e., the novel. BUT extra classes will have to be given for consolidation of the novel, such as focusing on the setting, narrative, characters, themes, motifs and symbolism.

5. Seen Poetry - there are 12 POEMS for the year: -5 in Term 1, 4 in Term 2 and 3 in Term 3.

6. Unseen Poetry - 1 each in Terms 1 and 2; 2 in Term 3.

7. LENGTHS OF ORIGINAL TEXTS TO BE USED:      Comprehension = 700-800 words  
Summary = 350 words

8. LENGTHS OF TEXTS TO BE PRODUCED BY LEARNERS:

Summary = 80-90 words

Writing: Essay = 400-450 words

Transactional Text = 180-200 words (CONTENT only)

Literature: Poetry Essay = 250-300 words

Literary Essay = 400-450 words

9. NOVEL: - (Title &amp; Author): \_\_\_\_\_



10. DRAMA: - (Title &amp; Playwright): \_\_\_\_\_

11. POETRY: - *Imagined worlds An Anthology of Poetry*

TERM	NO	TITLE	POET	PAGE NO	DATE COMPLETED
1	1	<i>Sonnet 130: My mistress' eyes are nothing like the sun</i>	William Shakespeare	11	
	2	<i>The child who was shot dead by soldiers in Nyanga</i>	Ingrid Jonker	53	
	3	<i>At a Funeral</i>	Dennis Brutus	62	
	4	<i>Poem of Return</i>	Jofre Rocha	65	
	5	<i>Talk to the Peach Tree</i>	Sipho Sepamla	68	
2	6	<i>Prayer to Masks</i>	Léopold Sédar Senghor	75	
	7	<i>This Winter Coming</i>	Karen Press	81	
	8	<i>Solitude</i>	Ella Wheeler Wilcox	93	
	9	<i>The Morning Sun is Shining</i>	Olive Schreiner	131	
3	10	<i>It is a beauteous evening, calm and free</i>	William Wordsworth	149	
	11	<i>Fern Hill</i>	Dylan Thomas	162	
	12	<i>The Shipwreck</i>	Emily Dickinson	171	

12. ORALS: Learners should do ONE Listening for Comprehension (Task 1), ONE Unprepared Speech (Task 4), and EITHER TWO Prepared Speeches OR ONE Prepared Speech and ONE Unprepared Reading Aloud (Task 6 & Task 7).



### 13. 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
- ❖ ROADSHOW PRESENTATIONS - FOR ORAL AND WRITTEN ASSESSMENTS
- ❖ SSIP LEARNER AND TUTOR GUIDES
- ❖ GRADE 12 REVISION BOOKLET (S Naicker)
- ❖ PHAKAMA YouTube VIDEOS
- ❖ VOICE NOTES
- ❖ ORAL ROADSHOW POWERPOINT PRESENTATION 2023
- ❖ NSC ROADSHOW POWER POINT PRESENTATIONS 2024

## PAPER 1: LANGUAGE IN CONTEXT

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TIME 2 hours	SECTION A: COMPREHENSION	<ul style="list-style-type: none"> <li>Select TWO texts - ONE <u>prose</u> and ONE <u>visual</u>. The visual text MUST BE RELATED to the prose text.</li> <li>READING LENGTH: TEXT A: 700 - 800 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>TEST COMPREHENSION IN CONTEXT.</p> <p>NOTE:</p> <ul style="list-style-type: none"> <li>There will be comparative questions based on the TWO texts (maximum 4 marks).</li> <li>A maximum of TWO open-ended questions.</li> <li>Only ONE multiple-choice question.</li> </ul> <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	QUESTION 1 Reading for Meaning and Understanding  <b>30 MARKS</b>	<p>SECTION B SUMMARY</p> <p>QUESTION 2 Summarising in your own words <b>10 MARKS</b></p> <ul style="list-style-type: none"> <li>Summarise in paragraph form only.</li> <li>LENGTH OF TEXT - 350 words</li> <li>LENGTH OF TEXT PRODUCED - 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>
Refer to the 2021 DBE Examination Guidelines, Pages 9 & 10 for finer details	<p>SECTION C LANGUAGE STRUCTURES AND CONVENTIONS</p> <p>QUESTIONS 3-5: <b>30 MARKS</b></p> <ul style="list-style-type: none"> <li>TWO 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 2 MCQs.</li> </ul>	<p>QUESTION 3 ANALYSING ADVERTISING</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>QUESTION 4 UNDERSTANDING OTHER ASPECTS OF THE MEDIA</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>QUESTION 5 USING LANGUAGE CORRECTLY</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 $2\frac{1}{2}$ hours	SECTION A: POETRY	QUESTIONS 1-4 Seen Poetry	QUESTION 5 Unseen Poetry
MARKS 80		<ul style="list-style-type: none"> <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: 250-300 words</li> </ul>	<ul style="list-style-type: none"> <li>This is a <b>COMPULSORY</b> question.</li> <li>Set on ONE 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: 400-450 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: 350-450 words 2 extracts: 250 words each</li> </ul>
<b>TOTAL SECTION B: 25</b>			
	SECTION C DRAMA	QUESTION 8 ESSAY QUESTION	QUESTION 9 CONTEXTUAL QUESTION
		<ul style="list-style-type: none"> <li>25 marks</li> <li>LENGTH OF LITERATURE ESSAY: 400-450 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: 350-450 words 2 extracts: 250 words each</li> </ul>
<b>TOTAL SECTION A: 30</b>			

NB: In Sections B & C, learners must answer either the essay or the contextual question. There must be ONE ESSAY and ONE CONTEXTUAL question for the NOVEL and DRAMA. The essay excludes the POETRY essay if that is selected.



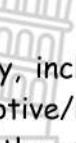
## PAPER 3: WRITING

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TIME 3 hours	SECTION A: ESSAY  <b>50 MARKS</b>	<ul style="list-style-type: none"> <li>• LENGTH OF ESSAY - 400-450 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 12 HL candidates.</li> </ul> <p style="text-align: center;"><b>TOTAL SECTION A: 50</b></p>
MARKS 100	SECTION B TRANSACTIONAL TEXTS  <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>• Category A: set a minimum of ONE and a maximum of TWO questions.</li> <li>• Category B: set a minimum of ONE and a maximum of THREE questions</li> <li>• Category C: set a minimum of ONE and a maximum of THREE questions.</li> </ul> <p><b>CATEGORIES:</b></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;"><b>TOTAL SECTION B: 2 X 25 = 50</b></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 when setting papers for the TEST (Task 5), JUNE and PRELIM examinations.

## SETTING A LITERATURE TEXT: REQUIREMENTS: HL



### 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

### TYPES OF 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 1 hour	Reading and viewing 4 hours Quality Informal assessments	Writing and presenting 3 hours are emphasised in 2026	Language 1 hour AND Integrated across all aspects
<p>Week 1 14/01 to 16/01 3 days</p> <p><b>ATP</b> <b>0,86%</b> (1 activity)</p> <p><b>SBA</b> <b>0%</b></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>Inform learners of the <b>12 poems</b> to be studied in Grade 12 instead of the 10 studied in Grade 11.</li> <li>Inform learners of the <b>TWO genres</b> to be studied in Grade 12.</li> <li>Ensure that they understand that there will be no cuts to the curriculum for Grade 12s.</li> <li>Ensure that they understand that there will be 3 full papers written in the Prelims and Final Exams, unlike the cropped end of the year exam they wrote in Grade 10 in 2021 and in Grade 11, 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; 4 in Term 1; Tasks 7 &amp; 8 in Term 2. If you have specific dates, please provide to learners.</li> </ul>	<ul style="list-style-type: none"> <li>Comprehension: *Key features of texts and parts of a book, including literary genre/s See 3.2 (CAPS) Pages 22-23 &amp; 25</li> <li>Literature Study: <b>FIRST GENRE: NOVEL</b> <b>Life of Pi:</b> <b>Week 1:</b> Introduction, Background Information, Setting of Novel, Author's Note</li> <li><b>The Picture of Dorian Gray:</b> <b>Week 1</b> Introduction, Background Information, Setting of Novel, Preface</li> <li><b>NB: It is very important to discuss the 'Author's Note' (<i>Life of Pi</i>) and the 'Preface' (<i>The Picture of Dorian Gray</i>) in detail. These set the tone, setting and themes for both novels.</b></li> </ul>	<p><b>Paper 3:</b></p> <ul style="list-style-type: none"> <li>Consolidation of Grade 11 skills and content</li> <li><b>Review of 2024 Grade 11 Paper 3.</b></li> <li><b>Emphasise to learners the requirements in Grade 12 of the length of the essay and number of genres to be answered in Section B: Transactional Writing.</b></li> <li>Discussion of genres for both Essay and Transactional Text components.</li> <li>Introduction to the work required in Grade 12 for P3.</li> <li>Review of 2024 grade 12 paper 3</li> <li>Introduction to the work required in Grade 12 for P3.</li> </ul> <p><b>WRITTEN WORK:</b> <b>COMPLETE AS HOMEWORK</b> Learners to select ONE Essay from Grade 12 2025 NSC paper and respond to it.</p>	<p><b>Paper 1:</b></p> <ul style="list-style-type: none"> <li>Consolidation of Grade 11 skills and content</li> <li>Baseline Test</li> <li>Peer assessment of Baseline test</li> <li>Discussion of baseline test</li> <li>Introduction to the work required in Grade 12 for P1.</li> </ul>
Dates 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><b>ATP</b> <b>9,48%</b> (11 activities)</p> <p><b>SBA</b> <b>0%</b></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> <li>EMPHASISE THE IMPORTANCE OF CANDIDATES WORKING HARDER FOR THEIR INTERNAL ASSESSMENTS THAN FOR THE EXTERNAL ORAL MODERATION CONDUCTED from JULY to AUGUST.</li> <li>WEEKs 2 3: ASSESSMENT TASK 1 Listening for comprehension: Informal assessment/Preparation for Week 4 (Informative, evaluative, appreciative and interactive)</li> <li>Listening strategies: CAPS Pages 14-17</li> <li>Length of texts to be used for listening comprehension: a 400 words text. CAPS pg. 21</li> </ul>	<ul style="list-style-type: none"> <li>Reading for comprehension: Strategies using written texts See 3.2 (CAPS) Pages 22-23 *Skills of answering comprehension: <b>Begin with the Grade 12 Nov 2024 QP. REFER TO LAST COLUMN FOR DETAILS</b></li> <li>Literature <b>FIRST GENRE: NOVEL</b> <b>Life of Pi:</b> Part 1: Toronto &amp; Pondicherry <b>Chapters 1-7</b> (Pi through Martel's eyes; Pi before and after) <b>Chapters 8-14</b> (Pi's link with/to the Zoo) <b>Chapters 15-28</b> (Pi and Religion)  <b>The Picture of Dorian Gray:</b> <b>Chapter 1</b> - (introduction to Basil and Lord Henry to the portrait; to Dorian himself via a discussion of the portrait). <b>Chapter 2</b> – Dorian Gray in person: significant discussion on the 'soul'. <b>Chapter 3</b>: Lord Henry's influence of and on Dorian Gray.  <b>Poetry</b> 1. Sonnet 130: My mistress' eyes are nothing like the sun -William Shakespeare</li> </ul> <p>See 3.2 (CAPS) Pages 22-27</p>	<p>Transactional text: <b>WEEK 2: Emails: Teach the writing of emails.</b> Refer the FAL CAPS as presented on page 14 of this ATP, the Paper 3 resource pack given in 2021 and the information in both the Grade 12 revision lesson plans and the Grades 10 &amp; 11 RELAB.</p> <p><b>WEEK 3: Written work on emails – reinforce practice. Do at least 2.</b></p> <p>Focus on: Process writing 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>REVIEW OF 2025 GRADE 12 PAPER 1</b></p> <ul style="list-style-type: none"> <li>Review of 2025 Grade 12 Paper 1.</li> <li>Emphasise to learners the requirements in Grade 12 of Paper 1 as compared to what they had answered in Grade 11, 2025</li> </ul> <p><b>Continuation from 2<sup>nd</sup> column</b> Teacher to take Section A, Q1 - mediate the texts, mediate the questions; focus on skills of reading and interpreting the texts and questions.</p> <p><b>NOTE WELL:</b> <b>WHAT IS IMPORTANT FOR THE SECTION A: Q1:</b> <b>COMPREHENSION QUESTION IS THE LENGTH OF THE TEXT – BETWEEN 700 AND 800 WORDS. TOO OFTEN WORK DONE IN CLASS DOES NOT PREPARE LEARNERS TO READ THROUGH AN 800 WORD TEXT.</b></p> <p><b>WRITTEN WORK:</b> Learners to answer Qs 1.1 to 1.6 for homework. This must be marked and discussed in the next English period, albeit for 5 to 10 minutes.</p>
Dates 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 4-5 02/02 to 13/02 10 days</p> <p><b>ATP</b> <b>18,10%</b> (21 activities)</p> <p><b>SBA</b> <b>10%</b></p>	<p><b>WEEK 4: FORMAL ASSESSMENT</b> <b>TASK 1 – LISTENING COMPREHENSION</b></p> <p>Length of texts to be used for listening comprehension: a 400 words text Refer to CAPS page 21</p> <p><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: FORMAL ASSESSMENT: TASK 4 UNPREPARED SPEECH:</b></p> <p><b>PREPARATION:</b> Discuss and mediate the process of unprepared speeches.</p> <ul style="list-style-type: none"> <li>• Features and conventions</li> <li>• Planning, researching, organising, practising and presenting</li> </ul> <p>CAPS: Page 18</p> <p><b>PRESENTATION LENGTH:</b> 2-3 minutes per learner</p> <ul style="list-style-type: none"> <li>• CAPS: Page 21 – reference for time</li> </ul>	<ul style="list-style-type: none"> <li>• Reading for comprehension: Interpretation of TEXT B in Paper 1. Use Text B from the 2024 Paper 1 QP Refer to CAPS page 23</li> </ul> <ul style="list-style-type: none"> <li>• Literature study</li> </ul> <p><b>FIRST GENRE: NOVEL</b> <b>Life of Pi</b> Part 1: Toronto &amp; Pondicherry</p> <p><b>Chapters 29 -36</b> (The Move) and <b>Consolidation of Part 1</b></p> <p><b>The Picture of Dorian Gray: Chapters 4, 5 &amp; 6</b> <b>Chapter 4:</b> Dorian in love with Sybil Vane; engagement. Lord Henry's reaction and influence.</p> <p><b>Chapter 5:</b> Relationship between Sybil, mother and brother, James Vane.</p> <p><b>Chapter 6:</b> Dorian's love for Sybil changes his attitude toward Lord Henry; Basil's sense of loss on hearing of Dorian's engagement.</p> <p><b>Poetry</b> 2.The child who was shot dead by soldiers in Nyanga – Ingrid Jonker See 3.2 (CAPS) Pages 22-27</p>	<p><b>Transactional text:</b> <b>WEEK 4: Select 1</b> Friendly &amp; formal letters <b>Formal and informal letters to the press – emphasis in Grade 12</b></p> <p>Curriculum Vitae and covering letter</p> <p><b>Features of chosen text</b> CAPS: Pages 34-35 &amp; 39</p> <p><b>WEEK 5:</b> <b>Obituary</b> – Teach the skills; review examples of obituaries, complete an obituary. Use topics from past exams' Paper 3 QPs.</p> <p><b>Features of chosen text</b> CAPS: Page 39</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 Assessment: Language</b></p> <p>Begin with the Grade 11 Nov 2025 QP focusing on the poorly answered questions.</p> <p>Move onto the NOV 2025 Grade 12 QP.</p> <p>Indicate aspects being done (bulleted format) e.g.</p> <ul style="list-style-type: none"> <li>• Components of textual editing</li> <li>• Dictionary work: abbreviations; acronyms; use of dictionaries and thesaurus; roots, prefixes &amp; suffixes to determine the meaning of words; borrowed words, words change meaning with time, coining of new words, polysemes, homophones &amp; homonyms and correct usage; use of synonyms, antonyms, paronyms and one word for a phrase correctly</li> <li>• Spelling</li> <li>• Punctuation</li> </ul> <p>CAPS – Pages 23-24</p>
<b>Dates:</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 6-7 16/02 to 27/02 10 days</p> <p><b>ATP</b> <b>26,72%</b> (31 activities)</p> <p><b>SBA</b> <b>30%</b></p>	<p><b>WEEK 6: TASK 4:</b> Informal assessment: learners to be given the opportunity to practice unprepared speeches. This practice session does not need to involve all learners if the class sees how it's done. Especially the current grade 12s.</p> <ul style="list-style-type: none"> <li>Features and conventions</li> <li>Planning, researching, organising, practising and presenting</li> </ul> <p>CAPS: Page 18</p> <p>PRESENTATION LENGTH: 2-3 minutes per learner</p> <p>CAPS: Page 21 – reference for time</p> <p><b>FROM WEEK 7 onwards: FORMAL ASSESSMENT: TASK 4: UNPREPARED SPEECH BEGINS</b></p> <p>CAPS: Page 18</p> <p>PRESENTATION LENGTH: 2-3 minutes per learner</p> <p>CAPS: Page 21 – reference for time</p>	<ul style="list-style-type: none"> <li>Reading for comprehension: TEXTS A &amp; B. You may use 2023 P1 Focus on questions on e.g., diction, style, tone, image/imagery, effectiveness of image, appropriateness of the title/image etc. Also focus on final comparative question.</li> </ul> <p>CAPS: Pages 23-25</p> <ul style="list-style-type: none"> <li>Literature study</li> </ul> <p><b>Life of Pi</b> Part 2: The Pacific Ocean</p> <p><b>Chapters 37-41</b> (The Tsintsum; on surviving; rescuing Richard Parker and trying to drown him).</p> <p><b>Chapters 42-47</b> – (Animals on the lifeboat).</p> <p><b>Chapters 48-52</b> (The lifeboat and its contents).</p> <p><b>The Picture of Dorian Gray:</b> <b>Chapters 7 &amp; 8</b> <b>Chapter 7</b> - Dorian, Lord Henry and Basil visit the theatre, Sybil's appalling performance and subsequent rejection by Dorian</p> <p><b>Chapter 8</b> - Lord Henry's reaction to Sybil's suicide, his influence over Dorian. The transformation of the portrait begins.</p> <p><b>Poetry</b> <i>3. At a Funeral</i> – Dennis Brutus</p> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>WEEK 6:</b> Focus on: Essay-writing skills</p> <p><b>2 X ESSAY: COMPLETE AS HOMEWORK</b></p> <p>1 argumentative/discursive 1 Reflective</p> <p><b>Features of chosen text:</b> CAPS: Page 34</p> <p><b>WEEK 7</b></p> <p><b>FORMAL ASSESSMENT: TASK 2 – begin &amp; complete</b></p> <p><b>1x essay:</b> Narrative; descriptive; argumentative. discursive; reflective; picture stimuli/visuals</p> <p><b>SET A MAXIMUM OF 8 TOPICS</b> – 5 topics and 3 visual images OR 6 word topics and 2 visual images.</p> <p><b>Process writing</b> Planning, drafting, revising, editing, proof-reading and presenting</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>Revision &amp; Reinforcement:</b></p> <ul style="list-style-type: none"> <li>Idioms, idiomatic expressions &amp; proverbs</li> <li>Use punctuation correctly to clarify meaning, show grammatical relations, add emphasis and for rhetorical and stylistic effect.</li> <li>Active &amp; Passive Voice</li> <li>Concord</li> <li>Direct and Indirect/reported speech</li> <li>Use verb forms and auxiliaries to express tense and mood accurately.</li> <li>Use subject, object &amp; predicate correctly &amp; analyse their functions.</li> <li>Formulate simple, complex &amp; compound sentences by using clauses, phrases &amp; conjunctions correctly.</li> </ul> <p><b>Select from the list.</b> <b>Integrate with other aspects.</b></p>
<b>Dates Completed:</b>				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmorep 4 hoursom	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>ATP</b> <b>35,34%</b> (41 activities)</p> <p><b>SBA</b> <b>40%</b></p>	<p><b>WEEK 8: FORMAL ASSESSMENT: TASK 4: UNPREPARED SPEECH continues</b></p> <p>CAPS: Page 18 PRESENTATION LENGTH: 2-3 minutes per learner CAPS: Page 21 – reference for time</p> <p><b>WEEK 9: FORMAL ASSESSMENT: TASK 4: UNPREPARED SPEECH to be completed.</b></p> <p>CAPS: Page 18 PRESENTATION LENGTH: 2-3 minutes per learner CAPS: Page 21 – reference for time</p>	<p><b>WEEK 8: For class work:</b></p> <ul style="list-style-type: none"> <li>Summary writing – paragraph form; AND</li> <li>Interpretation of visual texts: Adverts &amp; Cartoons. Teach skills and complete a written activity on each.</li> </ul> <p>CAPS: Page 23</p> <p><b>WEEK 9: FORMAL ASSESSMENT: TASK 5: Language in Context P1- Sections A &amp; B: Q1 &amp; 2</b></p> <ul style="list-style-type: none"> <li>Literature study</li> </ul> <p><b>FIRST GENRE: NOVEL</b> <b>Life of Pi:</b></p> <p>Part 2: The Pacific Ocean <b>Chapters 53-57</b> <b>Chapters 58 -61</b> <b>Chapters 62-70</b> <b>Chapters 71-77</b> (Survival)</p> <p><b>The Picture of Dorian Gray:</b> <b>Chapters 9 &amp; 10</b></p> <p><b>Chapter 9</b> – Basil’s reaction to Sybil’s suicide and his influence over Dorian. Dorian’s refusal to show Basil the portrait. Dorian’s plans to conceal the portrait from all eyes but his.</p> <p><b>Chapter 10</b> - the portrait moved; the influence of the yellow book; Sybil’s inquest.</p> <p><b>Poetry</b> 4. Poem of Return – Jofre Rocha</p> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>WEEK 8: FORMAL ASSESSMENT: TASK 3</b></p> <p><b>SET A MAXIMUM OF 6 TOPICS</b></p> <p><b>Select from the following genres:</b></p> <p>Friendly &amp; formal letters; Formal and informal letters to the press. Curriculum Vitae and covering letter (asked as a combination); Obituary, Emails</p> <p><b>You could include genres done in Grades 10 &amp; 11:</b> <b>Formal report/informal report/review/newspaper article/magazine article/agenda and minutes of meeting (asked as a combination)/Formal speech/informal speech/dialogue/written interview</b></p>	<p><b>Revision &amp; Reinforcement:</b></p> <p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>tone, register, intention</li> <li>denotation, connotation &amp; implied meaning</li> <li>Literal &amp; Figurative Language</li> <li>Fact and opinion</li> <li>Objectivity &amp; Subjectivity</li> <li>Bias and Propaganda</li> <li>Verbosity</li> <li>Redundancy/tautology</li> <li>Ambiguity</li> <li>Satire</li> <li>Irony</li> <li>Sarcasm</li> <li>Malapropism</li> </ul> <p><b>Select from the list. Integrate with other aspects.</b></p>
<b>Dates Completed:</b>				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmorep 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  (21/03 – Human Rights Day) (27/03 - Schools close)</p> <p><b>ATP</b> <b>43,97%</b> (51 activities)</p> <p><b>SBA</b> <b>50%</b></p>	<p><b>PREPARATION FOR TERM 2 ORAL ASSESSMENT TASKS.</b></p> <p><b>TASK 6:</b> Prepared Speech OR Unprepared Reading Aloud</p> <p><b>TASK 7:</b> Prepared Speech OR Unprepared Reading Aloud</p> <p>You will have to mediate these 2 tasks at the end of Term 1 so that learners can prepare or else it's going to be tight if left for Term 2.</p> <p><b>NB:</b> Tasks 6 &amp; 7 – learners may choose to do ONE prepared speech and ONE unprepared reading aloud OR they may do TWO prepared speeches.</p> <p>For District Moderation and on SA SAMs marksheets, the tasks selected must be clearly indicated even though the mark allocation is the same. It will facilitate moderation.</p> <p>Refer to Page 16 of this ATP and Term 2 for details.</p>	<p><b>WEEK 10: FORMAL ASSESSMENT: TASK 5</b></p> <p><b>continues:</b> Language in Context P1 – Section C: Advertisements, Cartoons and Textual Editing Questions 3, 4 &amp; 5</p> <p><b>WEEK 11</b></p> <ul style="list-style-type: none"> <li>Literature study</li> </ul> <p><b>FIRST GENRE: NOVEL</b></p> <p><b>Life of Pi:</b></p> <p>Part 2: The Pacific Ocean</p> <p><b>Chapters 78-88</b> (Skies, seas, sharks, dorados)</p> <p><b>Chapters 89-91</b> (Suffering)</p> <p><b>The Picture of Dorian Gray:</b></p> <p><b>Chapters 11, 12 &amp; 13</b></p> <p><b>Chapter 11</b> – The influence of the 'yellow book'</p> <p><b>Chapter 12</b> - Basil's visit</p> <p><b>Chapter 13</b> – Basil's death</p> <p><b>Poetry</b></p> <p>5. Talk to the Peach Tree – Sipho Sepamla</p> <p>See 3.2 (CAPS) Pages 22-27</p>	<p>Transactional text:</p> <p><b>WEEK 10:</b> Formal &amp; Informal Reports</p> <p><b>Features of chosen text</b> CAPS: Page 37</p> <p><b>WEEK 11:</b> Interview/Dialogue <b>AND</b> Formal/ Informal Speech 2 for the week.</p> <ul style="list-style-type: none"> <li>Mediate formats</li> <li>Complete one piece in class and the other for homework OR both for homework as informal assessment and practice. <b>Absolutely important.</b></li> </ul> <p><b>Features of chosen text</b> CAPS: Pages 36 - 37</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><b>CONTINUATION OF LITERATURE FROM COLUMN 2</b></p> <p>←</p>
Dates Completed:				



## WRITING OF EMAILS

- 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).
- Refer also to the notes and formats given in 2021, the Paper 3 resource material as well as what is to be found in the Revision Lesson Plans.

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 in 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 <b>signature</b>.</li> </ul>	Speech-like communication

MEDIATION OF ORAL ASSESSMENT TASKS 6 AND 7 IN PREPARATION FOR ASSESSMENT IN TERM 2

Refer to Weeks 10 &amp; 11 (Term 1) of this ATP – Page 14.



TASK 6	TASK 7
EITHER	EITHER
<p><b>Prepared speech</b></p> <p><b>Preparation:</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><b>CAPS:</b></p> <ul style="list-style-type: none"> <li>• Prepared Speech- Pages 17-18</li> </ul> <p><b>PRESENTATION LENGTH:</b> Speech: ± 4-5 minutes CAPS: Page 21 – reference for time MARKS: 10</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: 4-5 minutes Marks: 10</p>	<p><b>Prepared speech</b></p> <p><b>Preparation:</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><b>CAPS:</b></p> <ul style="list-style-type: none"> <li>• Prepared Speech- Pages 17-18</li> </ul> <p><b>PRESENTATION LENGTH:</b> Speech: ± 4-5 minutes CAPS: Page 21 – reference for time MARKS: 10</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: 4-5 minutes Marks: 10</p>
<b>NOTE WELL: LEARNERS MAY CHOOSE TO DO 2 PREPARED SPEECHES OR 1 PREPARED SPEECH AND 1 UNPREPARED READING ALOUD. PLEASE ALSO CONSULT GUIDELINES FOR UNPREPARED READING ASSESSMENT. IT IS PREFERABLE TO ASSESS A PREPARED SPEECH AND AN UNPREPARED READING ALOUD.</b>	

FORMAL ASSESSMENT: -assess as follows in respect of week: Insert dates next to the weeks in the assessment programme below:

Term 1	Task 1	Task 2	Task 3	Task 4	Task 5
<b>140/1.4= 100</b>	**Oral: Listening for Comprehension	Writing: Essay Narrative, Descriptive, Discursive, Reflective Argumentative, Visuals 400-450 words <b>(Refer to 1<sup>st</sup> &amp; 3<sup>rd</sup> bullets below)</b>	Writing: Transactional Texts 180-200 words <b>(Refer to Page 12 of the ATP)</b> <b>(Refer to 2<sup>nd</sup> &amp; 3<sup>rd</sup> bullets below)</b>	**Oral: Unprepared Speech	#Test 1: Language in Context Comprehension, Summary and Language Structures & Conventions
<b>Total:</b>	<b>15</b>	<b>50</b>	<b>25</b>	<b>15</b>	<b>35</b>
<b>Term Weighting</b>	<b>10.72%</b>	<b>35.71%</b>	<b>17.86%</b>	<b>10.71%</b>	<b>25%</b>
<b>Year weighting</b>	<b>10%</b>	<b>12%</b>	<b>8%</b>	<b>30%</b>	<b>18%</b>
<b>DATE</b>	<b>Commence :</b>  Preparation for assessment from Week 2 -3 Assess in Week 4.	Preparation for assessment in Weeks 1 & 6. Assess in Week 7.	Preparation for assessment in Weeks 2, 3, 4 & 5. Assess in Week 8.	Preparation for assessment in Weeks 5 & 6 Assess from Week 7 onwards.	Weeks 8, 9 OR 10 & depending on the school's timetable <b>NB: Sections A, B and C can be done over 2 sessions of 1 hour each or one session of 2 hours.</b>
	<b>Complete assessment</b>	by week 4	week 7	week 8	Weeks 9 or 10
					week 10

### NB: TASKS 2 & 3

- TASK 2: ESSAY:** Set a minimum of 8 topics including visual stimuli. All genres must be covered.
- TASK 3: TRANSACTIONAL TEXTS:** Set a minimum of 6 topics. Refer to Page 12 for the genres to be covered.
- Refer to Page 7 & 13 of this ATP and the 2021 DBE Exam Guidelines for further information on preparing these assessments. **Use the format of the NSC external exam to present the tasks. This includes the instructions.**
- A SINGLE TOPIC/SINGLE GENRE/ONE QUESTION ONLY IN EITHER TASK 2 OR TASK 3 WILL NOT BE ACCEPTED.**

**NB: TASK 5**



- #Test 1 (CAPS) could be set out of 35 marks or, if more, should be converted to 35 marks. While the Comprehension, summary, language structures and conventions combination are 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.
- TASK 5: 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.

CHECKLIST: END OF TERM 1:

Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
8	<b>Language tasks CAPS p. 93 - 94</b> (evidence answer questions, teaching notes)			16	<b>Literature Tasks</b> (evidence answer questions, listening notes, etc.)		
	Parts of Words (prefix, root, suffix); spelling, dictionary work.			6	Poetry (5 Seen & 1 Unseen)		
	Parts of Speech			10	Novel (First Genre) <i>Life of Pi – Chapters 1-52</i> <i>The Picture of Dorian Gray – 10 chapters</i>		
	Sentences, Phrases & Clauses			5	<b>Oral Tasks</b> (evidence listening notes, mind map, planning, etc.)		
	Punctuation			3	Unprepared Speech		
	Textual Editing			2	Listening Comprehension		
	Critical Language Awareness						
	Connotation & Denotation			9	<b>Writing Tasks</b> (evidence process writing, editing, writing)		
	Fact & opinion Ambiguity Tautology Redundancy Verbosity Figurative & Literal Language			3	Essays		
7	<b>Reading tasks</b> (evidence answer questions, listening notes)			6	Transactional writing & Formats		
3	Comprehension Skills & Activity: Texts A & B						
2	Summary Skills & Activity						
2	Cartoon and Advert (Skills & Activity)				<b>End of term 1 Completion: 51 Tasks complete = 43,97%</b>		

**NOTE WELL:**

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

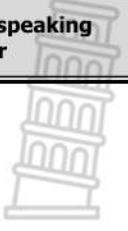
Number of school days: 53

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
<b>ATP</b> <b>52,59%</b> <b>(61 activities)</b> <b>SBA</b> <b>50%</b>	<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</li> <li>Planning, researching, organising, practising and presenting</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18</p> <p><b>SPEECH PRESENTATION LENGTH:</b></p> <p>± 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: 4-5 minutes</p>	<ul style="list-style-type: none"> <li>Reading for comprehension: TEXTS A &amp; B: Vocabulary development and language use CAPS: Pages 23-25</li> <li><b>Summary activity</b></li> <li>Literature Study:</li> </ul> <p><b>FIRST GENRE: NOVEL</b> <b>Life of Pi</b> Part 2: The Pacific Ocean <b>Chapter 92</b> (Botanical discovery – the Island - arrival and departure.) <b>Chapters 93-94</b> (Onward journey and rescue; disappearance of Richard Parker).</p> <p><b>The Picture of Dorian Gray: Chapters 14,15 &amp; 16</b> <b>Chapter 14</b> – Alan Campbell-disposing of Basil's body. <b>Chapter 15</b>- Dorian trying to gain a sense of normality. <b>Chapter 16</b> - Visit to the opium dens, meeting Adrian Singleton, James Vane</p> <p><b>Poetry</b> 6. Prayer to Masks – Léopold Sédar Senghor See 3.2 (CAPS) Pages 22-27</p>	<p><b>Transactional text:</b> Week 12 – Agenda and Minutes of a Meeting – Teach the skills; review examples of agendas and minutes, complete an activity. Use topics from past year June/November QPs.</p> <p><b>Features of chosen text</b> CAPS: Page 39</p> <p><b>AND</b></p> <p><b>Week 13 – 1 x essay:</b> Narrative; descriptive; argumentative; discursive; reflective; picture stimuli/visuals</p> <p><b>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>	<ul style="list-style-type: none"> <li>Baseline Assessment</li> <li>Revision of Term 1 language test.</li> <li>Reinforcement of concepts problematic to learners as identified from the first term test and writing tasks.</li> </ul> <p><b>INDICATE LANGUAGE ASPECTS:</b></p> <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> <p>6.</p> <p>8.</p>
<b>Dates 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 14-15 20/04 to 30/04 8 days</p> <p>(21/04 – Family Day) (27/04 – Freedom Day 01/05 – Workers Day)</p> <p><b>ATP</b> <b>61,21%</b> (71 activities)</p> <p><b>SBA</b> <b>60%</b></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</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: 4-5 minutes</p>	<p><b>Weeks 14 &amp; 15</b></p> <ul style="list-style-type: none"> <li>Interpretation of visual texts :Advertisements: <b>Skills and a written activity – minimum of 1 and a maximum of 2 adverts</b> <b>NB: Differentiate between the written text and the visual images</b></li> </ul> <p>CAPS: Page 23</p> <ul style="list-style-type: none"> <li>Literature study</li> </ul> <p><b>FIRST GENRE: NOVEL</b></p> <p><b>Life of Pi:</b> Part 3: Benito Juárez Infirmary, Tomatlán, Mexico <b>Chapters 95-100</b> The better Story</p> <p><b>The Picture of Dorian Gray:</b> <b>Chapters 17-20</b> <b>Chapter 17</b> – House party hosted at Selby Royal – Dorian’s Residence <b>Chapter 18</b>- Dorian in hiding from James; James’ death <b>Chapter 19</b>: Dorian’s intention to reform <b>Chapter 20</b> – Dorian’s death</p>	<p><b>PLEASE NOTE THAT DUE TO THERE BEING ONLY 4 TEACHING DAYS, THERE IS NO WRITING IN THIS WEEK OR TEACHING OF THE POETRY ESSAY. INSTEAD, THE POEM WILL BE TAUGHT.</b></p> <p><b>Poetry</b> 7. This Winter Coming – Karen Press</p> <p>See 3.2 (CAPS) Pages 22-27</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, TONE, ATTITUDE.</li> </ul>
Dates 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 16-17 04/05-15/05 10 days</p> <p><b>ATP</b> <b>69,83%</b> (81 activities)</p> <p><b>SBA</b> <b>70%</b></p>	<p><b>WEEK 16: FORMAL ASSESSMENT: <u>TASK 6</u> CONTINUES AND</b></p> <p><b>WEEK 17: FORMAL ASSESSMENT: <u>TASK 7</u> BEGINS</b></p> <p><b>Prepared speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions</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><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: 4-5 minutes</p>	<p><b>WEEKS 16 &amp; 17</b></p> <ul style="list-style-type: none"> <li>Interpretation of visual texts with a focus on cartoons</li> <li>Skills and a written activity on a minimum of 2 and a maximum of 3 cartoons</li> </ul> <p>CAPS: Page 23</p> <ul style="list-style-type: none"> <li>Summary writing – paragraph form – skills and activities</li> </ul> <p><b>WEEKS 16 &amp; 17 = 3 hours</b></p> <ul style="list-style-type: none"> <li>Literature study</li> </ul> <p><b>SECOND GENRE: DRAMA</b></p> <p><b>The Crucible:</b> Introduction &amp; historical background; Act 1</p> <p><b>Othello:</b> Introduction &amp; background. Act 1 Scenes 1 &amp; 2</p> <p><b>Hamlet:</b> Introduction &amp; background. Setting &amp; Themes in general; Introduction to characters.</p> <p><b>Poetry</b></p> <p>8. Solitude – Ella Wheeler Wilcox</p> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>Weeks 16 &amp; 17</b></p> <p><b>PREPARATION FOR THE FORMAL ASSESSMENT</b></p> <p><b>TASK 8 (JUNE EXAM/ CONTROLLED TEST 2 (TERM 2)</b></p> <p><b>AND</b></p> <p><b>TASK 9 (Term 3) – WEEKS 25-26</b></p> <p><b>TEACHING THE POETRY ESSAY</b></p> <p>Features of the poetry essay</p> <ul style="list-style-type: none"> <li>Structure &amp; Conventions</li> <li>Set your own topic on new poems taught thus far. Use the past papers to mimic the style of questioning.</li> <li>Thoroughly mediate answering of the poetry essay.</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>Get learners to write the essay; focus on introduction, body paragraphs and a conclusion.</li> <li>Assessment and feedback of the essay – there must be some engagement/marking essays to provide feedback.</li> <li>Mediation of the rubric.</li> </ul>	<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>
Dates Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmorep 4 hoursom	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Weeks 18 18/05-22/05 5 days</p> <p><b>ATP</b> <b>74,14%</b> (86 activities)</p> <p><b>SBA</b> <b>70%</b></p>	<p><b>FORMAL ASSESSMENT: CONCLUDE TASK 7</b></p> <p><b>Prepared speech</b></p> <ul style="list-style-type: none"> <li>Features and conventions</li> <li>Planning, researching, organising, practising and presenting</li> </ul> <p>CAPS: Prepared Speech- Pages 17-18</p> <p><b>SPEECH PRESENTATION LENGTH:</b> ± 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: 4-5 minutes</p>	<ul style="list-style-type: none"> <li><b>Reading for comprehension:</b> Vocabulary development and language use</li> <li>Skills and written activity (2 in the cycle i.e., one per week)</li> <li>See 3.2 (CAPS) Pages 22-23</li> <li><b>Literature study</b></li> </ul> <p><b>SECOND GENRE: DRAMA</b></p> <p><b>The Crucible:</b> Act 1</p> <p><b>Othello:</b> Act 1 Scene 3 &amp; Act 2 Scenes 1 &amp; 2</p> <p><b>Hamlet:</b> Act 1 Scenes 1-3</p> <p><b>Poetry</b></p> <p>9. The Morning Sun is Shining- Olive Schreiner</p> <p>See 3.2 (CAPS) Pages 22-27</p> <p><b>Poetry</b></p> <p>Unseen Poetry – <b>Begin with the 2024 P2 QP</b>, do a few from other past year papers/provide your own/from other sources.</p>	<p><b>WEEKS 18 &amp; 19</b></p> <p><b>FORMAL ASSESSMENT</b></p> <p><b>TASK 8 (JUNE EXAM/CONTROLLED TEST 2 (Term 2) AND</b></p> <p><b>TASK 9 (Term 3) – WEEKS 25-26</b></p> <p><b>Preparation for the task</b></p> <p><b>TEACHING THE LITERARY ESSAY –NOVEL/DRAMA</b></p> <p>Features of the literary essay</p> <ul style="list-style-type: none"> <li>Structure &amp; Conventions</li> <li>Take a topic from the November 2022 P2 or one of your own.</li> <li>Thoroughly mediate 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>Get learners to write the essay; focus on introduction, body paragraphs and a conclusion.</li> <li>Assessment and feedback of the essay – there must be some engagement /marking of essays to provide feedback.</li> <li>Mediation of the rubric</li> </ul>	<p><b>Revision &amp; Reinforcement: Critical Language Awareness</b></p> <p><b>Critical Language Awareness</b></p> <ul style="list-style-type: none"> <li>tone, register, intention</li> <li>denotation, connotation &amp; implied meaning</li> <li>Literal &amp; Figurative Language</li> <li>Fact and opinion</li> <li>Objectivity &amp; Subjectivity</li> <li>Bias and Propaganda</li> <li>Verbosity</li> <li>Redundancy/tautology</li> <li>Ambiguity</li> <li>Satire</li> <li>Irony</li> <li>Sarcasm</li> <li>Malapropism</li> </ul> <p><b>Select from the list. Integrate with other aspects.</b></p> <p>Use the following:</p> <ul style="list-style-type: none"> <li>Past papers to reinforce aspects in Question 5.</li> <li>Use the P1 resource pack developed by SESs in 2019.</li> <li>Use the SSIP Resources</li> <li>Use the PPTs for P1, 2 and 3</li> </ul>
<b>Dates 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
Weeks 19-20 01/06 to 12/06 10 days  <b>ATP</b> <b>74,14%</b> <b>SBA</b> <b>70%</b>		<b>JUNE EXAMINATIONS</b>  <b>PAPER 1 – LANGUAGE IN CONTEXT (70 marks) – 2 hours</b> <ul style="list-style-type: none"> <li>• Comprehension (30)</li> <li>• Summary (10)</li> <li>• Advertisement (10)</li> <li>• Cartoon (10)</li> <li>• Prose – Textual Editing (10)</li> </ul> <b>PAPER 2 – LITERATURE (80 MARKS) – 2 ½ hours</b> <ul style="list-style-type: none"> <li>• Seen Poems (20)</li> <li>• Unseen Poem (10)</li> <li>• Novel (25)</li> <li>• Drama (25)</li> </ul> <b>OR</b>		

	<p><b>FINALISATION OF ORAL MARKS IN PREPARATION FOR SUBMISSION TO DISTRICT</b></p>  <ul style="list-style-type: none"> <li>• Consolidation of oral marks</li> <li>• Submission of SASAMS mark sheets</li> <li>• Submission of relevant annexures</li> <li>• Selection of candidates for district moderation</li> <li>• Notification to schools on candidates selected.</li> </ul>	<p><b>* JUNE CONTROLLED TEST: HOME LANGUAGE</b></p> <p><b><u>GR 12 GUIDELINES FOR JUNE CONTROLLED TEST AS AN ALTERNATIVE TO THE JUNE EXAMINATION</u></b></p> <p>The test will comprise of the following:</p> <p><b>Visual literacy (20 marks):</b></p> <ul style="list-style-type: none"> <li>➢ Advertisement (10 marks): To include language questions as outlined in the 2021 DBE Examination Guidelines</li> <li>➢ Cartoon (10 marks): To include language questions as outlined in the 2021 DBE Examination Guidelines</li> <li>➢ Suggested time allocation: <math>2 \times 15 \text{ minutes} = 30 \text{ minutes}</math></li> <li>➢ Total Marks: 20</li> </ul> <p><b>AND</b></p> <p><b>POETRY (10 MARKS)</b></p> <ul style="list-style-type: none"> <li>• <b>SEEN POETRY (10 MARKS)</b> <ul style="list-style-type: none"> <li>– A choice of one poem from a selection of three poems taught:</li> <li>• The learner has a choice of answering either a poetry essay (10) OR poetry contextual questions (10)</li> <li>• As outlined in the 2021 DBE Examination Guidelines</li> <li>• Suggested time allocation: 20 minutes</li> </ul> </li> </ul> <p><b>NOVEL/ DRAMA: (25 MARKS)</b></p> <ul style="list-style-type: none"> <li>• A choice of essay or contextual from a chosen genre that has been taught:</li> <li>• As outlined in the 2021 Examination Guidelines</li> <li>• Suggested time allocation: 40 minutes</li> <li>• Total: 35 marks</li> </ul> <p><b>TOTAL MARKS: 55</b></p> <p><b>TOTAL TIME: 1½ hours</b></p>
Dates Completed:		



Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmorep 4 hoursom	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
Week 21 17/06-19/06 4 days  (15/06 School holiday 16/06 – Youth Day)	<b>PREPARATION FOR DISTRICT ORAL MODERATION</b> <ul style="list-style-type: none"> <li>Selection of candidates for district moderation</li> <li>Notification to schools on candidates selected.</li> </ul>	<b>JUNE EXAMINATIONS</b>  <b>PAPER 1 – LANGUAGE IN CONTEXT (70 marks) – 2 hours</b> <ul style="list-style-type: none"> <li>Comprehension (30)</li> <li>Summary (10)</li> <li>Advertisement (10)</li> <li>Cartoon (10)</li> <li>Prose – Textual Editing (10)</li> </ul> <b>PAPER 2 – LITERATURE (80 MARKS) – 2 ½ hours</b> <ul style="list-style-type: none"> <li>Seen Poems (20)</li> <li>Unseen Poem (10)</li> <li>Novel (25)</li> <li>Drama (25)</li> </ul>		
Dates Completed:				

Weeks, Dates and % Completion	Listening and speaking 1 hour	Reading and viewing Stanmoreplus 4 hoursom	Writing and presenting 3 hours	Language 1 hour AND Integrated across all aspects
<p>Week 22 22/06-26/06 5 days  (26/06 – Schools close) <b>ATP</b> <b>78,45%</b> <b>(91 activities)</b> <b>SBA</b> <b>80%</b></p>	<p><b>PREPARATION FOR DISTRICT ORAL MODERATION</b></p> <ul style="list-style-type: none"> <li>• Selection of candidates for district moderation</li> <li>• Notification to schools on candidates selected.</li> </ul>	<ul style="list-style-type: none"> <li>• Literature Study</li> </ul> <p><b>SECOND GENRE: DRAMA</b> <b>The Crucible:</b> Act 2</p> <p><b>Othello:</b> Act 2 Scene 3 Consolidation of Act 2 &amp; Act 3 Scenes 1 &amp; 2</p> <p><b>Hamlet:</b> Act 1 Scenes 4-5 and consolidation of Act 1. Beginning of Act 2 Scene 1.  See 3.2 (CAPS) Pages 22-27</p>	<p><b>Transactional text:</b></p> <ul style="list-style-type: none"> <li>• <b>Reviews:</b> book, CD, restaurant</li> <li>• <b>Article:</b> newspaper, magazine</li> </ul> <p><b>NB: Ensure that one of each is done as informal assessment.</b></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 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>• Literature Study</li> </ul> <p><b>SECOND GENRE: DRAMA</b> <b>The Crucible:</b> Act 2</p> <p><b>Othello:</b> Act 2 Scene 3 Consolidation of Act 2 &amp; Act 3 Scenes 1 &amp; 2</p> <p><b>Hamlet:</b> Act 1 Scenes 4-5 and consolidation of Act 1. Beginning of Act 2 Scene 1.  See 3.2 (CAPS) Pages 22-27</p>
<p><b>Dates Completed:</b></p>				



FORMAL ASSESSMENT: -assess as follows in respect of week: Insert dates next to the weeks in the assessment programme below.

**\*NOTE WELL: FOR TASKS 6 AND 7, CANDIDATES MAY CHOOSE TO DO 2 PREPARED SPEECHES OR 1 PREPARED SPEECH AND 1 UNPREPARED READING ALOUD FOR THEIR ORAL ASSESSMENT.**

Term 2	Task 6*	Task 7*	Task 8
<b>TOTALS:</b> <b>170/1.7</b>  <b>Or</b>  <b>75/0.75</b>	Oral: Prepared Speech OR Unprepared reading aloud	Oral: Prepared Speech OR Unprepared reading aloud	<p><b>JUNE 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>• Cartoon (10)</li> <li>• Prose – Textual Editing (10)</li> </ul> <p><b>PAPER 2 – LITERATURE (80 MARKS) – 2 ½ hours</b></p> <ul style="list-style-type: none"> <li>• Seen Poems (20)</li> <li>• Unseen Poem (10)</li> <li>• Novel (25)</li> <li>• Drama (25)</li> </ul> <p><b>OR</b></p> <p><b>* JUNE CONTROLLED TEST: HOME LANGUAGE</b>  <b>GR 12 GUIDELINES FOR JUNE CONTROLLED TEST AS AN</b>  <b>ALTERNATIVE TO THE JUNE EXAMINATION</b>  The test will comprise of the following:</p> <p><b>Visual literacy (20 marks):</b></p> <ul style="list-style-type: none"> <li>➢ Advertisement (10 marks): To include language questions as outlined in the 2021 DBE Examination Guidelines</li> <li>➢ Cartoon (10 marks): To include language questions as outlined in the 2021 DBE Examination Guidelines</li> <li>➢ Suggested time allocation: 2 x 15 minutes = 30 minutes</li> <li>➢ Total Marks: 20</li> </ul> <p><b>AND</b></p>



			<p><b>POETRY (10 MARKS)</b></p> <ul style="list-style-type: none"> <li>• <b>SEEN POETRY (10 MARKS)</b> <ul style="list-style-type: none"> <li>– A choice of one poem from a selection of three poems taught:</li> </ul> </li> <li>• The learner has a choice of answering either a poetry essay (10) OR poetry contextual questions (10)</li> <li>• As outlined in the 2021 DBE Examination Guidelines</li> <li>• Suggested time allocation: 20 minutes</li> </ul> <p><b>NOVEL/ DRAMA: (25 MARKS)</b></p> <ul style="list-style-type: none"> <li>• A choice of essay or contextual from a chosen genre that has been taught:</li> <li>• As outlined in the 2021 Examination Guidelines</li> <li>• Suggested time allocation: 40 minutes</li> <li>• Total: 35 marks</li> </ul> <p><b>TOTAL MARKS: 55</b>  <b>TOTAL TIME: 1½ hours</b></p>
<b>Total:</b>	<b>10</b>	<b>10</b>	<b>June Exam: 150 marks/ June Test: 55 Marks</b>
<b>Term Weighting</b>	<b>5.88% OR 13.33%</b>	<b>5.88% OR 13.33%</b>	<b>88.24% OR 73.34%</b>
<b>Year weighting</b>	<b>30%</b>	<b>30%</b>	<b>22%</b>
<b>Assess from</b>	Week 12	Week 16	Week 20
<b>Complete:</b>	by week 15 or 16	by week 19 or 20	Week 21 or 22

**CHECKLIST: END OF TERM 2:**

Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
8	Language tasks CAPS p. 93 - 94 (evidence answer questions, teaching notes)			13	Literature Tasks (evidence answer questions, listening notes, etc.)		
	Parts of Speech			4+1	Poetry (4 Seen + 1 Unseen)		
	Parts of Words (prefix, root, suffix)			8	Novel (Second Genre)		
	Sentences, Phrases and Clauses			6	Oral Tasks (evidence listening notes, mind map, planning, etc.)		
	Punctuation			3	Prepared Speech		
	Spelling & Vocabulary building			3	Unprepared Reading Aloud		
	Textual Editing						
	Miscellaneous language as identified by educator			4	Writing Tasks (evidence process writing, editing, writing)		
	Critical Language Awareness: Irony, Satire, sarcasm, Bias, Figurative & literal language, Connotation & denotation etc.			1	Essay		
9	Reading tasks (evidence answer questions, listening notes)			3	Transactional writing		
3	Comprehension						
2	Summary			<b>End of term 2 Completion: 91 activities complete = 78,45%</b>			
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**



# TERM 3

Weeks, Dates and % Completion	Listening and speaking <b>Will now be used to complete the Literature</b>	Reading and viewing <b>4 hours</b>	Writing and presenting <b>3 hours – Writing</b>	<b>Language 1 hour AND Integrated across all aspects</b>
Weeks 13-24 21/07-31/07 9 days (21/07 – Schools reopen) <b>ATP</b> <b>87,07%</b> (101 activities) <b>SBA</b> <b>90%</b>	<ul style="list-style-type: none"> <li>Literature Study</li> </ul> <p><b>Poetry</b></p> <p>10. <i>It is a beauteous evening, calm and free</i>— William Wordsworth</p> <p>AND</p> <p>11. <i>Fern Hill</i>— Dylan Thomas</p> <p>See 3.2 (CAPS) Pages 22-27</p>	<ul style="list-style-type: none"> <li>Reading for comprehension: TEXT A &amp; B Vocabulary development and language use CAPS: Pages 23-25</li> <li>Summary</li> <li>Literature Study</li> </ul> <p><b>SECOND GENRE: DRAMA</b></p> <p><b>The Crucible:</b> consolidation of Act 2 and beginning of Act 3</p> <p><b>Othello:</b> Act 3 Scenes 3 and 4 and consolidation of Acts 1-3</p> <p><b>Hamlet:</b> Act 2 Scene 2 and consolidation of Act 2 &amp; Act 3 Scenes 1 &amp; 2.</p> <p>See 3.2 (CAPS) Pages 22-27</p>	<ul style="list-style-type: none"> <li>Literature Study</li> </ul> <p><b>SECOND GENRE: DRAMA</b></p> <p><b>The Crucible:</b> Continuation of Act 3 and consolidation of Acts 1-3</p> <p><b>Othello:</b> Act 4 Scenes 1, 2 &amp; 3</p> <p><b>Hamlet:</b> Continuation of Act 3 Scenes 1 &amp; 2 and moving on to Act 3 Scenes 3 &amp; 4</p> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>Textual editing:</b></p> <ul style="list-style-type: none"> <li>sentence types, clauses &amp; phrases</li> <li>direct &amp; indirect speech</li> <li>word order</li> <li>concord</li> <li>Tenses</li> <li>Formal language, colloquialisms, slang and jargon</li> <li>punctuation – function</li> <li>punctuation - how it impacts on meaning</li> <li>(Refer to Q5 2020 QP for the examples.)</li> </ul> <p><b>AND</b></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>Connotation &amp; Denotation</li> <li>Objectivity &amp; subjectivity</li> <li>Bias &amp; Propaganda</li> <li>Verbosity</li> <li>Redundancy/tautology</li> <li>Ambiguity</li> </ul>
<b>Dates Completed:</b>				

Weeks, Dates and % Completion	Listening and speaking <u>Will be used for Literature</u>	Reading and viewing <i>Stanmorep 4 hoursom</i>	Writing and presenting 1½ hours – Writing 1½ hours – Literature	Language 1 hour AND Integrated across all aspects
<p>Weeks 25-26 03/08 - 14/08 9 days  (09/08- National Women's Day)</p> <p><b>ATP</b> <b>91,38%</b> (106 activities)</p> <p><b>SBA</b> <b>90%</b></p>	<ul style="list-style-type: none"> <li>Literature Study</li> </ul> <p><b>Poetry</b></p> <p>11. <i>Fern Hill</i>– Dylan Thomas (continued)</p> <p>AND</p> <p>12. <i>The Shipwreck</i>– Emily Dickinson</p> <p>See 3.2 (CAPS) Pages 22-27</p> <ul style="list-style-type: none"> <li>Literature Study Continuation of work from the second column on left:</li> </ul> <p><b>SECOND GENRE:</b> <b>DRAMA</b> <b>The Crucible:</b> Act 4</p> <p><b>Othello:</b> Consolidation of Act 4 and Act 5 Scene 1</p> <p><b>Hamlet:</b> Continuation of Act 3 Scenes 3 &amp; 4 and consolidation of Act 3</p> <p>See 3.2 (CAPS) Pages 22-27</p>	<ul style="list-style-type: none"> <li>Interpretation of visual texts with a focus on adverts and cartoons.</li> </ul> <p><b>Teach Skills and complete a written activity on a minimum of 2 adverts and cartoons</b></p> <p>CAPS: Page 23</p> <ul style="list-style-type: none"> <li>Literature Study</li> </ul> <p><b>SECOND GENRE: DRAMA</b></p> <p><b>The Crucible:</b></p> <ul style="list-style-type: none"> <li>Continuation of Act 4</li> </ul> <p><b>Othello:</b></p> <ul style="list-style-type: none"> <li>Continuation of Act 5 Scene 2</li> <li>Consolidation of Act 5</li> </ul> <p><b>Hamlet:</b></p> <ul style="list-style-type: none"> <li>Act 4 Scenes 1 to 4</li> </ul> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>FORMAL ASSESSMENT TASK 9: LITERATURE</b></p> <ul style="list-style-type: none"> <li>The poetry and literary essay was taught over Weeks 14-17 in Term 2 in preparation of the June exam as well as Task 9.</li> <li>The assessment is as follows:</li> </ul> <p><b>EITHER</b></p> <p><b>OPTION 1:</b></p> <p><b><u>Week 26: Seen Poetry ASSESSMENT OF A POETRY ESSAY (10 marks)</u></b></p> <p><b>Set a poetry essay question on one of the prescribed poems already taught.</b></p>	<p><b>Visual literacy:</b> <b>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; 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> </ul> <p><b>Refer to Weeks 14-15 (Advertisements) and Weeks 16-17 (Cartoons)</b></p> <p>Use November 2024 P1 for Section C: Questions 3 and 4</p>

			<p><b>AND</b></p> <p><b>Week 27:</b> <b>Novel/Drama</b></p> <p><b>ASSESSMENT OF A LITERARY ESSAY (25 marks)</b></p> <p><b>Set a literary essay question on EITHER the novel/drama.</b></p> <p><b>USE THE LITERATURE TASK PACK GIVEN IN 2022 (task 6) FOR THE ASSESSMENT OF OPTION 1</b></p> <p>See 3.2 (CAPS) Pages 22-27</p> <p><b>OR</b></p> <p><b>OPTION 2: Weeks 25-26</b></p> <p><b>Literature:</b> <b>Seen Poetry contextual questions (10 marks)</b> <b>Novel/Drama Literary Essay (25 marks)</b> <b>**NB- the 2<sup>nd</sup> option was popularly done since before 2021.</b></p>	
<b>Dates Completed:</b>				

Weeks, Dates and % Completion	Listening and speaking Will be used for Literature	Reading and viewing 4 hours	Writing and presenting 1½ hours – Writing 1½ hours – Literature	Language 1 hour AND Integrated across all aspects
<p>Weeks 27-28 17/08-28/08 10 days</p> <p><b>ATP</b> <b>100%</b> (116 activities)</p> <p><b>SBA</b> <b>90%</b></p>	<ul style="list-style-type: none"> <li>Literature Study</li> </ul> <p><b>SECOND GENRE: DRAMA</b></p> <p><b>The Crucible:</b></p> <ul style="list-style-type: none"> <li>Consolidation of Act 4</li> </ul> <p><b>Othello:</b></p> <ul style="list-style-type: none"> <li>Consolidation of the play.</li> </ul> <p><b>Hamlet:</b></p> <ul style="list-style-type: none"> <li>Act 4 Scenes 5 to 7 and consolidation of Act 4</li> </ul> <p>See 3.2 (CAPS) Pages 22-27</p>	<ul style="list-style-type: none"> <li>Literature Study</li> </ul> <p><b>SECOND GENRE: DRAMA</b></p> <p><b>The Crucible:</b></p> <ul style="list-style-type: none"> <li>Consolidation of the play; characters, themes and other related issues.</li> </ul> <p><b>Othello:</b></p> <ul style="list-style-type: none"> <li>Consolidation of the play; characters, themes and other related issues.</li> </ul> <p><b>Hamlet:</b></p> <ul style="list-style-type: none"> <li>Act 5 Scenes 1-2 and consolidation of Act 5</li> <li>Consolidation of the play; characters, themes and other related issues.</li> </ul> <p><b>Use of past year paper contextual questions for practice and learning of questioning techniques and skills to answer the questions.</b></p> <p>See 3.2 (CAPS) Pages 22-27</p>	<p><b>Essays &amp; Transactional texts</b></p> <ul style="list-style-type: none"> <li>Teach learners the skills required to answer P3 so as to address learners' attitude toward answering this paper.</li> <li>Refer to the IM Reports and Roadshow reports to remediate problems identified in the Nov 2022 P3 exam.</li> <li>Revision of transactional texts that seem to be problematic for learners e.g., dialogue, obituary.</li> <li>Narrative/descriptive/reflective/argumentative/discursive and visual stimuli</li> </ul> <p><b>Features of chosen text</b> CAPS Pages 34-39</p> <p><b>Focus on:</b> Process writing 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>Revision for Paper 1</b></p> <ul style="list-style-type: none"> <li>Comprehension</li> <li>Summary</li> <li>Language Structures &amp; Conventions: Advertisements Cartoons Textual Editing</li> </ul> <p><b>Use past year papers</b></p> <p><b>Use Quick Wins</b></p> <p><b>Use You tube clips</b></p> <p><b>Use Roadshow material</b></p> <p><b>NOTE WELL:</b> <b>PAPER 1 ASPECTS SHOULD HAVE BEEN ONGOING AS INDICATED IN THIS ATP.</b></p> <p><b>IT IS NOT A LAST-MINUTE INJECTION OF CANDIDATES IN THE ICU.</b></p> <p><b>PLEASE DO NOT LEAVE THIS PAPER FOR LAST</b></p>
<b>Dates Completed:</b>				



Stanmorephysics.com

Weeks 29-30  
31/08-23/09  
20 days

(23/09 – Schools  
close)

## PREPARATORY EXAMINATIONS

**FORMAL ASSESSMENT: -assess as follows in respect of week:** Insert dates next to the weeks in the assessment programme below.

Term 3	Task 9	Task 10
285/2.85	<p>Literature:</p> <p><b>Either</b></p> <p><u>Literature Assignment</u></p> <ul style="list-style-type: none"> <li>• Seen Poetry Essay - (10 marks)</li> <li>• Literary Essay Novel/Drama - (25 marks)</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Seen Poetry contextual questions - (10 marks)</li> <li>• Novel/Drama Literary Essay - (25 marks)</li> </ul>	<p><b>PREPARATORY examinations</b></p> <p><b>PAPER 1 –LANGUAGE IN CONTEXT – 70 marks – 2 hours</b></p> <ul style="list-style-type: none"> <li>• SECTION A: Comprehension – 30 marks</li> <li>• SECTION B: Summary – 10 marks</li> <li>• SECTION C: LANGUAGE STRUCTURES &amp; CONVENTIONS ADVERTISEMENT – 10 marks CARTOON – 10 marks PROSE/TEXTUAL EDITING – 10 marks</li> </ul> <p><b>PAPER 2 –LITERATURE</b></p> <ul style="list-style-type: none"> <li>• SECTION A – Poetry (Seen &amp; Unseen)</li> <li>• SECTION B – Novel AND</li> <li>• SECTION C - Drama:</li> <li>• One Contextual and One Essay on each genre</li> <li>• 80 marks – 2.5 hours</li> </ul> <p><b>Paper 3 –WRITING - 100 marks – 3 hours</b></p> <ul style="list-style-type: none"> <li>• SECTION A: Essay</li> <li>• SECTION B: Transactional Writing</li> </ul>
<b>Total:</b>	<b>35</b>	<b>250</b>
<b>Term Weighting</b>	<b>12.28%</b>	<b>87.72%</b>
<b>Year weighting</b>	<b>15%</b>	<b>25%</b>
<b>Commence:</b>	<ul style="list-style-type: none"> <li>• Teaching and preparation of Poetry Essay in Weeks 16 &amp; 17 and the Literary Essay in Weeks 18 &amp; 19 of TERM 2</li> <li>• Assessment in Weeks 26 &amp; 27 of TERM 3.</li> </ul>	Papers 1 & 2: as per school/district time tables <b>Paper 3: may be written in the <u>last week of August</u></b>
<b>Complete:</b>	by week 27	Before schools close


Checklist: End of Term 3:

Number of Activities	Concept	Completed	Needs Remediation	Number of Activities	Concept	Completed	Needs Remediation
<b>8</b>	<b>Language tasks CAPS p. 93 - 94</b> (evidence answer questions, teaching notes)			<b>20</b>	<b>Literature Tasks</b> (evidence answer questions, listening notes, etc.)		
	Parts of Speech			3	Poetry		
	Parts of Words (prefix, root, suffix)			10	Novel/Drama (Third Genre)		
	Clauses and Sentences			<b>0</b>	<b>Oral Tasks</b> (evidence listening notes, mind map, planning, etc.)		
	Critical Language Awareness			<b>2</b>	<b>Writing Tasks</b> (evidence process writing, editing, writing)		
<b>5</b>	<b>Reading tasks</b> (evidence answer questions, listening notes)			1	Essay – remediation from June exams		
1	Comprehension – Text A & Text B	<b>Revision from November 2020 NSC exam papers and prelim papers from other schools/provinces</b>		1	Transactional Writing - remediation from June exams		
1	Summary						
1	Visual texts – Adverts and Cartoons						
1	Question 5						
<b>End of term 3 Completion: 116 activities complete = 100%</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	Listening and speaking	Reading and viewing	Writing and presenting	Language
Weeks 31-32 13/10-24/10 10 days  (06/10 – Schools reopen) <b>ATP</b> <b>100%</b> <b>SBA</b> <b>100%</b>		<p><b>PAPER 2: LITERATURE</b></p> <ul style="list-style-type: none"> <li>• Diagnosing problems identified in the Preparatory Examination paper</li> <li>• Remediation</li> <li>• Revision</li> </ul> <p><b>Prepare for examination</b></p> <p><b>Writing of</b></p> <ul style="list-style-type: none"> <li>• Poetry Essays</li> <li>• Literary Essays</li> </ul> <p><b>Answering of Contextual Questions from past year papers.</b></p>	<p><b>PAPER 3: WRITING</b></p> <ul style="list-style-type: none"> <li>• Diagnosing problems identified in the Preparatory Examination paper</li> <li>• Remediation</li> <li>• Revision</li> </ul> <p><b>Prepare for examination</b></p> <p><b>Writing and presenting:</b></p> <ul style="list-style-type: none"> <li>• Essays</li> <li>• Transactional texts</li> <li>• Process writing</li> <li>• Language structures and conventions</li> <li>• Format and features of chosen text</li> </ul>	<p><b>PAPER 1: COMPREHENSION, SUMMARY &amp; LANGUAGE IN CONTEXT</b></p> <ul style="list-style-type: none"> <li>• Diagnosing problems identified in the Preparatory Examination paper</li> <li>• Remediation</li> <li>• Revision</li> </ul> <p><b>Prepare for examination</b></p> <ul style="list-style-type: none"> <li>• Comprehension</li> <li>• Summary</li> <li>• Language Structures &amp; Conventions</li> <li>Advertisements</li> <li>Cartoon Analysis</li> <li>Textual Editing</li> </ul>
<b>NSC FINAL EXAMINATIONS</b>				

Number of school days: 47

