



# **basic education**

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Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **OFFICIAL LANGUAGES: SECOND ADDITIONAL LANGUAGE**

### **EXAMINATION GUIDELINES**

**GRADE 12**

**2017**

**These guidelines consist of 20 pages.**

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## 1. INTRODUCTION

The Curriculum and Assessment Policy Statement (CAPS) for Official Languages: Second Additional Language outlines the nature and purpose of the subject Official Languages: Second Additional Language. This guides the philosophy underlying the teaching and assessment of the subject in Grade 12.

The purpose of these Examination Guidelines is to:

- Provide clarity on the depth and scope of the content to be assessed in the Grade 12 National Senior Certificate (NSC) Examination in Official Languages: Second Additional Language.
- Assist teachers to adequately prepare learners for the examinations.

This document deals with the final Grade 12 external examinations. It does not deal in any depth with the School-Based Assessment (SBA).

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

- *The National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS): Official Languages: Second Additional Language*
- *The National Protocol of Assessment: An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment (Grades R–12)*
- The national policy pertaining to the programme and promotion requirements of the National Curriculum Statement, Grades R–12
- Circular E39 of 2016 and Circular S13 of 2013 (Literature)

### Disjunctive and Conjunctive Orthography in Languages

DISJUNCTIVE ORTHOGRAPHY	CONJUNCTIVE ORTHOGRAPHY
English	IsiXhosa
Afrikaans	IsiNdebele
Sepedi	IsiZulu
Sesotho	Siswati
Setswana	
Tshivenda	
Xitsonga	

## 2. PURPOSE

The purpose of these guidelines is to standardise the setting and marking of examinations in all 11 official languages in respect of:

- Number of sections
- Lengths and types of texts
- Types and levels of questions
- Allocation of marks
- Marking memoranda/Assessment rubrics

### 3. PAPER 1 (LANGUAGE IN CONTEXT)

#### FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPER

##### 3.1 Cover page

The cover page must contain the following information:  
subject, level, paper, year, marks, time allocation and number of pages

<p>Second Additional Language</p> <p>Paper 1</p> <p>November/March ... (year of exam)</p> <p>Time: 2½ hours</p> <p>Marks: 120</p> <p>This paper consists of ... pages.</p>
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##### 3.2 Instructions and information

This page should contain the following information:

1. This question paper consists of FOUR SECTIONS:

SECTION A: Comprehension	(30)
SECTION B: Summary	(10)
SECTION C: Language in context	(40)
SECTION D: Literature	(40)

2. Answer ALL the questions.
3. Start EACH section on a NEW page.
4. Rule off after each section.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Leave a line after each answer.
7. Pay special attention to spelling and sentence construction.
8. Suggested time allocation:

SECTION A:	50 minutes
SECTION B:	20 minutes
SECTION C:	40 minutes
SECTION D:	40 minutes
9. Write neatly and legibly.

### 3.3 SECTION A: COMPREHENSION (30 marks)

#### QUESTION 1

- **Select TWO texts** – ONE prose and ONE visual. No comparative questions should be set.
- **Reading length**

#### **Text A (Prose):**

Disjunctive orthography: 400–500 words

Conjunctive orthography: 250–300 words

#### **Text B (Visual): (6 marks)**

Do not count the words in the visual.

Focus of questions must be on the visual information.

Test comprehension in context.

#### **NOTE:**

- It is not necessary to set comparative questions.
- There will be one open-ended question in this section.
- There should be a maximum of 4 multiple-choice questions.

#### **Setting the comprehension questions**

When setting questions, the following must be considered:

- **Cognitive demands**

Always start with easy questions, followed by medium and then higher-order questions.

Various types of questions will be set in such a way that ALL the cognitive levels are catered for in the proportions indicated in each section:

Levels 1 and 2: 40% of total for section

Level 3: 40% of total for section

Levels 4 and 5: 20% of total for section

- **Levels of difficulty**

Questions can be divided into different levels of difficulty within a particular cognitive level.

Refer to page 18.

#### **Points to consider**

- Texts should be grade and level appropriate.
- Adapt/Edit text if necessary. Ensure that the text is coherent.
- Use standard language. Language/Expression should be appropriate in context.
- Avoid the following: contractions, slang, colloquialisms and vulgar language.
- Number paragraphs and lines correctly.
- Written texts must be retyped.
- Acknowledge the source of a text.
- As far as possible, questions should follow the sequence of the text.
- As far as possible, lower-order questions should precede middle- and higher-order questions.
- Where applicable, questions should explicitly indicate that substantiation/motivation/justification is required.
- Characters in visual texts should be clearly identified.
- In a cartoon, pictures/frames/panels should be clearly numbered.

### Marking the comprehension

- Because the focus is on understanding, incorrect spelling and language errors in responses should not be penalised unless such errors change the meaning/understanding. (Errors must still be indicated.)
- If a candidate uses words from a language other than the one being examined, disregard those words, and if the answer still makes sense, do not penalise. However, if a word from another language is used in a text and required in an answer, this will be acceptable.
- For **open-ended questions**, no marks should be awarded for YES/NO, or I AGREE/I DISAGREE. Equally no marks should be awarded for TRUE/FALSE or FACT/OPINION. The focus should be on the reason/substantiation/motivation provided to support/justify the response.
- When one-word answers are required and the candidate gives a whole sentence, mark the answer as correct **provided that** the correct word is underlined/highlighted.
- When two/three facts/points are required and a range is given, mark only the first two/three.
- Accept local dialectal variations.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full.

### 3.4 SECTION B: SUMMARY (10 marks)

#### QUESTION 2

Candidates will be instructed to summarise in **point form**.

The instruction to candidates to rewrite the summary in their own words must be used with circumspection.

#### Length of text:

Disjunctive: approximately 200 words

The summary should not exceed 60 words.

Conjunctive: 170 words

The summary should not exceed 50 words.

**NOTE:** The summary text should not come from the comprehension passage.

#### Selecting the text and setting the summary

- The type of text chosen for the summary should afford candidates the opportunity to identify the main points/arguments from the examples which illustrate them.
- The instructions as to what the candidates must summarise must be clear.
- It is advisable to provide a context for the passage which candidates must summarise.
- Heading/Title: Candidates should not be required to provide a heading/title.

### Setting the memorandum

Points must be placed in a table with the quotes on the one side and the 'points/own words' on the other side.

	QUOTATION		OWN WORDS/POINTS
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	

### Marking the summary

Marking is on the basis of the inclusion of valid material and the exclusion of invalid material.

The summary should be marked as follows:

- **Mark allocation:**
  - 7 marks for 7 points (1 mark per main point)
  - 3 marks for language
  - Total marks: 10
  
- **Distribution of language marks when candidate has not quoted verbatim:**
  - 1–3 points correct: award 1 mark
  - 4–5 points correct: award 2 marks
  - 6–7 points correct: award 3 marks
  
- **Distribution of language marks when candidate has quoted verbatim:**
  - 6–7 quotes: award no language mark
  - 1–5 quotes: award 1 language mark

#### NOTE:

- **Word count:**
  - Markers are required to verify the number of words used.
  - Do not deduct any marks if the candidate fails to indicate the number of words used, or if the number of words used is indicated incorrectly.
  - If the word limit is exceeded, read up to a maximum of five words above the stipulated upper limit and ignore the rest of the summary.

#### EXAMPLE:

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

**3.5 SECTION C: LANGUAGE STRUCTURES AND CONVENTIONS (ASSESSED IN CONTEXT) (40 marks)**

**THREE QUESTIONS as indicated below.**

**Will test the following:**

- Vocabulary and language use
- Sentence structures
- Critical language awareness
- Editing

**QUESTION 3 (10 marks)**

Advertisement (combination of visual and written/verbal)

**NOTE:** There should be one open-ended question.

**QUESTION 4 (10 marks)**

Cartoon

**NOTE:** There should be one open-ended question.

**QUESTION 5:****5.1 Prose (14 marks)**

Length of text:

Disjunctive: 100–150 words

Conjunctive: 80–100 words

**5.2 Picture with a short text (6 marks)**

Will test language structures and conventions for both QUESTIONS 5.1 and 5.2.

**NOTE:**

There will be:

- Two open-ended questions in SECTION C, one in the advertisement and one in the cartoon.
- A maximum of four multiple-choice questions across this section.

**Setting the questions**

- Questions should follow the sequence of the text.
- If possible, lower-order questions should precede middle- and higher-order questions.
- Characters in visual texts should be clearly identified.
- Pictures/Frames/Panels in cartoons should be clearly numbered.
- The three/four components as outlined in the CAPS must be included. Refer to the CAPS, page 40.
- Multiple-choice questions: There should be four options for candidates to choose from.

**Marking SECTION C:****• Spelling:**

- One-word answers must be marked as correct even if the spelling is incorrect, unless the error changes the meaning of the word.
- In full-sentence answers, incorrect spelling should be penalised if the error is in the language structure being tested.
- Where an abbreviation is tested, the answer must be punctuated correctly.
- Sentence structures must be grammatically correct and given in full sentences/as per instruction.
- For multiple-choice questions, accept BOTH the letter corresponding with the correct answer AND/OR the answer written out in full as correct.



### 3.6 SECTION D: LITERATURE

#### Framework for setting the literature section

Teachers are to consult Circular E39 of 2016 for details about the prescribed literature.

In Second Additional Language, literature is tested in **SECTION D** of **Paper 1** and counts 40 marks. There will be FOUR questions in SECTION D and candidates will be required to answer ANY ONE question. CONTEXTUAL questions will be set. Candidates should be advised to spend approximately 40 minutes on this section.

**Questions in this section will be set for the FOUR genres as per the CAPS prescript:**

Short Novel	(40 marks)
Short Drama	(40 marks)
Short Stories	(40 marks)
Poetry	(40 marks)

Candidates will be required to answer questions based on the **ONE genre** that they have studied.

**NOTE: The format of this section will differ from one language to the other, based on the number of options available. For example, the English question paper may have questions based on all the genres, while most of the African languages will have questions based on short stories only.**

#### FORMAT

##### SHORT NOVEL (40 marks)

- CONTEXTUAL questions
- TWO extracts (each set out of 20 marks)

##### LENGTH OF EXTRACTS

Disjunctive: 100–150 words each

Conjunctive: 80–100 words each

##### SHORT DRAMA (40 marks)

- CONTEXTUAL questions
- TWO extracts (each set out of 20 marks)

##### LENGTH OF EXTRACTS

Two extracts:

Disjunctive: 100–150 words each

Conjunctive: 80–100 words each

- Names of speakers should not be counted as part of the extract.
- Stage directions should be counted as part of the extract.

##### SHORT STORIES (40 marks)

- CONTEXTUAL questions
- TWO short stories (each set out of 20 marks)
- ONE extract for each story

**LENGTH OF EXTRACTS:**

Disjunctive: 100–150 words each

Conjunctive: 80–100 words each

**POETRY (40 marks)**

- CONTEXTUAL questions
- TWO poems (each set out of 20 marks)

**Instructions for SECTION D**

- The number of marks should serve as a guide to the length of the answer expected.
- Where applicable, questions should explicitly indicate that substantiation/motivation/justification is required.
- Multiple-choice questions must be phrased in the positive.

**Questions**

When setting questions the following must be considered:

- **Cognitive demands**

Always start with lower-order questions, followed by middle-order and then higher-order questions.

Various types of questions will be set in such a way that ALL the cognitive levels are catered for in the proportions indicated in each question.

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

Refer to page 18 for the types of questions.

- **Levels of difficulty**

Questions can be divided into different levels of difficulty within a particular cognitive level.

**Marking guidelines**

- If answers are incorrectly numbered, mark according to the memo.
- If a spelling error affects the meaning, mark as incorrect. If it does not affect the meaning, mark as correct.
- If the candidate does not use inverted commas when asked to quote, do not penalise.
- For **open-ended questions**, no marks should be awarded for YES/NO, or I AGREE/I DISAGREE. Equally no marks should be awarded for TRUE/FALSE or FACT/OPINION. The focus should be on the reason/substantiation/motivation provided to support/justify the response.

#### 4. PAPER 2 (WRITING)

##### FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPER

#### 4.1 Cover page

The cover page must contain the following information:  
subject, level, paper, year, marks, time allocation and number of pages

<p>Second Additional Language</p> <p>Paper 2</p> <p>November/March ... (year of exam)</p> <p>Marks: 80</p> <p>Time: 2 hours</p> <p>This question paper consists of ... pages.</p>
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#### 4.2 Instructions and information

1. This question paper consists of THREE SECTIONS:  

SECTION A: Essay:	(40)
SECTION B: Longer Transactional Text	(20)
SECTION C: Shorter Transactional Text	(20)
2. Answer ONE question from EACH section.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (e.g. using a mind map/diagram/flow chart/key words), edit and proofread your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such and handed in. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:
  - 60 minutes on SECTION A
  - 30 minutes on SECTION B
  - 30 minutes on SECTION C
8. Number the answers correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading.
10. Do NOT consider the title/heading when doing a word count.
11. Write neatly and legibly.

### 4.3 SECTION A: ESSAY

#### QUESTION 1.1–1.8

Candidates will be expected to write ONE essay.

#### Length of essay

Disjunctive orthography: 200–250 words

Conjunctive orthography: 150–180 words

#### Types of essays to be set

- Narrative
- Descriptive

**NOTE:** Do NOT prescribe what type of essay a candidate should write on a topic.

#### Number of topics to be set

**Eight topics**, of which a minimum of three and a maximum of four should be visual stimuli.

#### Wording of topics

Topics should be **concise** and in language that is **accessible** to candidates.

**NOTE:** It is essential that a brief marking guideline accompanies the assessment rubric.

#### Weighting and rubrics

Essays will be assessed according to the following criteria:

CRITERIA	MARKS
Content and planning (60%)	24
Language, style and editing (30%)	12
Structure (10%)	4
<b>TOTAL</b>	<b>40</b>

Use the Assessment Rubric in **APPENDIX A** to assess candidates' essays.

### 4.4 SECTION B: LONGER TRANSACTIONAL TEXT

#### QUESTION 2.1–2.4

#### Length of texts

Disjunctive orthography (content only): 80–100 words

Conjunctive orthography (content only): 60–80 words

#### Types of texts

(Refer to the CAPS, page 75.)

FOUR questions will be set from the categories indicated below.

#### Category A:

Friendly letter/Formal letter (request/application/complaint/sympathy/congratulations/thanks)

#### Category B:

Short report/review/speech/dialogue

**NOTE:**

- Candidates will be expected to answer ONE question.
- Visuals may be used only as supportive material.
- The type of text required should be clearly indicated as a heading.

**Wording of topics**

Topics should be **concise** and in a language that is **accessible** to candidates.

**Weighting and rubrics**

Texts will be assessed on the following criteria:

CRITERIA	MARKS
Content, planning and format (60%)	12
Language, style and editing (40%)	8
<b>TOTAL</b>	<b>20</b>

**NOTE:** The variety of formats applicable in transactional texts should be considered when assessing format. **No one format** should be considered as the only one acceptable.

Use the assessment rubric in **APPENDIX B** to assess candidates' longer transactional texts.

The marking guidelines must provide guidance regarding the nature, format and structure of a genre.

**EXAMPLE:**

**Formal letter:** Must have two addresses, salutation, heading, conclusion, etc.

**4.5 SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3.1–3.3****Length of texts**

Disjunctive orthography: 60–80 words

Conjunctive orthography: 40–60 words

**Types of texts**

(Refer to the CAPS, page 75.)

THREE questions will be set from each of the categories indicated below, ONE per question.

**Category A:**

Advertisement/Invitation card/Flyer/Poster

**Category B:**

Diary entries/Postcard

**Category C:**

Instructions/Directions

**NOTE:**

- Visuals may be used only as supportive material.
- The type of text required should be clearly indicated as a heading.
- Topics should be set in such a way that candidates will have the opportunity to write the required number of words.
- Candidates' responses should be limited to written texts only.
- No marks are awarded for pictures, sketches, etc.

**Wording of topics**

Topics should be **concise** and in language that is **accessible** to candidates.

**Weighting and rubrics**

Texts will be assessed on the following criteria:

<b>CRITERIA</b>	<b>MARKS</b>
Content, planning and format (60%)	12
Language, style and editing (40%)	8
<b>TOTAL</b>	<b>20</b>

**NOTE:** The variety of formats applicable in transactional texts should be considered when assessing format. **No one format** should be considered as the only one acceptable.

Use the assessment rubric in **APPENDIX B** to assess candidates' shorter transactional texts.

**5.1 APPENDIX A: ASSESSMENT RUBRIC: ESSAY [40 MARKS]**

**NOTE:**

- Always use the rubric when marking the creative essay (Paper 2, Section A).
- The marks from 0–40 have been divided into 5 major level descriptors.
- The first TWO of the five level descriptors are divided into an upper and lower level divisions with the applicable mark range and descriptors.

(See the next page.)

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context  <b>24 MARKS</b>	Upper level	22–24 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending	18 -Very well-crafted response -Fully relevant and interesting ideas -Evidence of maturity -Very well organised and coherent (connected) including introduction, body and conclusion/ending	12–16 -Satisfactory response -Ideas are reasonably coherent and convincing. -Reasonably organised and coherent including introduction, body and conclusion/ending	7–11 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence.	0–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	19–21 -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected) including introduction, body and conclusion/ending	17 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected) including introduction, body and conclusion			
<b>LANGUAGE, STYLE &amp; EDITING</b> Tone, register, style, vocabulary appropriate to purpose and context Word choice Language use and conventions, punctuation, grammar, spelling  <b>12 MARKS</b>		10–12 -Language is excellent, and rhetorically effective in tone, -Virtually error-free in grammar and spelling. -Skilfully crafted	8–9 -Language is engaging and generally effective. -Appropriate and effective tone, few errors in grammar and spelling. -Well crafted	6–7 -Adequate use of language with some inconsistencies. -Tone generally appropriate and limited use of rhetorical devices.	4–5 -Inadequate use of language. -Little or no variety in sentence. -Exceptionally limited vocabulary.	0–3 -Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
	<b>STRUCTURE</b> Features of text Paragraph development and sentence construction  <b>4 MARKS</b>		4 -Excellent development of topic. -Exceptional detail. -Sentences, paragraphs exceptionally well-constructed.	3 -Logical development of details. -Coherent -Sentences, paragraphs logical, varied.	2 -Relevant details developed. -Sentences, paragraphs well-constructed	1 -Develop some valid points. -Sentences, paragraphing faulty -Essay still makes some sense.
<b>MARK RANGE</b>		<b>33–40</b>	<b>28–30</b>	<b>20–25</b>	<b>12–17</b>	<b>0–9</b>



**5.2 APPENDIX B: ASSESSMENT RUBRIC: LONGER AND SHORTER TRANSACTIONAL WRITING [20 MARKS]**

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas</p> <p>Organisation of ideas</p> <p>Features/conventions and context</p> <p><b>12 MARKS</b></p>	<p>10–12</p> <p>-Outstanding response beyond normal expectations</p> <p>-Intelligent and mature ideas</p> <p>-Extensive knowledge of features of the type of text</p> <p>-Writing maintains focus</p> <p>-Coherence in content and ideas</p> <p>-Highly elaborated and all details support the topic</p> <p>-Appropriate and accurate format</p>	<p>8–9</p> <p>-Very good response demonstrating good knowledge of features of the type of text.</p> <p>-Maintains focus – no digressions.</p> <p>-Coherent in content and ideas, very well elaborated and details support topic.</p> <p>-Appropriate format with minor inaccuracies.</p>	<p>6–7</p> <p>-Adequate response, demonstrating knowledge of features of the type of text</p> <p>-Not completely focused – some digressions.</p> <p>-Reasonably coherent in content and ideas.</p> <p>-Some details support the topic</p> <p>-Generally appropriate format but with some inaccuracies.</p>	<p>4–5</p> <p>-Basic response, demonstrating some knowledge of features of the type of text</p> <p>-Some focus but writing digresses</p> <p>-Not always coherent in content and ideas</p> <p>-Few details support the topic.</p> <p>-Necessary rules of format vaguely applied</p> <p>-Some critical oversights.</p>	<p>0–3</p> <p>-Response reveals no knowledge of features of the type of text</p> <p>-Meaning obscure with major digressions</p> <p>-Not coherent in content and ideas</p> <p>-Very few details support the topic.</p> <p>-Necessary rules of format not applied</p>
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, vocabulary appropriate to purpose and context.</p> <p>Language use and conventions</p> <p>Word choice</p> <p>Punctuation and spelling</p> <p><b>8 MARKS</b></p>	<p>7–8</p> <p>-Tone, register, style, vocabulary highly appropriate to purpose, audience and context</p> <p>-Grammatically accurate and well-constructed</p> <p>-Virtually error-free.</p>	<p>5–6</p> <p>-Tone, register, style and vocabulary very appropriate to purpose, audience and context</p> <p>-Generally grammatically accurate and well constructed</p> <p>-Very good vocabulary</p> <p>-Mostly free of errors</p>	<p>4</p> <p>-Tone, register, style and vocabulary appropriate to purpose, audience and context.</p> <p>-Some grammatical errors</p> <p>-Adequate vocabulary</p> <p>-Errors do not impede meaning</p>	<p>3</p> <p>-Tone, register, style and vocabulary less appropriate to purpose, audience and context</p> <p>-Inaccurate grammar with numerous errors</p> <p>-Limited vocabulary</p> <p>-Meaning obscured</p>	<p>0–2</p> <p>-Tone, register, style and vocabulary do not correspond to purpose, audience and context.</p> <p>-Error-ridden and confused</p> <p>-Vocabulary not suitable for purpose</p> <p>-Meaning seriously impaired</p>
<b>MARK RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10–11</b>	<b>7–8</b>	<b>0–5</b>

## 6. TYPES OF QUESTIONS AND COGNITIVE LEVELS

Using Barrett's Taxonomy, various types of questions will be set in such a way that ALL the cognitive levels are catered for in the proportions indicated:

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

### Barrett's Taxonomy

LEVEL	DESCRIPTION	QUESTION TYPES
1	<b>Literal</b> (information in the text)	Example: Name the ...; List the ...; Identify the ...; Describe the ...; Relate the ...
2	<b>Reorganisation</b> (analysis, synthesis or organisation of information)	Example: Summarise the main ideas ...; State the differences/similarities ...
3	<b>Inference</b> (engagement with information in terms of personal experience)	Example: Explain the main idea ...; What is the writer's intention ...; What do you think will be ...
4	<b>Evaluation</b> (judgements concerning the value or worth)	Example: Do you think that ...; Discuss critically ...
5	<b>Appreciation</b> (assess the impact of the text)	Example: Discuss your response ...; Comment on the writer's use of language ...

## 7. ASSESSMENT IN LANGUAGES

### 7.1 COGNITIVE LEVELS

According to **Barrett's Taxonomy of Reading Comprehension** there are FIVE cognitive levels. In ascending order of complexity: Literal, Reorganisation, Inference, Evaluation and Appreciation. In Bloom's Taxonomy, the following SIX question categories are defined: Knowledge, Comprehension, Application, Analysis, Synthesis and Evaluation.

While the overlaps in the two taxonomies are evident, the types of questions below provide examples of the cognitive levels as outlined in **Barrett's Taxonomy**.

### 7.2 TYPES OF QUESTIONS

#### **Contextual Questions (Language and Literature Papers):**

Contextual questions are set on a variety of selected texts (in the Language Paper) and on extracts from the prescribed texts (in the Literature Paper) to assess language competency and to gauge the extent of the insight and depth of understanding espoused in the NCS CAPS. The level of complexity depends on the level at which the language is being assessed, i.e. HL, FAL or SAL.

**7.2.1 Literal**

Questions that deal with information explicitly stated in the text:

- Name the things/people/places/elements ...
- State the facts/reasons/points/ideas ...
- Identify the reasons/persons/causes ...
- List the points/facts/names/reasons ...
- Describe the place/person/character ...
- Relate the incident/episode/experience ...

**7.2.2 Reorganisation**

Questions that require analysis, synthesis or organisation of information explicitly stated in the text:

- Summarise the main points/ideas/pros/cons ...
- Group the common elements/factors ...
- State the similarities/differences ...
- Give an outline of ...

**7.2.3 Inference**

Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience:

- Explain the main idea ...
- Compare the ideas/attitudes/actions ...
- What is the writer's (or character's) intention/attitude/motivation/reason ...
- Explain the cause/effect of ...
- What does an action/comment/attitude, etc. reveal about the narrator/writer/character ...
- How does the metaphor/simile/image affect your understanding ...
- What do you think will be the outcome/effect, etc. of an action/situation ...
- True/False questions
- Multiple-choice questions
- Choose the correct option (from a given list)
- Fill in the blanks (using contextual clues)
- Questions on visual and graphic literacy

**7.2.4 Evaluation**

These questions deal with judgements concerning value and worth. These include judgements regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.

- Do you think that what transpires is credible/realistic/ possible ...?
- Is the writer's argument valid/logical/conclusive ...
- Discuss/Comment critically on the action/intention/motive/attitude/suggestion/implication ...
- Do you agree with the view/statement/observation/interpretation that ...

### **7.2.5 Appreciation**

These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).

- Discuss your response to the text/incident/situation/conflict/dilemma ...
- Do you empathise with the character? What action/decision would you have taken if you had been in the same situation?
- Discuss/Comment on the writer's use of language ...
- Discuss the effectiveness of the writer's style/introduction/conclusion/imagery/metaphors/use of poetic techniques/literary devices ...

## **8. CONCLUSION**

This Examination Guidelines document is meant to articulate the assessment aspirations espoused in the CAPS document. It is therefore not a substitute for the CAPS document which educators should teach to.

Qualitative curriculum coverage as enunciated in the CAPS cannot be over-emphasised.