basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

OFFICIAL LANGUAGES:
SECOND ADDITIONAL LANGUAGE

EXAMINATION GUIDELINES

GRADE 12

2014

These guidelines consist of 19 pages.

TABLE OF CONTENTS   **Page**

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):

- *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 S13 of 2013 (Literature)

Disjunctive and Conjunctive Orthography in Languages

Disjunctive Orthography	Conjunctive Orthography
English Afrikaans Sepedi Sesotho Setswana Tshivenda Xitsonga	IsiXhosa IsiNdebele IsiZulu Siswati

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**

FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPER

3.1   Cover Page

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

Second Additional Language

Paper One (Language in context and Literature)

November/March … (year of exam)

Time: 2½ hours

Marks: 120

This paper consists of ….pages.

3.2   Instructions and Information Page

1.   This question paper consists of THREE SECTIONS:

SECTION A: Comprehension   (30 marks)
SECTION B: Summary   (10 marks)
SECTION C: Language Structures and Conventions   (40 marks)
SECTION D: Literature   (40 marks)

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: 30 minutes
SECTION C: 40 minutes
SECTION D: 30 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): Do not count the words in the visual.   **Marks**: 6
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 1 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:

- **The 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

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

Refer to page 17.

 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, 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. The reason/substantiation/motivation is what should be considered.
- No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.
- When one-word answers are required and the candidate gives a whole sentence, mark correct **provided that** the correct word is underlined/highlighted.
- When two/three facts/points are required and a range is given, mark **only** the first two/three.
- Accept 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.**
Candidates should not quote verbatim.

 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 demonstrate ability to identify the main points/arguments from the examples which illustrate them.
- The instructions to candidates must be clear as to what is expected of them to summarise.
- It is advisable to preface a summary question with a context for Second Additional Languages.
- **Heading/title**: Candidates should not be required to provide a heading/title.
- Indicate the number of words used in brackets.

Setting the memorandum

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

	Quotes		Own words/points
1.		1.	
2.		2.	
3.		3.	
4.		4.	
5.		5.	
6.		6.	
7.		7.	

Marking the summary

The Summary should be marked as follows:

- **Mark allocation**:
  o 7 marks for 7 points (1 mark per main point)
  o 3 marks for language
  o Total marks: 10

- **Distribution of language marks when candidate has not quoted verbatim:**
  o 1–3 points correct: award 1 mark
  o 4–5 points correct: award 2 marks
  o 6–7 points correct: award 3 marks

- **Distribution of Language marks when candidate has quoted verbatim:**
  o 6–7 quotes: award no language mark
  o 1–5 quotes: award 1 language mark

NOTE:

- **Word Count:**
  o Markers are required to verify the number of words used.
  o 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.
  o If the word limit is exceeded, read up to a maximum of 5 words above the stipulated upper limit and ignore the rest of the summary.

EXAMPLE:

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

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:
Advertisement (combination of visual and written/verbal):   10 marks
NOTE: There should be 1 open-ended question.

QUESTION 4:
Cartoon: 10 marks
NOTE: There should be 1 open-ended question.

QUESTION 5:

5.1   Prose: 14 marks
Length of text:
Disjunctive: 100–150 words
Conjunctive: 80–00 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:
- 2 open-ended questions in SECTION C (1 in the advert and 1 in the cartoon)

A maximum of 4 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 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

In Second Additional Language, literature is tested in **SECTION D** of **Paper 1** and carries 40 marks. The duration of Paper 1 is 2½ hours. 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.
Consult Circular S13 of 2013.

Framework for setting the section for 2014 where the genre is a short story

FORMAT

There will be ONE question: Short Stories   (20 x 2 marks)

 NOTE:
 • CONTEXTUAL question
 • TWO extracts will be set

LENGTH OF EXTRACTS
Disjunctive: 100–150 words
Conjunctive: 80–100 words

SECTION D: LITERATURE *Answer BOTH questions.*		
QUESTION NO.	QUESTION	Pg. No
Short Stories/Folk tales		
8.1	(Title of story/folk tales)	Contextual question	
8.2	(Title of story/folk tale 2)	Contextual question	

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:

 • **The cognitive demands**
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 17 for types of questions.

 • **The levels of difficulty**

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

Marking Guidelines

1. If answers are incorrectly numbered, mark according to the memo.
2. If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.
3. If the candidate does not use inverted commas when asked to quote, **do not penalise.**
4. For **open-ended questions**, no marks should be awarded for YES/NO/ or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered.
5. No marks should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation is what should be considered.

4. PAPER 2

FORMAT, STRUCTURE AND MARK ALLOCATION OF QUESTION PAPER

4.1 Cover page

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

Second Additional Language

Paper Two (Writing)

November/March … (year of exam)
Marks: 80

Time: 2 hours

This question paper consists of … pages.

4.2 Instructions and Information Page

1. This question paper consists of THREE SECTIONS:

SECTION A: Essay:	40 marks
SECTION B: Longer Transactional Text:	20 marks
SECTION C: Shorter Transactional Text:	20 marks

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, etc.), edit and proof-read your work.

6.   The plan must appear BEFORE each text.

7.   All planning must be clearly indicated as such and handed in. It is advisable to draw a line through all planning.

8.   You are strongly advised to spend approximately:

    o   60 minutes on SECTION A
    o   30 minutes on SECTION B
    o   30 minutes on SECTION C

9.   Number the answers correctly according to the numbering system used in this question paper.

10.   Give each response a suitable title/heading.

11.   The title/heading must not be considered when doing a word count.

12.   Write neatly and legibly.

4.3   SECTION A: ESSAY

Candidates will be expected to answer ONE essay question.

Length of essay
Disjunctive Orthography: 200–250 words
Conjunctive Orthography: 150–180 words

Types of essays to be set

Narrative and descriptive

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

Number of topics to be set
8 topics, of which a minimum of 3 and a maximum of 4 should be visual stimuli.

NOTE: It is essential that a memorandum, providing 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
Total	**40**

Use the rubric in **Appendix A** to assess candidates' essays.

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

4.4   SECTION B: LONGER TRANSACTIONAL TEXT

QUESTIONS 9–12

Length of texts
Disjunctive Orthography: (content only) 80–100 words
Conjunctive orthography: (content only) 60–80 words

Types of texts candidates will be required to write
(Refer to the CAPS: page 75.)

FOUR questions will be set from the categories indicated below.

An assessor must set TWO questions from each category.

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 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
Total	**20**

NOTE: Various formats of transactional texts have been taught/are in current
practice; therefore this has to be considered when assessing format.

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

The memo must provide the marking guidelines as to 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 TEXTS

QUESTIONS 13–15

Length of texts
Disjunctive: 60–80 words
Conjunctive: 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:
o   Visuals may be used only as supportive material.
o   THE TYPE OF TEXT REQUIRED SHOULD BE CLEARLY INDICATED AS A HEADING.
o   Topics should be set in such a way that candidates will have the opportunity to write the required number of words.
o   Candidates' responses should be limited to written texts only.

IN CATEGORY C, NO MARKS ARE AWARDED FOR PICTURES, SKETCHES, etc.

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
Total	**20**

NOTE: Various formats of transactional texts have been taught/are in current practice; therefore this has to be considered when assessing format.

Use the assessment rubric in **Appendix B** to assess candidates' shorter transactional/reference/informational text.

5.1   APPENDIX A: ASSESSMENT RUBRIC FOR ESSAY SECOND ADDITIONAL LANGUAGE [40 MARKS]

NOTE:
o   Always use the rubric when marking the creative essay (Paper 3, Section A)
o   The marks from 0-40 have been divided into 5 level descriptors.
o   The first TWO of the five level descriptors are divided into an upper and lower level divisions with the applicable mark range and descriptors.

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING **(**Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context **24 marks**	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	18–19 –Very well-crafted response –Fully relevant and interesting ideas –Evidence of maturity –Very well organised and coherent (connected) including introduction, body and conclusion/ending	12–14 – Satisfactory response –Ideas are reasonably coherent & convincing. –Reasonably organised and coherent including introduction, body and conclusion/ending	8–11 –Inconsistently coherent response –Unclear ideas and unoriginal –Little evidence of organisation and coherence.	0–2 –Totally irrelevant response –Confused and unfocused ideas –Vague and repetitive –Unorganised and incoherent
	Lower level	20–21 –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	15–17 –Well-crafted response –Relevant and interesting ideas –Well organised and coherent (connected) including introduction, body and conclusion			

LANGUAGE, STYLE & EDITING		9–12	7–8	5–6	3–4	0
Tone, register, style, vocabulary appropriate to purpose and context Word choice Language use and conventions, punctuation, grammar, spelling 12 MARKS		–Language is excellent, and rhetorically effective in tone –Virtually error-free in grammar and spelling – Skilfully crafted	–Language is engaging and generally effective –Appropriate and effective tone, few errors in grammar and spelling. –Well crafted	–Adequate use of language with some inconsistencies. –Tone generally appropriate and limited use of rhetorical devices.	–Inadequate use of language. –Little or no variety in sentence. –Exceptionally limited vocabulary.	– Language incomprehensible – Vocabulary limitations so extreme as to make comprehension impossible
STRUCTURE		4	3	2	1	0
Features of text Paragraph development and sentence construction 4 MARKS		–Excellent development of topic – Exceptional detail –Sentences, paragraphs exceptionally well-constructed.	–Logical development of details. Coherent. –Sentences, paragraphs logical, varied.	–Relevant details developed. –Sentences, paragraphs well-constructed	–Develop some valid points. – Sentences, – paragraphing faulty – Essay still makes some sense.	–Necessary points lacking –Sentences,–paragraphs faulty –Essay lacks sense
MARK RANGE		32–40	24–31	20–23	12–19	0–11

5.2   APPENDIX B: ASSESSMENT RUBRIC FOR LONGER AND SHORTER TRANSACTIONAL TEXT SECOND ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas Organisation of ideas Features/conventions and context **12 MARKS**	9–12 – Outstanding response beyond normal expectations – Intelligent and mature ideas – Extensive knowledge of features of the type of text – Writing maintains focus – Coherence in content and ideas – Highly elaborated and all details support the topic – Appropriate and accurate format	7–8 – Very good response demonstrating good knowledge of features of the type of text. – Maintains focus – no digressions. – Coherent in content and ideas, very well elaborated and details support topic. – Appropriate format with minor inaccuracies.	5–6 – Adequate response, demonstrating knowledge of features of the type of text – Not completely focused – some digressions. – Reasonably coherent in content and ideas. – Some details support the topic – Generally appropriate format but with some inaccuracies.	3–4 – Basic response, demonstrating some knowledge of features of the type of text – Some focus but writing digresses – Not always coherent in content and ideas – Few details support the topic – Necessary rules of format vaguely applied – Some critical oversights	0–2 – Response reveals no knowledge of features of the type of text – Meaning obscure with major digressions – Not coherent in content and ideas – Very few details support the topic. – Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context. Language use and conventions Word choice Punctuation and spelling **8 MARKS**	7–8 – Tone, register, style, vocabulary highly appropriate to purpose, audience and context –Grammatically accurate and well-constructed –Virtually error-free.	5–6 – Tone, register, style and vocabulary very appropriate to purpose, audience and context –Generally grammatically accurate and well-constructed –Very good vocabulary – Mostly free of errors	4 – Tone, register, style and vocabulary appropriate to purpose, audience and context. –Some grammatical errors –Adequate vocabulary –Errors do not impede meaning	3 – Tone, register, style and vocabulary less appropriate to purpose, audience and context –Inaccurate grammar with numerous errors –Limited vocabulary –Meaning obscured	0–2 – Tone, register, style and vocabulary do not correspond to purpose, audience and context. –Error-ridden and confused –Vocabulary not suitable for purpose –Meaning seriously impaired
MARK RANGE	16–20	13–15	9–12	6–7	0–5

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

NOTE: See table below.

Barrett's Taxonomy

Level	Description	Question types
1	**Literal** (information in the text)	e.g. Name the …; List the …; Identify the …; Describe the …; Relate the …
2	**Reorganisation** (analysis, synthesis or organisation of information)	e.g. Summarise the main ideas …; State the differences/ similarities …
3	**Inference** (engagement with information in terms of personal experience)	e.g. Explain the main idea …; What is the writer's intention …; What, do you think, will be …
4	**Evaluation** (judgments concerning the value or worth)	e.g. Do you think that …; Discuss critically …
5	**Appreciation** (assess the impact of the text)	e.g. 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, these are: 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 exploration of **Types of Questions** below uses the cognitive levels as outlined in **Barrett's Taxonomy**.

7.2　TYPES OF QUESTIONS

7.2.1　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).

7.2.2　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 …

7.2.3　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 …

7.2.4　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

7.2.5   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 …

7.2.6   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
- 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.