

Policy version	1 of 2020	Author/s	M. Ackerman, C. Classen, K. Paquallie, C. Jackson, A. Andreas, K. Ludidi		
Last Revision	26 November 2020	Department	English/Afrikaans/isiXhosa	Approval	APPROVED



IN CRUCE SALUS

# HOLY CROSS HIGH SCHOOL

## SUBJECT POLICY:

### *This policy is informed by:*

- NATIONAL POLICY PERTAINING TO THE PROGRAMME AND PROMOTION REQUIREMENTS OF THE NATIONAL CURRICULUM STATEMENT GRADES R – 12 (NPPPPR)
- CURRICULUM AND ASSESSMENT POLICY (CAPS)
- PREVIOUS SUBJECT POLICIES
- LOCAL ADAPTATIONS OF CURRICULUM BY THE WCED AS IMPARTED AT MEETINGS
- AMENDED IN LINE WITH:
  - THE NATIONAL HEALTH ACT 61 OF 2003
  - THE DISASTER MANAGEMENT ACT 61 OF 2002
  - THE STATE OF EMERGENCY 64 OF 1997.
  - THE RECOMMENDATIONS OF WHO AND THE NCCC.

### *Policy Content:*

1. *The aim of the subject*
2. *Qualifying for the subject*
3. *Requirements for the subject*
4. *Curriculum & programme of study*
5. *Formal assessment*
  - 5.1 *Submission of formal assessment tasks*
  - 5.2 *Procedure for no submission of tasks*
  - 5.3 *Marking deadlines*
  - 5.4 *Assessment feedback to learners & parents*
6. *Intervention strategies*
7. *Moderation*

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*8. Book and progress control  
Addendum  
A1: Teachers for current year*

## **1. AIMS**

The Home Language level provides for language proficiency that reflects the mastery of basic interpersonal communication skills required in social situations and the cognitive academic skills essential for learning across the curriculum. Emphasis is placed on the teaching of the listening, speaking, reading and writing skills at this language level. This level also provides learners with a literary, aesthetic and imaginative ability that will provide them with the ability to recreate, imagine, and empower their understandings of the world they live in. However, the emphasis and the weighting for listening and speaking from Grades 7 onwards are lower than those of the reading and writing skills.

Die Eerste Addisionele Taal-vlak verwys na 'n taal wat nie 'n leerder se moedertaal is nie, maar wat gebruik word vir kommunikatiewe funksies in die gemeenskap, te wete, as medium vir onderrig en leer. Die kurrikulum bied sterk ondersteuning aan leerders wat Eerste Addisionele Taal as die taal vir onderrig en leer wil gebruik. Teen die einde van Graad 9 sal hierdie leerders daartoe in staat wees om hul huistaal en hul eerste addisionele taal ewe effektief en met selfvertroue vir 'n verskeidenheid doeleindes – wat leer insluit – te gebruik.

ULwimi Lokuqala elongezelelweyo lubhekiselele kulwimi olungelulo ulwimi lwasekhaya kodwa elisetyenziselwa ukunxibelelana nabanye abantu ekuhlaleni , oko kukuthi njengolwimi lokufunda nokufundisa. Ikharityulam inika inkxaso emandla kwabo bafundi abayakuthi basebenzise ulwimi lokuqala elongezeleweyo okokuqala njengolwimi lokufunda nokufundisa. Ekupheleni kwebanga lesi-9 aba bafundi baya kuba nako ukusebenzisa ulwimi lwabo lwasekhaya kunye nolwimi lokuqala

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olongozelelweyo ngendlela efanelekileyo nangokuzithemba kwiimeko ezahlukileyo eziquka ukufunda.

**Specific aims of learning languages Learning a language should enable learners to:**

- acquire the language skills required for academic learning across the curriculum;
- listen, speak, read/view and write/present the language with confidence and enjoyment. These skills and attitudes form the basis for life-long learning;
- use language appropriately, taking into account audience, purpose and context;
- express and justify, orally and in writing, their own ideas, views and emotions confidently in order to become independent and analytical thinkers;
- use language and their imagination to and out more about themselves and the world around them. This will enable them to express their experiences and findings about the world orally and in writing.
- use language to access and manage information for learning across the curriculum and in a wide range of other contexts. Information literacy is a vital skill in the 'information age' and forms the basis for life-long learning; and
- use language as a means for critical and creative thinking; for expressing their opinions on ethical issues and values; for interacting critically with a wide range of texts; for challenging the perspectives, values and power relations embedded in texts; and for reading texts for various purposes, such as enjoyment, research, and critique

Requirements for the subject.

**2. QUALIFYING FOR THE SUBJECT**

English HL is a compulsory subject for all learners grade 8-12.

Learners may choose any 1 of following FAL subjects: Afrikaans and isiXhosa.

**3. REQUIREMENTS FOR THE SUBJECTS:**

- **ENGLISH HL**

**GET:**

The instructional time for the senior phase for English HL is 5 hours per week.

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### **FET:**

The Home Language curriculum is based on 4.5 hours per week in a 40-week academic year. All language content is presented in a two-week cycle, that is, 9 hours per two-week cycle. Teachers do not have to adhere rigidly to this cycle but must ensure that the language skills, especially reading and writing, are practised often. The time allocation for the different language skills in Grades 10 and 11 is 36 weeks. Four weeks are for examination purposes.

The Home Language time in Grade 12 is 30 weeks. Ten weeks are for examination purposes.

Timetabling should make provision for one continuous double period per week. In a two-week cycle the following time allocation for the different language skills is suggested.

- **AFRIKAANS/isiXHOSA FAL**

### **GET:**

The instructional time for the senior phase for Afrikaans/isiXhosa is 4 hours per week

### **FET:**

The instructional time for FET for Afrikaans/isiXhosa is 4.5 hours per week.

**Notebook/textbook:** The learner is expected to have notebooks as well as prescribed textbooks that they bring to school for each lesson. Learners are expected to keep up with their notes and homework as instructed by the teacher.

**Learner Portfolio:** The teacher will maintain a portfolio of the learners' assessments. The learners are not allowed to take any of these assessments home under any circumstances once they have been marked.

## **4. CURRICULUM AND PROGRAMME OF STUDY**

Consult the CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) for Senior Phase and FET ENGLISH HL, AFRIKAANS AND ISIXHOSA FAL.

## **5. FORMAL ASSESSMENT**

### **5.1 SUBMISSION OF FORMAL ASSESSMENT TASKS**

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The assessments for the year are in line with the number and quality prescribed by the WCED and the CURRICULUM AND ASSESSMENT POLICY STATEMENT (CAPS) for Senior Phase and FET ENGLISH HL, AFRIKAANS AND ISIXHOSA FAL

English/Afrikaans/Xhosa

Grade 10-11

Formal assessment		
During the year	End-of-year examination	
25%	75%	
School-based assessment (SBA)-	End-of-year exam papers	
25%	62.5%	12.5%
<ul style="list-style-type: none"> <li>• 2 tests</li> <li>• 7 tasks</li> <li>• 1 examination (mid-year)</li> </ul>	<b>Written examinations</b> Paper 1 (2 hours) – Language in context Paper 2 (Gr. 10: 2 hours, Gr. 11: 2½ hours) – Literature Paper 3 (Gr. 10: 2 hours, Gr. 11: 2½ hours) – Writing	<b>Oral assessment tasks: Paper 4</b> Listening Speaking (prepared and unprepared speeches) The oral tasks undertaken during the course of the year constitute the end-of-year internal assessment.

Grade 12

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Formal assessment		
During the year	End-of-year examination	
25%	75%	
School based assessment (SBA)-	End-of-year exam papers	
25%	62.5%	12.5%
<ul style="list-style-type: none"> <li>• 1 test</li> <li>• 7 tasks</li> <li>• 2 examinations (mid-year/test &amp; trial/test)</li> </ul>	<p><b>Written examinations</b></p> <p>Paper 1 (2 hours) – Language in context</p> <p>Paper 2 (2½ hours) – Literature</p> <p>Paper 3 (2½ hours) – Writing</p>	<p><b>Oral assessment tasks: Paper 4</b></p> <p>Listening</p> <p>Speaking (prepared and unprepared speeches)</p> <p>The oral tasks undertaken during the course of the year constitute the end-of-year external assessment.</p>

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## Grade 8

<b>FORMAL ASSESSMENT TASKS FOR TERM 1</b>		
<b>TASK 1: ORAL</b>	<b>TASK 2: WRITING</b>	<b>TASK 3: TEST 1</b>
Group discussion - visual texts/listening comprehension/(un)prepared speech/forum/group discussion/interview	Narrative/reflective essay Newspaper report/article	Language and comprehension
<b>FORMAL ASSESSMENT TASKS FOR TERM 2</b>		
<b>TASK 1: ORAL</b>	<b>TASK 2: WRITING</b>	<b>TASK 8: MID-YEAR EXAMINATIONS</b>
Listening comprehension/giving directions/forum/panel discussion/debate	Interview/instruction text/story review	Paper 1: Oral Paper 2: Comprehension, language use and literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)
<b>FORMAL ASSESSMENT TASKS FOR TERM 3</b>		
<b>TASK 1: ORAL</b>	<b>TASK 2: WRITING</b>	<b>TASK 3: TEST 1</b>
Dialogue/(un)prepared speech/story telling/prepared reading	Descriptive/argumentative essay Informal letter/dialogue	Comprehension and language use
<b>FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS FOR TERM 4</b>		
<b>TASK 1: ORAL</b>	<b>TASK 2: END-OF-THE-YEAR EXAMINATION</b>	
Debate/conversation/group discussion/dialogue	Paper 1: Oral Paper 2: Comprehension, Language and Literature (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr)	

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## Grade 9

FORMAL ASSESSMENT TASKS FOR TERM 1					
TASK 1: ORAL		TASK 2: WRITING		TASK 3: TEST 1	
Prepared reading/conversation		Descriptive/narrative essay Informal letter/review/dialogue		Comprehension and language use	
FORMAL ASSESSMENT TASKS FOR TERM 2					
TASK 1: ORAL		TASK 2: WRITING		TASK 3: MID-YEAR EXAMINATION	
Unprepared reading/forum/group discussion		Review/documentary/notice/agenda and minutes		Paper 1: Oral Paper 2: Comprehension, Language (2hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1hr 30 mins)	
FORMAL ASSESSMENT TASKS FOR TERM 3					
TASK 1: ORAL		TASK 2: WRITING		TASK 3: TEST 2	
Prepared speech/role play/debate/discussion of CV/will/testament		Descriptive/narrative/reflective/argumentative essay Covering letter and CV		Comprehension and language use	
FORMAL AND END-OF-THE-YEAR ASSESSMENT TASKS FOR TERM 4					
TASK 1: ORAL			TASK 2: END-OF-THE-YEAR EXAMINATION		
Debate/interview/conversation/prepared speech/(un) prepared speech/forum/group/panel discussion/listening comprehension/meeting procedures			Paper 1: Oral Paper 2: Comprehension, Language (2 hr) Paper 3: Writing - 1 essay and 1 transactional text (1 hr) Paper 4: Response to Literature (1hr 30 mins)		

### 5.2 PROCEDURE FOR NO SUBMISSION OF TASKS

If an assessment is not handed in on the due date, then the learner will be given several exam pad pages and will have the remainder of that period to write up their assessment and hand it in at the end of the period.

If a learner is absent on a due date, then as soon as the learner comes to school the following day [or on the day that the learner returns to school] the learner must find the teacher and place the assessment in the teacher's hand. If the learner waits a day or more before coming to see the teacher and give the teacher the assessment, then the learner will be treated as if the learner has not handed in the assessment on the due day.



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### 5.3 MARKING DEADLINES

Learner scripts and projects need to be marked as soon as possible to allow feedback to be meaningful in terms of recent work. A task should not be kept longer than 1 week by an educator. Generally formal tests and exams have a three-day turnaround from time of writing. This however is to facilitate the formal reporting process

### 5.4 ASSESSMENT FEEDBACK TO LEARNERS AND PARENTS

*Excerpt: Assessment Policy, Holy Cross High School*

#### 6. Communication with parents

6.1. A Parent – Teacher meeting is held early in each term to discuss either the progress of the learners or in the case of the grade 12 learners at the start of term 1 to highlight expectations. Meetings in term 4 will focus on meeting with parents who have learners in danger of failing.

6.2. Where learners are in danger of failing a written return slip must be issued with the report to parents.

6.3. At meetings of the SAT learners with serious difficulties are to be identified and parents are to be phoned or see the educator involved.

Records need to be kept of this is the teacher's assessment portfolio.

6.4. Reports are issued at the end of each term

Learners who fail and their parents are called in the day before the end of the year. The learner's files/portfolios are available for scrutiny and the subject teachers of subjects the learner has failed are also available to provide any information required. If, after these meetings, the learner/parent is still not satisfied, they may appeal in writing within 24 hours to the principal for the result to be reviewed.

## 6. INTERVENTION

Intervention strategies can be discussed with relevant learners on an individual basis. The onus to identify learners in need rests on the educator. However, the onus to attend and approach the educator for assistance is on the learner and her parent.

### 6.1. Emergency Intervention Protocol

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With the emergence of the novel Coronavirus, we have had to take to developing a digital learning policy in an attempt to adapt to the pandemic in its entirety. As such we have taken to implementing the following interventions:

- a. The implementation of the ATPs for 2020-2023.
- b. A socially distant schooling environment has been offered, taking COVID protocols into consideration.
- c. A fully functional website with all works published weekly.
- d. The use of various digital platforms including examples such as Whatsapp and Google Classroom. (Amendments and additions are to be approved via the SMT.
- e. A weekly roster containing all works, which is published to all digital platforms.
- f. The creation of a plan for concession learning as from 2021, in additions where the pandemic poses a severe threat to a students learning abilities.
- g. Pre-recorded lessons are to become a part of the 2021 strategy plan.

## 7. MODERATION

Moderation is to be dealt with as laid out in the School Assessment policy under point 4.

*Excerpt: Assessment Policy, Holy Cross High School*

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4. Moderation procedures and requirements
  - 4.1. All formal tasks for assessment (particularly tests and exams must be both pre- moderated and post moderated. The standardised forms are to be an addendum to the assessment policy of the school. [See addendum 1 AND 3]
  - 4.2. All formal assessments are moderated by the faculty head and/or peer educator.
  - 4.3. Grade 9 and 12 subjects are moderated at cluster level.

When schedules are finalised at the end of the year, the files/portfolios of all learners who fail are moderated by the faculty heads and adjustments made, if necessary.

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## 8. BOOK AND PROGRESS CONTROL

Book and progress control are to be done according to the relevant standardised requirements of the appraisal system. Standardised forms exist for this purpose.

Addendum

### A1: Teachers for current year

<b>Educator</b>	<b>Subject</b>	<b>Grade</b>	<b>Periods</b>
Matthew Ackerman	English	9-12	<b>36</b>
Charne Classen	English	9-12	<b>18</b>
Kaylin Pasquallie	English, Afrikaans	8-10	<b>46</b>
Candice Jackson	English	8	<b>40</b>
Alida Andreas	Afrikaans	8,11-12	<b>35</b>
Kholiwe Ludidi	isi Xhosa	8-12	<b>43</b>