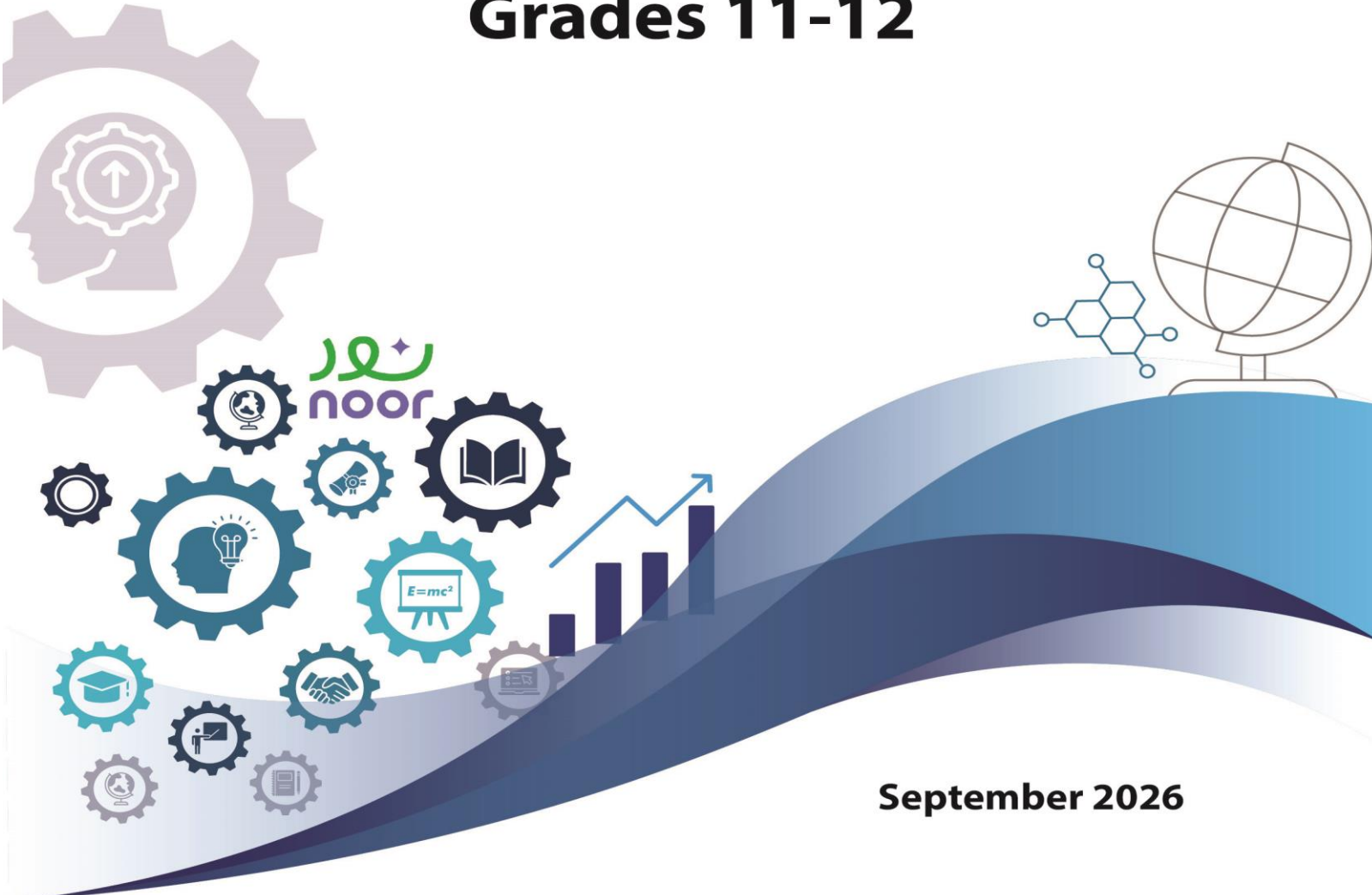




Student Assessment Handbook

ENGLISH LANGUAGE

Grades 11-12



September 2026

CONTENTS

BACKGROUND	p. 2
INTRODUCTION	p. 3-6
A. Future Skills Assessment	p.3
B. E-Assessment	p.3
C. Continuous Assessment Principles	p.4
D. Learning Outcomes	p.4
<u>PART ONE: CONTINUOUS ASSESSMENT TOOLS</u>	p. 7-11
1.1 Homework	P.7
1.2 Projects	p.7
1.3 Observation	p.8
1.4 Presentations	p.8
1.5 Quizzes	p.9
1.6 Semester Tests	p.10
<u>PART TWO: FORMATIVE ASSESSMENT</u>	p. 11
2.1 Giving Feedback to Students	p.11
2.2 Student Self-Assessment	p.11
2.3 Peer-Assessment	p.11
2.4 Portfolio	p.11
APPENDICES	p. 12-49
1. Awarding Marks 'Core' English, Grades 11 and 12	p. 12-25
2. Awarding Marks 'Elective' English, Grades 11 and 12	p. 26-36
3. Exam Specifications for Grade 11	p. 37-41
4. Exam Specifications for Grade 12	p.42-46
5. Specifications for Re-sit Exams (Grade 11 only)	p. 47-49

BACKGROUND

The **Student Assessment Handbook (SAH) for Grades 11–12** has been developed to support the transition from Cycle Two (Grades 5–10) to the upper secondary phase. It builds upon the learning outcomes and assessment tools presented in earlier handbooks, extending them to meet the demands of higher-grade levels. The handbook maintains consistency with previous editions in terms of its structure, layout, and format.

For effective implementation, it is essential to refer to the following official resources:

- **The General Document for Student Assessment**
- **The Teacher’s Book**
- **Moderation Guidelines**

INTRODUCTION

A. FUTURE SKILLS ASSESSMENT

In today's rapidly evolving world, equipping students with **future skills** is crucial for their success in education, life, and the job market. These skills, including adaptability, effective communication, technological proficiency, critical thinking, and problem-solving, are vital for navigating constant change.

The **National Framework for Future Skills** stresses the need to embed these crucial skills into education. This means creating an assessment system that can precisely measure student skill acquisition. It requires specific assessment tools with clear indicators and the use of **E-Assessment** for accurate and effective measurement.

The framework categorizes these skills into three main areas:

- **Core Skills:** Reading and writing in Arabic and English, and numeracy.
- **Applied Skills:** Creativity, innovation, critical thinking, problem-solving, effective communication, teamwork, leadership, initiative, flexibility, and adaptability.
- **Technical Skills:** Information and communication technology, data handling, and media literacy.

To ensure students truly acquire these skills, some are implicitly integrated into current assessment tools, while others are explicitly stated in student learning assessment documents across subjects. This approach aims to unify assessment practices among teachers and foster a shared understanding among all stakeholders. By building precise indicators within continuous assessment tools, educators can identify student strengths and areas for development, ultimately enhancing their abilities.

B. E-ASSESSMENT

Effective **E-Assessment** plays a crucial role in improving educational quality and student outcomes. Educators, supervisors, and assessment specialists, utilize digital tools, software, and diverse learning materials to gather and analyze student responses. This allows for data-driven, objective judgments about academic achievement using both quantitative and qualitative insights.

It is essential to implement student learning assessments through approved platforms, according to the summative assessment standards outlined in the official document. While some tools, such as quizzes, can be administered either online (depending on school resources) or in print, others, such as homework and projects, may be completed remotely. If online submission is not possible, students can submit paper copies to their teachers.

C. CONTINUOUS ASSESSMENT PRINCIPLES

The aim of assessment is to provide **useful information about students' learning**.

- Assessment therefore focuses on the **learning outcomes** which students are expected to achieve.
- Assessment of students' achievement of these learning outcomes is based on the conscious, systematic **gathering of information** through the application of different assessment tools.
- Teachers are expected to apply as many **different tools** as possible in order to arrive at a well-balanced picture of students' achievement.

Teachers can **use** the assessment information which has been gathered for **two** main purposes:

- **Formative**: to improve students' learning. Typically, this involves adapting lessons, giving feedback to students, encouraging self-assessment, etc.
- **Summative**: to measure (and report on) students' learning. Typically, this involves awarding marks and grades. This information is then passed on, as appropriate, to the Ministry, parents and other stakeholders.

Both Formative and Summative Assessment are **necessary** and **important**; neither should be neglected.

D. LEARNING OUTCOMES

Learning Outcomes are statements which describe what students should know, understand and be able to do.

- When assessing learning outcomes, three important considerations are:
 - (i) To focus on **what the student learns**, *not what the teacher does*.
 - (ii) To assess whether students can **transfer** learning. This is '*an important quality of learning, i.e., a crucial indicator of whether a student understands (and can do) something is whether he or she is able to apply it in different circumstances*.'
 - (iii) To view language learning as a **cumulative** process: to be useful, recently learnt skills must be combined and integrated with previously learnt skills.

LEARNING OUTCOMES for GRADES 11 & 12

A. ENGLISH 'CORE'

- In both Grade 11 and Grade 12, there is now a single 'Core' course, taken by all students.
- The Learning Outcomes for these 'core' courses are grouped into **five elements**:

Listening Speaking Reading Writing Grammar & Vocabulary

- A total of **nine** key outcomes have been identified:

Elements	Key Learning Outcomes
LST	Can understand a variety of spoken texts.
SPK	Can give presentations.
	Can interact with others.
RDG	Can understand a variety of written texts.
WRT	Can write and respond to letters and e-mails. (<i>Interactive</i>)
	Can write texts with the purpose of providing information. (<i>Informative</i>)
	Can write stories and narrate events in the past. (<i>Narrative</i>)
	Can write texts which express and justify opinions. (<i>Evaluative</i>)
GRM/ VCB	Can understand and use grammar and vocabulary.

- Marks are awarded for these outcomes on the basis of **two** methods of assessment: Continuous Assessment (CA) and End-of-Semester Tests (SMTs).
- Different elements are assessed in different ways: some using only CA; some using only SMTs; others using both methods. The weightings for each element at each grade-level are as follows:

	GRADE 11			GRADE 12		
Elements	Continuous Assessment (CA)	Semester Test (SMTs)	TOTAL	Continuous Assessment (CA)	Semester Test (SMTs)	TOTAL
LST	—	15%	15%	—	15%	15%
SPK	20%	—	20%	15%	—	15%
RDG	5%	20%	25%	5%	25%	30%
WRT	10%	15%	25%	10%	20%	30%
GRM/VCB	5%	10%	15%	—	10%	10%
Total	40%	60%	100%	30%	70%	100%

B. English 'ELECTIVE'

- In Grade 11 & 12 the learning outcomes for the '**Elective**' **English** course are grouped into **four elements**:

Listening Speaking Reading Writing

- A total of **six** key outcomes have been identified:

Elements	Key Learning Outcomes
LST	Can understand a variety of spoken texts.
SPK	Can interact with others.
RDG	Can understand a variety of written texts.
WRT	Can write and respond to formal letters and e-mails. (<i>Interactive</i>)
	Can write texts with the purpose of providing information. (<i>Informative</i>)
	Can write texts which express and justify opinions. (<i>Evaluative</i>)

- Marks are awarded for these outcomes on the basis of **two** methods of assessment: Continuous Assessment (CA) and End-of-Semester Tests (SMTs).
- Different elements are assessed in different ways: some using only CA; some using only SMTs; others using both methods. The weightings for each element are as follows:

Elements	GRADE 11			GRADE 12		
	Continuous Assessment (CA)	Semester Test (SMTs)	TOTAL	Continuous Assessment (CA)	Semester Test (SMTs)	TOTAL
LST	—	20%	20%	—	20%	20%
SPK	10%	—	10%	10%	—	10%
RDG	10%	20%	30%	5%	25%	30%
WRT	20%	20%	40%	15%	25%	40%
Total	40%	60%	100%	30%	70%	100%

Note: These weightings reflect the content and priorities of the relevant 'Elective' course materials to be found in '*English Insights 2 & 3*'.

1. CONTINUOUS ASSESSMENT TOOLS

This section outlines the main tools used for conducting continuous assessment both formative and summative.

SKILLS	ASSESSMENT TOOLS	
	Summative	Formative
Listening	Semester Test	• Observation • Homework • Project • Quiz
Speaking	• Presentation • Observation	
Reading	• Quizzes	
Writing	• Quizzes	
GRM/VCB	• Quizzes (Grade 11 core only)	

1.1 HOMEWORK

Homework is an activity assigned by the teacher to be completed outside of regular class time. It is typically a short activity designed to reinforce the learning of a particular learning outcome. Depending on the skill being focused on, homework may include reading, writing, or other related tasks.

Homework is mainly used for **formative assessment** by commenting and giving feedback to students using the rating scales (for any targeted skill) without necessarily awarding marks. For example, the homework might focus on grammar accuracy, vocabulary use, reading comprehension, etc.

- Teachers must ensure that homework is completed independently by students and should not accept any work that is not genuinely their own.
- Students may also submit homework online; however, teachers should strongly encourage them to write in their own handwriting, then either scan and upload it as a file, or use handwriting applications to submit directly.

1.2 PROJECTS

A project is an activity which, within a given timeframe, aims at producing some *end-product*, e.g., a piece of writing, a spoken performance, a poster, a collection of words and/or pictures, etc.

- Projects can be carried out by individuals or by groups of students.
- They may be either an integral part of the course materials or a supplementary task set by the teacher.
- The scope of the project should be **realistic** in terms of:
 - (a) the language (and cognitive) level of the student(s).
 - (b) the amount of time required.
 - (c) the availability (and cost) of the physical resources required.

1.3 OBSERVATION

To 'observe' is '**to watch (and listen to) someone or something carefully**'.

Teachers should continually observe, and record observations of their students in the classroom.

- Daily observation involves paying close attention to:
 - what students say, write and do
 - which strategies students use to carry out tasks
 - how students react to new input
 - how students interact with each other
- Observation should be conducted **throughout the semester**.
- Observation, when used for formative assessment, should take the form of comments and feedback to students, and **no marks** should be awarded.

➤ Summative Assessment of Speaking (Interactions) through Observation

- For each student, the teacher must keep a record to track progress and performance before awarding marks for the semester.
- The teacher uses the speaking Interactions Rating Scale to award the marks.
- The teacher should observe students throughout the semester and keep a provisional mark **in pencil**. Before the semester ends, this mark must be finalized—based on observation notes—and then recorded **in pen** in the summary of marks awarded.

1.4 PRESENTATION

- Presentation is conducted **once each semester**.
- Marks are awarded to students using the special **Rating Scale** to be found in the relevant Appendices.
- The duration of these presentations has been gradually increasing since Grade 5. In Grades 11&12, it is **about five minutes** (not including the questions from audience)
- Topics can be chosen by the teacher, by the class or by individual presenters.
- Students may use brief notes but should **not** be allowed to read out from a prepared text.

1.5 QUIZZES

Quizzes are short, focused assessment tools designed to measure students' knowledge, skills, or understanding of specific content. Quizzes are usually limited in scope and administered in one period.

They can be used as formative and summative assessment.

Formative assessment: quizzes should be used during lessons to check students' understanding of a specific skill or learning outcome, with the focus on feedback rather than grades.

Summative assessment: teachers are required to conduct the quizzes **in class** as outlined in the table below:

Skill	No. of Quizzes	Task types	Marking
RDG	2-3 quizzes each semester.	Follow: End-of-Semester Exam specifications and Format.	5 marks (Grades 11- 12 core & 12 elective). 10 marks (Grade 11 Elective). <u>Take the highest mark</u>
WRT	4 quizzes each semester (2 quizzes for each writing type.)	Follow: End-of-Semester Exam specifications and Format.	5 marks each type. (Grades 11 - 12 Core) 10 marks each type (Grades 11-12 -Elective/ 5 marks for informative writing grade 12 elective.) <u>Take the highest mark</u>
GRM/VCB	2-3 quizzes	Integrated GRM/VCB text (5 items: 3 grammar and two vocabulary)	5 marks (Grade 11 Core only) <u>Take the highest mark</u>

Note: Teachers must ensure that students are given **sufficient practice** before taking any summative quizzes.

SEMESTER TESTS (SMTs)

The Semester Test is a formal examination given at the end of each semester. It covers four of the elements: **LST, GRM/VCB, RDG & WRT**. (Note: Speaking is not included, for reasons of time and practicality.)

- In Grade 11, **60 marks** will be awarded for the Semester Test.
In Grade 12, **70 marks** will be awarded.
- The duration of each Semester Test will be as follows:
Grade 11: Two-and-a-half hours. (150 minutes)
Grade 12: Three hours (180 minutes)
- Marks from the Grade 12 exams will contribute to the General Education Diploma awarded to students on completion of Post-Basic Education.
- Students who fail to achieve the overall pass-mark (50%) for the year's work will have the opportunity to take:

In Grade 11 & 12: (i) For those who fail in Semester One, a **Second Session** exam for that semester.

(ii) For those who fail in Semester Two, a **Second Session** exam for that semester.

In Grade 11 only: (iii) For those who fail in both semesters, a special **Re-sit Exam** covering work done throughout the year. (See Specifications in Appendix Five.)

2. FORMATIVE ASSESSMENT:

Formative Assessment is assessment for learning, with the aim of helping students to achieve the relevant learning outcomes. Its purpose is to improve achievement, typically by intervening in some way in the teaching-learning process.

The following sections are about different formative *assessment* strategies:

- Giving Feedback to Students
- Student Self-Assessment
- Peer-Assessment

2.1 GIVING FEEDBACK to STUDENTS

Feedback is comments given to students about the quality of their work to help improve it. Written feedback includes comments, corrections, and notes on students' work. Rather than only providing correct answers, teachers can encourage self-correction by pointing out where errors occur, identifying the type of mistake, or giving general comments on areas needing improvement.

2.2 STUDENT SELF-ASSESSMENT

One of the central goals of Education is that students gradually become autonomous learners, capable of deciding for themselves what they need to learn and how to learn it. In course materials, this is encouraged by various **self-assessment activities**, found at the end of each unit.

In these activities, students are asked to reflect on their learning experiences and to ask themselves some basic questions, such as:

- whether they found an activity easy or difficult
- what they have learnt from the unit (i.e., their recent progress in learning English)

2.3 PEER-ASSESSMENT

Peer-assessment is a useful step toward self-assessment because it helps students focus on learning goals and success criteria while aiming to improve their work. It is particularly effective in writing activities, where students review each other's drafts and provide feedback using simple agreed criteria such as relevance, clarity, interest, and friendliness.

2.4 PORTFOLIOS

A portfolio is an on-going collection of work done by the student. It provides concrete evidence of a student's learning and of the type and level of work that he/she has done.

- A portfolio should contain a varied selection of work and all four skills (LST, SPK, RDG, WRT) should be systematically included.
- Portfolios should be available for viewing and comments by visitors, other teachers, and parents.

3. SUMMATIVE ASSESSMENT:

Summative Assessment is assessment of students' learning, with the aim of providing evidence for reporting to the Ministry, to parents, and to other concerned parties. Its purpose is to measure standards, typically by awarding marks and grades. (see *awarding marks/ rating scales.*)

APPENDIX ONE

Awarding Marks for 'CORE' ENGLISH in Grades 11 & 12

'CORE' ENGLISH — OUTCOMES & RATING SCALES for SPEAKING⁽¹⁾

OUTCOME # 1	Gr11	RATING SCALE # 1	Gr12
Can give presentations. Presenters should be able to speak in front of the class for four to five minutes. – Topics should be appropriate to students' age + interests, and of increasing complexity. – After the presentation, there should be an opportunity for the audience to ask Qs. Presenters should be able to: – speak in public with confidence. – organize information and ideas into a coherent spoken text. – stay within the time allocated – make effective contact with the audience. – use voice (and gesture) clearly and appropriately. – use appropriate visual aids to support their presentations. – use a range of grammar/ vocabulary appropriately and correctly. – monitor & correct own mistakes/miscues. – give clear, informative answers to questions from the audience. <u>Note:</u> Students may use brief notes but should not read out from a prepared text.	10	– Presentations are easy to follow, well-structured and interesting. – Contact with audience is very good. – Voice and pronunciation are clear. – Language used is mostly accurate. – Supporting visuals are clear and effective. – Answers to Qs are clear and convincing.	5
	9	Between the descriptors above and below	
	8	– Presentations are mostly clear, as well as quite interesting. – Contact with audience is reasonably good. – Voice and pronunciation are mostly clear. – Language used contains inaccuracies but meaning is only rarely obscured. – Supporting visuals are adequate. – Answers to Qs are mostly adequate.	4
	7	Between the descriptors above and below	
	6	– Presentations are reasonably clear, but not very interesting. – Contact with audience is only moderate. – Voice and pronunciation are fairly good. – Language used contains noticeable errors, occasionally making meaning unclear. – Supporting visuals are reasonably adequate. – Answers to Qs are only partly effective.	3
	5	Between the descriptors above and below	
	4	– Manages to convey <i>some</i> information, but generally ineffective/uninteresting. – Contact with audience is rather weak. – Voice and/or pronunciation are sometimes unclear. – Language used contains frequent errors, making meaning sometimes unclear – Use of supporting visuals is limited. – Answers to Qs are not very clear.	2
	3	Between the descriptors above and below	
	2	– Presentations are unclear and uninformative. – Contact with audience is very weak. – Voice is difficult to hear and/or pronunciation is difficult to understand. – Frequent serious errors make speech generally difficult to follow. – Supporting visuals are either missing or clearly inadequate. – Answers to Qs are very inadequate indeed.	1

'CORE' ENGLISH — OUTCOMES & RATING SCALES for SPEAKING⁽²⁾

OUTCOME # 2	RATING SCALE # 2	
Can interact with others.	10	– Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and also respond appropriately. – Maintains flow of interaction by dealing effectively with problems/misunderstandings. – Pronunciation has some L1 features but is generally clear and easy to understand.
		9 Between the descriptors above and below
Covers the ability to take part in different kinds of interactions in a variety of contexts: – short exchanges – sharing information – expressing opinions – making arrangements – negotiating with others to make decisions/ solve problems – debates This includes the ability to: – initiate and respond – use social language. – ask and answer questions – notice and repair misunderstandings – make and respond to suggestions, offers, requests, recommendations, etc. – differentiate between formal and informal language – use appropriate grammar and vocabulary correctly – pronounce English intelligibly	8	– Interacts with others reasonably well in most situations. – Responds appropriately but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties. – L1 accent, but only rarely impeding understanding.
		7 Between the descriptors above and below
	6	– Manages to interact with others, but only in a rather limited way. – Can respond to relatively simple input, but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) in the interaction. – Noticeable L1 accent, leading to occasional misunderstandings.
		5 Between the descriptors above and below
	4	– Has very obvious limitations in interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction. – Strong L1 accent, leading to misunderstanding.
		3 Between the descriptors above and below
	2	– Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication. – Serious pronunciation defects make speech difficult for other participant(s) to follow. – Very strong L1 accent leading to misunderstanding.

'CORE' ENGLISH — OUTCOMES & RATING SCALES for READING

OUTCOME # 3	RATING SCALE # 3	
Can understand different types of written text. Covers the ability to understand four general categories of text: <u>Interactive:</u> (i) <i>Informal letters/ e-mails/ postcards/ invitations, etc.</i> (ii) <i>More formal letters</i> (iii) <i>dialogues (in written form)</i> <u>Informative:</u> <i>Descriptions ; sets of instructions; tables/ graphs/ charts ; factual texts; dictionary entries; encyclopedia entries, posters, leaflets/brochures</i> <u>Narrative:</u> <i>Stories (fictional); personal experiences; biographies; news reports.</i> <u>Evaluative:</u> <i>Magazine articles ; reviews; other texts whose main purpose is to express (and justify) opinions</i> This requires in particular the ability to: - understand general meaning. - identify main points. - extract specific information. It also involves the ability to use a range of strategies in dealing with texts: – identifying text-type, purpose and intended audience – making predictions and comparisons – using world knowledge – using non-verbal information – identifying writers' opinions, attitudes, feelings or intentions – deducing the meaning of unknown words – recognising and understanding the meaning of cohesive devices	5	– Has an excellent understanding of all texts. – Reading is quick.
	4	– Has a good understanding of most texts. – Reads at a reasonable speed.
	3	– Has a reasonably good understanding of most texts. – Reading is quite slow.
	2	– Has a limited understanding of most texts. – Reading is slow.
	1	– Has a poor understanding of all texts. – Reading is very slow.

'CORE' ENGLISH — OUTCOMES & RATING SCALES for WRITING⁽¹⁾

OUTCOME # 4	RATING SCALE # 4	
Can write and respond to letters and e-mails. These 'Interactive' texts may include: – informal letters (to friends and relatives) – e-mails – postcards – notes/messages – invitations – letters of complaint – application letters, etc. and, where appropriate, replies to these texts. Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. <i>Students should be able to write letters and e-mails up to 100 words.</i>	5	– Message to the intended reader(s) is <u>very clear</u>. – Writing clearly succeeds in achieving its intended purpose. – Writing is very well-organised, clear and coherent – A varied range of grammar and vocabulary, with a very good level of accuracy.
		4
		– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. – Writing is generally well-organised, and mostly clear and coherent – A fair range of grammar and vocabulary, with a good level of accuracy.
		3
		– Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Writing is not well-organised, but is still reasonably clear and coherent – A limited range of grammar and vocabulary, with a reasonable level of accuracy.
	2	– Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. – Writing is poorly-organised, and often unclear. – A very limited range of grammar and vocabulary, and frequent errors.
		1
		– Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary, and frequent serious errors.

'CORE' ENGLISH — OUTCOMES & RATING SCALES for WRITING⁽²⁾

OUTCOME # 5	RATING SCALE: # 5	
Can write texts with the purpose of providing information.	5	- Presents relevant information clearly and in an interesting way. - Very good use of details and examples. - Writing is very well-structured, clear and coherent. - A varied range of grammar and vocabulary with a very good level of accuracy.
		- Presents relevant information with reasonable success. - Good use of details and examples. - Writing is generally well-structured, and mostly clear and coherent - A fair range of grammar and vocabulary with a good level of accuracy.
		- Manages to present relevant information, but only in a somewhat limited way. - Minimal use of details and examples. - Writing is not well-structured, but is still reasonably clear and coherent. - A limited range of grammar and vocabulary with a reasonable level of accuracy.
		- Attempts to present information, but the results are obvious inadequate. - Poor use of details and examples. - Writing is poorly-structured, and often unclear - A very limited range of grammar and vocabulary with frequent errors.
		- Presents very little relevant information indeed. - No use of details and examples. - Writing is incoherent and confusing. - Extremely limited range of grammar and vocabulary with frequent serious errors.
These 'Informative' texts may include: - reports - articles - summaries - completed forms - sets of instructions - descriptions - notes/lists - graphs/ tables - adverts - posters - brochures/ leaflets, etc. Writing these texts involves the ability to: - adapt writing appropriately for different purposes and readers. - organize ideas and information into a coherent text. - use discourse markers correctly. - combine sentences together using a range of cohesive devices. - use grammar and vocabulary appropriately and correctly. - use capital letters and punctuation marks. - write with clear, legible hand-writing. - evaluate, edit and improve their own draft texts. <i>Students should be able to write texts up to 100 words.</i>		

'CORE' ENGLISH — OUTCOMES & RATING SCALES for WRITING⁽³⁾

OUTCOME # 6	RATING SCALE # 6	
Can write stories and narrate events in the past.	5	– Produces narratives which are fully successful in engaging the reader. – Lively, effective use of appropriate detail. – Writing is very well-structured, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy
		– Produces narratives which are reasonably successful in engaging the reader. – Generally good use of appropriate detail. – Writing is generally well-structured, and mostly clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.
		– Produces narratives which are only partially successful in engaging the reader. – Somewhat limited use of appropriate detail. – Writing is not well-structured but is still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
		– Produces narratives which have very limited success in engaging the reader. – Inadequate use of appropriate detail. – Writing is poorly-structured, and often unclear. – A very limited range of grammar and vocabulary with frequent errors.
		– Produces narratives which fail entirely to engage the reader. – Little or no use of appropriate detail. – Writing is incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.
These 'Narrative' texts may include: - accounts of real life events/experiences, - fictional narratives - biographies, - historical texts - reports - diary entries, etc. Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts. <i>Students should be able to write texts of at least 100 words.</i>		

'CORE' ENGLISH — OUTCOMES & RATING SCALES for WRITING ⁽⁴⁾

OUTCOME # 7	RATING SCALE # 7
Can write texts which express and justify opinions. These 'Evaluative' texts may include: – articles – advice/ feedback – complaints/ criticism – commentary – recommendations – reviews – other kinds of texts whose main purpose is to express (and justify) an opinion Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – use capital letters and punctuation marks. – write with clear, legible hand-writing. – evaluate, edit and improve their own draft texts	5 – Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
	4 – Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
	3 – Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
	2 – Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
	1 – Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.

'CORE' ENGLISH — OUTCOMES & RATING SCALE for GRAMMAR/VOCABULARY

OUTCOME # 8	RATING SCALE # 8 — GRADE 11 ONLY (Note: In Grade 12, marks awarded on the basis of Semester Tests only)	
Can understand and use grammar and vocabulary.	5	– Has a very good understanding of the meaning of different grammatical structures and vocabulary items. – Uses a range of structures with consistent accuracy. – Makes appropriate use of a wide range of vocabulary.
In relation to any particular grammatical structure, this outcome focuses on students' ability to: – recognize its various forms. – understand its meaning(s). – use it appropriately in context. Covers all grammatical structures taught at these and previous levels. ***** In relation to any particular vocabulary item (word or phrase), this outcome focuses on students' ability to: – recognize its spoken and written forms. – understand its meaning(s). – use it appropriately in context. Covers all core vocabulary items taught at these and previous levels.	4	– Has a good understanding of the meaning of different grammatical structures and vocabulary items. – Uses most structures with a good level of accuracy. – Makes appropriate use of a fairly wide range of vocabulary.
	3	– Has a reasonably good understanding of the meaning of different grammatical structures and vocabulary items. – Uses core structures with a reasonable level of accuracy. – Makes appropriate use of a moderate repertoire of vocabulary.
	2	– Has only a limited understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is often inaccurate. – Makes appropriate use of a limited repertoire of vocabulary.
	1	– Has a very poor understanding of the meaning of different grammatical structures and vocabulary items. – Use of core structures is seriously distorted. – Makes appropriate use of only a very narrow repertoire of vocabulary.

'CORE' ENGLISH — OUTCOMES which are AWARDED MARKS on the basis of SEMESTER TESTS ONLY

LISTENING

OUTCOME # 9

Can understand a variety of spoken texts.

In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:

Interactive: *Short exchanges, dialogues, interviews*

Informative: *Descriptions; factual texts; presentations; radio talks*

Narrative: *Stories (fictional); personal experiences; biographies;
historical texts; radio broadcasts*

Evaluative: *Talks; discussions; debates; comments/ criticism*

When dealing with these texts, students should be able to:

- understand general meaning.
- identify main points.
- extract specific information.

In doing this, they should be able to:

- identify text-type, purpose and intended audience of the text-types listed above.
- make inferences about matters not directly stated in the text.
- identify speakers' opinions, attitudes, feelings and intentions.
- recognise and understand the meaning of discourse markers.
- recognise and understand the meaning of cohesive devices.

SUMMARY of MARKS AWARDED																	
GRADE 11 'CORE' SEMESTER ONE																	
Class: _____ Year: _____																	
Teacher: _____																	
SPK	Can give presentations.	(10)															
	Can interact with others.	(10)															
RDG	Can understand variety of written Texts	(5)															
WRT	Can write texts with the purpose of providing information.	(5)															
	Can write and respond to letters and e-mails.	(5)															
G / V	Can understand and use grammar and vocabulary.	(5)															
TOTAL	CONTINUOUS ASSESSMENT	(40)															
	SEMESTER TEST	(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED																	
GRADE 11 'CORE' SEMESTER TWO																	
Class: _____ Year: _____																	
Teacher: _____																	
SPK	Can give presentations.	(10)															
	Can interact with others.	(10)															
RDG	Can understand variety of written Texts	(5)															
WRT	Can write stories and narrate events in the past.	(5)															
	Can write texts which express and justify opinions.	(5)															
G / V	Can understand and use grammar and vocabulary.	(5)															
TOTAL	CONTINUOUS ASSESSMENT	(40)															
	SEMESTER TEST	(60)															
OVERALL	TOTAL SCORE	(100)															
	LETTER GRADE																

SUMMARY of MARKS AWARDED GRADE 12 'CORE' SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
SPK	Can give presentations.	(5)															
	Can interact with others.	(10)															
RDG	Can understand variety of written Texts	(5)															
WRT	Can write stories and narrate events in the past.	(5)															
	Can write texts which express and justify opinions.	(5)															
TOTAL	CONTINUOUS ASSESSMENT	(30)															

SUMMARY of MARKS AWARDED GRADE 12 'CORE' SEMESTER TWO Class: _____ Year: _____ Teacher: _____																	
SPK	Can give presentations.	(5)															
	Can interact with others.	(10)															
RDG	Can understand a variety of written Texts.	(5)															
WRT	Can write texts with the purpose of providing information	(5)															
	Can write and respond to letters/ e-mails.	(5)															
TOTAL	CONTINUOUS ASSESSMENT	(30)															

APPENDIX TWO

Awarding Marks for 'Elective' English in Grades 11 & 12

ELECTIVE ENGLISH — OUTCOMES & RATING SCALES for SPEAKING

OUTCOME # 1	RATING SCALE # 1	
Can interact with others.	10	– Interacts confidently and effectively with others in a variety of contexts. – Can initiate interaction and also respond appropriately. – Maintains flow of interaction by dealing effectively with problems/misunderstandings. – Pronunciation has some L1 features, but is generally clear and easy to understand.
	9	Between the descriptors above and below
Covers the ability to take part in different kinds of interactions in a variety of contexts: – short exchanges – sharing information – expressing opinions – making arrangements – negotiating with others to make decisions/ solve problems – debates -mini talks -Discussions This includes the ability to: – initiate and respond – use social language. – ask and answer questions – notice and repair misunderstandings – make and respond to suggestions, offers, requests, recommendations, etc. – differentiate between formal and informal language – use appropriate grammar and vocabulary correctly – pronounce English intelligibly	8	– Interacts with others reasonably well in most situations. – Responds appropriately, but sometimes lacks flexibility and the ability to initiate. – Usually manages to keep the interaction going, but with occasional difficulties. – Pronunciation is easy to understand, L1 accent has minimal affect ion.
	7	Between the descriptors above and below
	6	– Manages to interact with others, but only in a rather limited way. – Can respond to relatively simple input, but has difficulty when a more complex response is required. – Patience is sometimes required from the other participant(s) in the interaction. – Noticeable L1 accent, leading to occasional misunderstandings.
	5	Between the descriptors above and below
	4	– Has very obvious limitations in interacting with others. – Responses are slow and sometimes inappropriate. – Patience is often required from the other participant(s) in the interaction. – Mispronunciation is frequent, leading to misunderstanding.
	3	Between the descriptors above and below
	2	–Has great difficulty in interacting with others and in responding even to quite simple input. – There are frequent pauses and breakdowns in communication. – Serious pronunciation defects make speech difficult for other participant(s) to follow. -Very strong L1 accent leading to misunderstanding.

'ELECTIVE' ENGLISH: OUTCOME & RATING SCALE for READING

OUTCOME #2	Gr 11	RATING SCALE # 2	Gr 12
Can understand a variety of written texts. This outcome covers the ability to understand the following types of text: <u>Interactive:</u> <i>Formal letters (complaint, job applications, requesting information)</i> <u>Informative:</u> <i>Descriptions (people, places, activities, events, situations); sets of instructions; tables/ graphs/ charts; scientific/ technical texts; encyclopedia entries, posters, leaflet, brochures, adverts , historical texts</i> <u>Narrative:</u> <i>Stories (fictional); personal 'experiences; biographies; reports.</i> <u>Evaluative:</u> <i>Magazine articles ; reviews ; essays ; comments/ criticism; assessment reports ; discussions.</i> This requires in particular the ability to: - understand general meaning. - Understand detailed information - identify main ideas. - extract specific information. It also involves the ability to use a range of strategies, including: – identifying text-type, purpose and intended audience – recognise significant points in articles and news items. -identify the main conclusions in written argumentative texts. – using non-verbal information – identifying writers' opinions, attitudes, feelings or intentions – deducing the meaning of unknown words – recognising and understanding the meaning of cohesive devices.	10	– Has an excellent understanding of almost all texts. – Reading is quick.	5
	9	Between the descriptors above and below	4
	8	– Has a good understanding of most texts. – Reads at a reasonable speed.	
	7	Between the descriptors above and below	3
	6	– Has a reasonably good understanding of most texts. – Reading is quite slow.	
	5	Between the descriptors above and below	2
	4	– Has a limited understanding of most texts. – Reading is slow.	
	3	Between the descriptors above and below	1
	2	– Has a poor understanding of all texts. – Reading is very slow.	

'ELECTIVE' ENGLISH: OUTCOMES & RATING SCALES for WRITING ⁽¹⁾

OUTCOME # 3	Gr 11 &12	RATING SCALE # 3
Can write and respond to Formal letters and e-mails.	10	-Message to the intended reader(s) is <u>very clear</u> . – Writing clearly succeeds in achieving its intended purpose. –Writing is well-organised, clear and coherent. – A varied range of structures and vocabulary, with a very good level of accuracy.
		9 Between the descriptors above and below
These ' Interactive ' texts include: – Formal letters / emails –requesting information –of complaint, –of arrangements - apology , etc. - job application letters & personal statement (grade 12 only) Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – combine sentences together using a range of cohesive devices. – use discourse markers correctly. – use grammar and vocabulary appropriately and correctly. – evaluate, edit and improve their own draft texts.	8	– Message to the intended reader(s) is fairly clear. – Writing has reasonable success in achieving its intended purpose. -Writing is generally organised, and for the most part clear and coherent. –A fair range of structures and vocabulary, with a good level of accuracy.
		7 Between the descriptors above and below
	6	-Message to the intended reader(s) is partially clear. – Writing has only partially achieved its intended purpose. – Writing is poorly organised but are still reasonably clear. – A limited range of structures and vocabulary, with a reasonable level of accuracy.
		5 Between the descriptors above and below
	4	-Message to the intended reader(s) is mostly unclear. – Writing has only very limited success in achieving its intended purpose. -Writing lacks organization, lacking on coherence and not clear. – A very limited range of structures and vocabulary, and frequent errors.
		3 Between the descriptors above and below
	2	-Message to the intended reader(s) is unclear. – Writing clearly fails to achieve its intended purpose. –writing is incoherent and confusing. – Extremely limited range of structures and vocabulary, and frequent serious errors.

'ELECTIVE' ENGLISH: OUTCOMES & RATING SCALES for WRITING ⁽²⁾

OUTCOME # 4	GR 11	RATING SCALE: # 4	GR12
Can write texts with the purpose of providing information.	10	– Presents relevant information clearly and in an interesting way. _ Very good use of details and examples. – Writing is well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.	5
	9	Between the descriptors above and below	
<i>These 'Informative' texts include:</i> – Descriptions of data of chart -Description of (place, event, object, process) -reports, formal reports, survey reports, etc. <u>Writing these texts involves the ability to:</u> – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly. – evaluate, edit and improve their own draft texts. -use spelling and punctuation correctly.	8	– Presents relevant information with reasonable success. _ Good use of details and examples. – Writing is generally organised, and for the most part clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy.	4
	7	Between the descriptors above and below	
	6	-Manages to present relevant information, but only in a somewhat limited way. -Minimal use of details and examples. - Writing is poorly organised but are still reasonably clear. – A limited range of grammar and vocabulary with a reasonable level of accuracy.	3
	5	Between the descriptors above and below	
	4	– Attempts to present information, but the results are obviously inadequate. _ Poor use of details and examples. – Writing lacks organization, lacking on coherence and not clear. – A very limited range of grammar and vocabulary with frequent errors.	2
	3	Between the descriptors above and below	
	2	– Presents very little relevant information indeed. -No use of details and examples. –Writing is incoherent and confusing – Extremely limited range of grammar and vocabulary with frequent serious errors	1

'ELECTIVE' ENGLISH: OUTCOMES & RATING SCALES for WRITING⁽³⁾

OUTCOME # 5	GR 11& 12	RATING SCALE # 5
Can write texts which express and justify opinions.	10	-Expresses opinions on topics in a lively, convincing way. – Supports all points effectively with relevant evidence and detail. – Essays are very well-organised, clear and coherent. – A varied range of grammar and vocabulary with a very good level of accuracy.
	9	Between the descriptors above and below
These 'Evaluative' texts include: –recommendations – reviews -opinion essay - problem- solution essay - for-against essay Writing these texts involves the ability to: – adapt writing appropriately for different purposes and readers. – organize ideas and information into a coherent text. – use discourse markers correctly. – combine sentences together using a range of cohesive devices. – use grammar and vocabulary appropriately and correctly.. – evaluate, edit and improve their own draft texts	8	– Expresses opinions on topics in a reasonably convincing way. – Supports most points with relevant evidence and detail. – Essays are generally well-organised and, for the most part, clear and coherent. – A fair range of grammar and vocabulary with a good level of accuracy
	7	Between the descriptors above and below
	6	– Expresses opinions on topics, in a somewhat limited way. – Is inconsistent in supporting points with relevant evidence and detail. – Essays are poorly- organised, but are still reasonably clear and coherent. – A limited range of grammar and vocabulary with a reasonable level of accuracy
	5	Between the descriptors above and below
	4	-Express opinions on topics, but the results are clearly inadequate. – Is generally weak in supporting points with relevant evidence. – Essays lack organization, lacking in coherence and sometimes unclear. – A very limited range of grammar and vocabulary with frequent errors.
	3	Between the descriptors above and below
	2	-Makes only very feeble attempts to express opinions on topics. – Fails to support points with any relevant evidence. – Essays are incoherent and confusing. – Extremely limited range of grammar and vocabulary with frequent serious errors.

'ELECTIVE' ENGLISH — OUTCOMES which are AWARDED MARKS on the basis of SEMESTER TESTS ONLY

LISTENING

OUTCOME #6

Can understand different types of spoken texts.

In addition to understanding what is said to them directly in the classroom and elsewhere, students should be able to understand a range of text-types of differing lengths:

Interactive: *Short exchanges, dialogues, interviews,*

Informative: *Descriptions; factual texts; lectures; presentations; radio talks; announcements ,reports*

Narrative: *Stories (fictional); personal experiences; biographies; historical texts; radio broadcasts*

Evaluative: *Talks; discussions; debates; comments/ criticism*

When dealing with these texts, students should be able to:

- understand general meaning.
- identify main points/ideas
- extract specific information.

In doing this, they should be able to:

- identify text-type, purpose and intended audience of the text-types listed above.
- make inferences about matters not directly stated in the text.
- identify speakers' opinions, attitudes, feelings and intentions.
- recognise and understand the meaning of discourse markers.
- recognise and understand the meaning of cohesive devices.

SUMMARY of MARKS AWARDED GRADE 11 'Elective' SEMESTER ONE Class: _____ Year: _____ Teacher: _____																	
SPK	Can interact with others.	(10)															
RDG	Can understand a variety of written texts.	(10)															
WRT	Can write texts with the purpose of providing information	(10)															
	Can write and respond to Formal letters and e-mails.	(10)															
TOTAL	CONTINUOUS ASSESSMENT	(40)															
	SEMESTER TEST	(60)															

SUMMARY of MARKS AWARDED GRADE 11 'Elective' SEMESTER TWO Class: _____ Year: _____ Teacher: _____																	
SPK	Can interact with others.	(10)															
RDG	Can understand a variety of written texts.	(10)															
WRT	Can write texts with the purpose of providing information	(10)															
	Can write texts which express and justify opinions.	(10)															
TOTAL	CONTINUOUS ASSESSMENT	(40)															
	SEMESTER TEST	(60)															

SUMMARY of MARKS AWARDED GRADE 12 'Elective' SEMESTER ONE Class: _____ Year: _____ Teacher: _____																
SPK	Can interact with others.	(10)														
RDG	Can understand a variety of written texts.	(5)														
WRT	Can write texts with the purpose of providing information	(5)														
	Can write texts which express and justify opinions.	(10)														
TOTAL	CONTINUOUS ASSESSMENT	(30)														

SUMMARY of MARKS AWARDED GRADE 12 'Elective' SEMESTER TWO Class: _____ Year: _____ Teacher: _____																
SPK	Can interact with others.	(10)														
RDG	Can understand a variety of written texts.	(5)														
WRT	Can write texts with the purpose of providing information	(5)														
	Can write and respond to formal e-mails/letters.	(10)														
TOTAL	CONTINUOUS ASSESSMENT	(30)														

APPENDIX THREE

EXAM SPECIFICATIONS for GRADE ELEVEN

SPECIFICATIONS — SEMESTER TESTS — GRADE 11 — ENGLISH 'CORE'

SEMESTER ONE [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : One interactive text with 2 speakers (25-30 turns). Length: 300-350 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 7 marks
LST (2)	<u>Sts hear (twice)</u> : 1 Informative text (with 1 speaker.) divided into 2 parts. Total length: 350-400 words.	<u>On test paper</u> : <u>Part One</u> : 4 <i>Wh</i> -Questions. <u>Part Two</u> : 4 multiple-choice items, each with 3 options.	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 8 marks
GRM	One dialogue with 5 gaps, where one grammatical structure word has been removed from each gap. Length: 50-60 words.	For each gap, a multiple-choice item with 2 options	Indicate which of the two options is correct.	1 mark for each item. <u>Total</u> : 5 marks
VCB	A text with 5 gaps, where a vocabulary item has been removed from each gap. Length: 70-80 words.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 5 marks
RDG (1)	Five (unrelated) short texts: Length of each text: 35-45 words.	For each text, one statement.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total</u> : 5 marks
RDG (2)	One Evaluative text. Length: 300-350 words	7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 7 marks
RDG (3)	One narrative text. Length: 350-400 words.	<u>Task 1</u> : 4 <i>Wh</i> -Questions <u>Task 2</u> : 4 multiple-choice items, each with 3 options.	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total</u> : 8 marks
WRT (1)	A title/ topic/ question relating to factual information, either personal Or general.	(No other materials)	Write an informative text of at least 85 words.	Award a score based on a five-level Rating Scale. <u>Total</u> : 5 marks
WRT (2)	Situational instructions for the writing of a letter/ e-mail.	(Possibly: a short letter/e-mail to which the student should reply.)	Write an interactive text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total</u> : 10 marks

[Exam Specifications: Grade 11 'Core'. Sem. One]

SEMESTER TWO [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear</u> (twice): One interactive text with 2 speakers (25-30 turns). Length: 300-350 words.	<u>On test paper:</u> 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 7 marks
LST (2)	<u>Sts hear</u> (twice): 1 narrative text (with 1 speaker) divided into 2 parts. Total length: 350-400 words.	<u>On test paper:</u> <u>Part One:</u> 4 <i>Wh</i> -Questions. <u>Part Two:</u> 4 multiple-choice items, each with 3 options.	<u>Part One:</u> Write a SHORT answer to each question. <u>Part Two:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 8 marks
GRM	One dialogue with 5 gaps, where one grammatical structure word has been removed from each gap. Length: 50-60 words.	For each gap, a multiple-choice item with 2 options	Indicate which of the two options is correct.	1 mark for each item. <u>Total:</u> 5 marks
VCB	A text with 5 gaps, where a vocabulary item has been removed from each gap. Length: 70-80 words.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total : 5 marks
RDG (1)	Five (unrelated) short texts: Length of each text: 35-45 words.	For each text, one statement.	Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total:</u> 5 marks
RDG (2)	One Interactive text Length 300-350 words.	7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 7 marks
RDG (3)	One Informative text. Length: 350-400 words.	<u>Task 1:</u> 4 <i>Wh</i> -Questions <u>Task 2:</u> 4 multiple-choice items, each with 3 options.	<u>Task 1:</u> Write a SHORT answer to each question. <u>Task 2:</u> Indicate which of the three options is correct.	1 mark for each item. <u>Total:</u> 8 marks
WRT (1)	A topic, title or question which requires the student to express and justify an opinion.	(No other materials)	Write an evaluative text of at least 85 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 5 marks
WRT (2)	A set of instructions for writing a narrative text.	(No other materials)	Write a narrative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total:</u> 10 marks

[Exam Specifications: Grade 11 'Core', Sem. Two]

SPECIFICATIONS — SEMESTER TESTS — GRADE 11 — ENGLISH 'Elective'

SEMESTER ONE [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : One dialogue (with approx. 25 turns). Length: 400-450 words.	<u>On test paper</u> : <u>Part One</u> : 6 multiple-choice items, each with three options. <u>Part Two</u> : 4 True/False items	<u>Part One</u> : Indicate which of the three options is correct. <u>Part Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 10 marks
LST (2)	<u>Sts hear (twice)</u> : One narrative text (with 1 speaker). Total length: 400-450 words.	<u>On test paper</u> : <u>Part One</u> : 6 <i>Wh</i> -Questions. <u>Part Two</u> : 4 gap-fill items/ Sentences	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : fill in the missing words (one or two words)	1 mark for each item. <u>Total</u> : 10 marks
RDG (1)	One evaluative text. Length: 400-450 words.	<u>Task One</u> : 6 <i>Wh</i> -Questions <u>Task Two</u> : 4 True/False items	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 10 marks
RDG (2)	One informative text. Length: 400-450 words. (with at least 6 paragraphs)	<u>Task one</u> : 6 Multiple Choice items, each with 3 options. (2 items for word meaning.) <u>Task Two</u> : 4 matching items	<u>Task one</u> : For each item, indicate which of the three options is correct <u>Task Two</u> : Match paragraphs to topic sentence/ or main idea (3 distractors)	1 mark for each item. <u>Total</u> : 10 marks
WRT (1)	A graph/ figure requiring students to write a description of data	(No other materials)	Write an informative text of at least 100 words including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total</u> : 10 marks
WRT (2)	Situational instructions for the writing of a Formal letter/ e-mail.	(No other materials)	Write an interactive text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total</u> : 10 marks

[Exam Specifications: Grade 11 'Elective', Sem. One]

SEMESTER TWO [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : One dialogue (with approx. 25 turns). Length: 400-450 words.	<u>On test paper</u> : <u>Part One</u> : 6 multiple-choice items, each with three options. <u>Part Two</u> : 4 True/False items	<u>Part One</u> : Indicate which of the three options is correct. <u>Part Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 10 marks</u>
LST (2)	<u>Sts hear (twice)</u> : One narrative text (with 1 speaker). Total length: 400-450 words.	<u>On test paper</u> : <u>Part One</u> : 6 <i>Wh</i> -Questions. <u>Part Two</u> : 4 gap-fill items/ Sentences	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : fill in the missing words (one or two words)	1 mark for each item. <u>Total: 10 marks</u>
RDG (1)	One evaluative text. Length: 400-450 words.	<u>Task One</u> : 6 <i>Wh</i> -Questions <u>Task Two</u> : 4 True/False items	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 10 marks</u>
RDG (2)	One informative text. Length: 400-450 words. (with at least 6 paragraphs)	<u>Task one</u> : 6 Multiple Choice items, each with 3 options. (2 items for word meaning.) <u>Task Two</u> : 4 matching items	<u>Task one</u> : For each item, indicate which of the three options is correct <u>Task Two</u> : Match paragraphs to topic sentence/ or main idea (3 distractors)	1 mark for each item. <u>Total: 10 marks</u>
WRT (1)	A set of instructions / data for writing a survey report	A set of information / chart /table etc.	Write a report of at least 100 words including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
WRT (2)	A topic, title or question which requires students to write (For-Against) text	(No other materials)	Write an evaluative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 11 'Elective'. Sem. Two]

APPENDIX FOUR

EXAM SPECIFICATIONS for GRADE TWELVE

SPECIFICATIONS — GRADE 12 (DIPLOMA EXAMS) — ENGLISH 'CORE'

SEMESTER ONE [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : One interactive text with 2 speakers and about 30 turns. Length: 350-450 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
LST (2)	<u>Sts hear (twice)</u> : One narrative text (with 1 speaker) divided into 2 parts. Total length: 350-450 words.	<u>On test paper</u> : <u>Part One</u> : 4 <i>Wh</i> -Questions. <u>Part Two</u> : 4 multiple-choice items, each with 3 options.	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
GRM	One dialogue with 5 gaps, where one grammatical structure word has been removed from each gap. Length: 60-70 words.	For each gap, a multiple-choice item with 2 options	Indicate which of the two options is correct.	1 mark for each item. <u>Total: 5 marks</u>
VCB	A text with 5 gaps, where a vocabulary item has been removed from each gap. Length: 80-90 words.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	Seven (unrelated) short texts: Length of each text: 35-45 words.	For each text, one statement.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total: 7 marks</u>
RDG (2)	One interactive text: letters/ e-mails. Length 350-400 words.	8 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
RDG (3)	One informative text. Length: 400-450 words.	<u>Task 1</u> : 6 <i>Wh</i> -Questions <u>Task 2</u> : 4 multiple-choice items, each with 3 options.	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 10 marks</u>
WRT (1)	A topic, title or question which requires the student to express and justify an opinion.	(No other materials)	Write an evaluative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
WRT (2)	A set of instructions for writing a narrative Text.	(No other materials)	Write a narrative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 12 'Core', Sem. One]

SEMESTER TWO [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : one interactive text with 2 speakers and about 30 turns. Length: 350-450 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
LST (2)	<u>Sts hear (twice)</u> : one informative text (with 1 speaker) divided into 2 parts. Total length: 350-450 words.	<u>On test paper</u> : <u>Part One</u> : 4 <i>Wh</i> -Questions. <u>Part Two</u> : 4 multiple-choice items, each with 3 options.	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
GRM	One dialogue with 5 gaps, where one grammatical structure word has been removed from each gap. Length: 60-70 words.	For each gap, a multiple-choice item with 2 options	Indicate which of the two options is correct.	1 mark for each item. <u>Total: 5 marks</u>
VCB	A text with 5 gaps, where a vocabulary item has been removed from each gap. Length: 80-90 words.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 5 marks</u>
RDG (1)	Seven (unrelated) short texts: Length of each text: 35-45 words.	For each text, one statement.	Indicate whether the statement is TRUE or FALSE	1 mark for each item. <u>Total: 7 marks</u>
RDG (2)	One evaluative text Length: 350-400 words.	8 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
RDG (3)	1 narrative text. Length: 400-450 words.	<u>Task 1</u> : 6 <i>Wh</i> -Questions <u>Task 2</u> : 4 multiple-choice items, each with 3 options.	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 10 marks</u>
WRT (1)	A title/ topic/ question relating to factual information, either personal or general.	<i>(No other materials)</i>	Write an informative text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>
WRT (2)	A set of instructions for the writing of a letter/ e-mail.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write an interactive text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Exam Specifications: Grade 12 'Core', Sem. Two]

EXAM SPECIFICATIONS — GRADE 12 (DIPLOMA) — ENGLISH 'ELECTIVE'

SEMESTER ONE [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : One dialogue (with approx. 25-30 turns). Length: 400-450 words.	<u>Task One</u> : 6 multiple-choice items <u>Task Two</u> : 4 True/False items	<u>Task One</u> : Indicate which of the three options is correct. <u>Task Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 10 marks
LST (2)	<u>Sts hear (twice)</u> : One informative text (with 1 speaker). Total length: 450-500 words.	<u>Task One</u> : A set of 5 relevant headings. <u>Task Two</u> : 5 Wh- questions	<u>Task one</u> : under each heading, write notes based on key information from the text. <u>Task Two</u> : write a SHORT answer to each question	1 mark for each item. <u>Total</u> : 10 marks
RDG (1)	One interactive text. Length: 450-500 words.	<u>Task one</u> : 7 Wh- questions <u>Task Two</u> : 5 Gap- fill items	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : fill in the missing words (not more than 3 words)	1 mark for each item. <u>Total</u> : 12 marks
RDG (2)	One Narrative text. Length: 450-500 words.	<u>Task One</u> : 8 Multiple Choice items each with 3 options. (3 items for word meaning). <u>Task Two</u> : 5 Matching items	<u>Task One</u> : For each item, indicate which of the three options is correct <u>Task Two</u> : Match paragraphs to topic sentence/ or main idea/general information (3 distractors)	1 mark for each item. <u>Total</u> : 13 marks
WRT (1)	A topic, title or question which requires the student to express and justify an opinion.	(No other materials)	Write an evaluative text of at least 150 words.	Award a score based on a five-level Rating Scale. <u>Total</u> : 15 marks
WRT (2)	A graph/ figure requiring students to write a description of data	<i>Possibly: input material. of some kind, e.g., a short text requiring a response</i>	Write an informative text of at least 150 words, including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total</u> : 10 marks

[Exam Specifications: Grade 12 'Elective', Sem. One]

SEMESTER TWO [180 minutes / 70 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : One interview (with approx. 25-30 turns). Length: 400-450 words.	<u>On test paper</u> : <u>Task One</u> : 5 multiple-choice items, <u>Task Two</u> : A set of 5 relevant headings.	<u>Task One</u> : Indicate which of the three options is correct. <u>Task one</u> : under each heading, write notes based on key information from the text.	1 mark for each item. <u>Total</u> : 10 marks
LST (2)	<u>Sts hear (twice)</u> : One narrative text (with 1 speaker). Total length: 450-500words.	<u>On test paper</u> : <u>Task One</u> : 6 <i>Wh</i> -Questions. <u>Task Two</u> : 4 gap-fill items	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : fill in the missing words (no more than 3 words)	1 mark for each item. <u>Total</u> : 10 marks
RDG (1)	One Evaluative text. Length: 450-500 words.	<u>On Test paper</u> <u>Task one</u> : 7 <i>Wh</i> - questions <u>Task Two</u> : 5 True/False items	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : <u>Part Two</u> : Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 12 marks
RDG (2)	One Informative text. Length: 450-500words.	<u>Task One</u> : 8 Multiple Choice items with 3 options. (3 items for word meaning). <u>Task Two</u> : 5 Matching items	<u>Task One</u> : Indicate which of the three options is correct. <u>Task Two</u> : Match paragraphs to topic sentence/ or main idea/general information (3 distractors)	1 mark for each item. <u>Total</u> : 13 marks
WRT (1)	A set of instructions for writing a report.	<i>Possibly: input material of some kind.</i>	Write a report of at least 150 words including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total</u> : 10 marks
WRT (2)	A set of instructions for the writing of a formal letter/ e-mail.	<i>Possibly: input material of some kind, e.g.,, a short text requiring a response</i>	Write an interactive text of at least 150 words.	Award a score based on a five-level Rating Scale. <u>Total</u> : 15 marks

[Exam Specifications: Grade 12 'Elective', Sem. Two]

APPENDIX FIVE

SPECIFICATIONS for RE-SIT EXAMS (Grade 11 only)

SPECIFICATIONS — RE-SIT EXAM — GRADE 11 — ENGLISH 'CORE'

SEMESTER ONE&TWO [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : 1 interactive text with 2 speakers and 25-30 turns. Length: 250-350 words.	<u>On test paper</u> : 7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
LST (2)	<u>Sts hear (twice)</u> : 1 Narrative text (with 1 speaker.) divided into 2 parts. Total length: 300-350 words.	<u>On test paper</u> : <u>Part One</u> : 4 <i>Wh</i> -Questions. <u>Part Two</u> : 4 multiple-choice items, each with 3 options.	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
GRM	One dialogue with 5 gaps, where one grammatical structure word has been removed from each gap. Length: 50-60 words.	For each gap, a multiple-choice item with 2 options	Indicate which of the two options is correct.	1 mark for each item. Total : 5 marks
VCB	A text with 5 gaps, where a vocabulary item has been removed from each gap. Length: 70-80 words.	For each gap, a multiple-choice item with 3 options.	Indicate which of the three options is correct.	1 mark for each item. Total : 5 marks
RDG (1)	5 (unrelated) short texts: Length of each text: 35-45 words.	For each text, 1 statement.	Indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total: 5 marks</u>
RDG (2)	1 Evaluative text Length: 300-350 words.	7 multiple-choice items, each with 3 options.	Indicate which of the three options is correct.	1 mark for each item. <u>Total: 7 marks</u>
RDG (3)	1 informative text. Length: 350-400 words.	<u>Task 1</u> : 4 <i>Wh</i> -Questions <u>Task 2</u> : 4 multiple-choice items, each with 3 options.	<u>Task 1</u> : Write a SHORT answer to each question. <u>Task 2</u> : Indicate which of the three options is correct.	1 mark for each item. <u>Total: 8 marks</u>
WRT (1)	Situational instructions for the writing of a letter/ e-mail.	<i>(Possibly: input material. of some kind, e.g., a short text requiring a response)</i>	Write an interactive text of at least 85 words.	Award a score based on a five-level Rating Scale. <u>Total: 5 marks</u>
WRT (2)	A set of instructions for writing a narrative Text.	<i>(No other materials)</i>	Write a narrative of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total: 10 marks</u>

[Specifications: *Re-Sit Exam: Grade 11 'Core'*]

SPECIFICATIONS — RE-SIT EXAM — GRADE 11 — ENGLISH 'ELECTIVE'

SEMESTER ONE&TWO [150 minutes / 60 marks]

	MATERIALS	WITH:	STUDENT TASK	MARKING
LST (1)	<u>Sts hear (twice)</u> : One dialogue (with approx. 25 turns). Length: 400-450 words.	<u>On test paper</u> : <u>Part One</u> : 6 multiple-choice items each with three options. <u>Part Two</u> : 4 True/False Questions.	<u>Part One</u> : Indicate which of the three options is correct. <u>Part Two</u> : indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 10 marks
LST (2)	<u>Sts hear (twice)</u> : One informative text (with 1 speaker). Total length: 400-450 words.	<u>On test paper</u> : <u>Part One</u> : 6 <i>Wh</i> -Questions. <u>Part Two</u> : 4 gap -fill items	<u>Part One</u> : Write a SHORT answer to each question. <u>Part Two</u> : fill in the missing words (one or two words)	1 mark for each item. <u>Total</u> : 10 marks
RDG (1)	One Evaluative text. Length: 400 -450 words.	<u>On test paper</u> : <u>Task One</u> : 6 multiple-choice items. <u>Task Two</u> : 4 Matching items	<u>Task One</u> : Indicate which of the three options is correct. <u>Task Two</u> : Match the items (Three distractors)	1 mark for each item. <u>Total</u> : 10 marks
RDG (2)	One Narrative text. Length: 400-450 words.	<u>On test paper</u> : <u>Task One</u> : 6 <i>Wh</i> -Questions. <u>Task Two</u> : 4 True/False items	<u>Task One</u> : Write a SHORT answer to each question. <u>Task Two</u> : indicate whether the statement is TRUE or FALSE.	1 mark for each item. <u>Total</u> : 10 marks
WRT (1)	Situational instructions for the writing of a formal letter/ e-mail.	(No other materials)	Write an interactive text of at least 100 words.	Award a score based on a five-level Rating Scale. <u>Total</u> : 10 marks
WRT (2)	A set of instructions/ data for writing a survey report.	A set of information/ chart/ table etc.	Write a report of at least 100 words including all the information provided.	Award a score based on a five-level Rating Scale. <u>Total</u> : 10 marks

[Specifications: Re-Sit Exam: Grade 11 'Elective']

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