What's in the CAPS package?

Languages
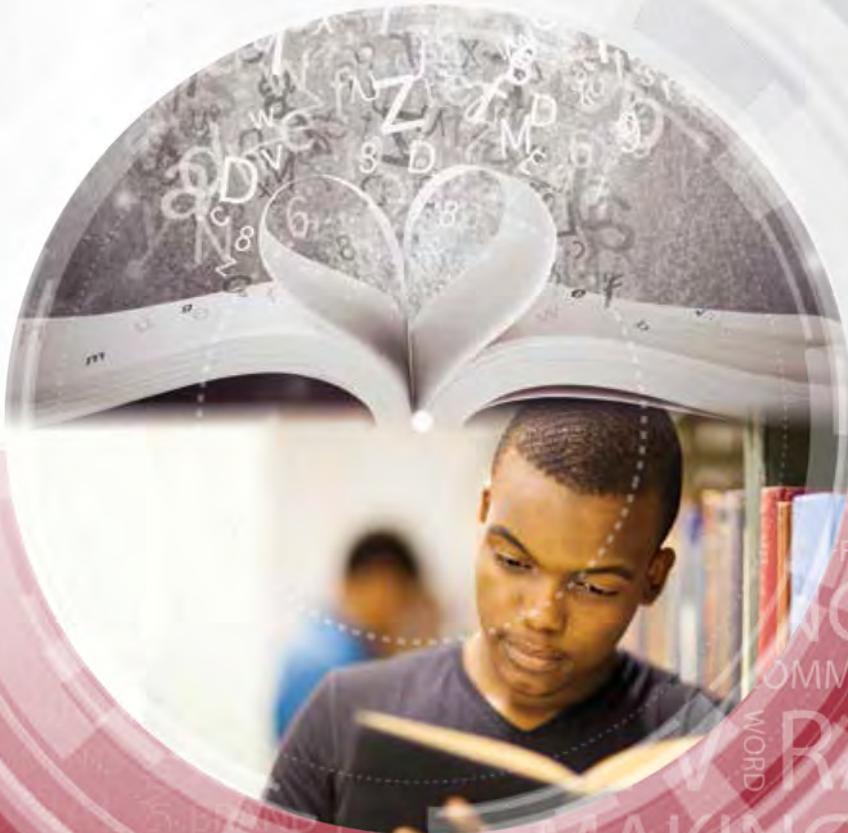
What's in the CAPS package?

A comparative study of the
National Curriculum Statement (NCS) and the
Curriculum and Assessment Policy Statement (CAPS)

Further Education and Training (FET) Phase

English Home Language (HL)
English First Additional Language (FAL)

English HL	English FAL
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June 2014

ACKNOWLEDGEMENTS

This cluster report includes the findings emanating from the comparative analysis of the Further Education and Training (FET) National Curriculum Statement (NCS) and the Curriculum and Assessment Policy Statement (CAPS) for English First Additional Language (FAL) and English Home Language (HL) well as a summary of findings from Part 2 of the CAPS research. Part 2 of the research has determined entry level requirements and expected learner attainment on exit level. A summary of the exit level outcomes for these subjects also appears in the Overview report.

This project was envisaged and conceptualised by Dr Celia Booyse, Manager: Curriculum, Umalusi. The project was co-managed by Dr Booyse and Dr Sharon Grussendorff, who provided much of the constructive commentary on the original subject reports and prepared all the MS Excel spreadsheets for the transfer of data. Dr Grussendorff also helped to adapt the research instruments for the comparative analysis of the NCS and the CAPS, used in determining entry-requirements and exit-level outcomes, as well as the instrument used for international benchmarking (reports to follow).

Dr Grussendorff, a respected researcher, Physics lecturer and consultant to many educational initiatives, has been involved with Umalusi's curriculum research since 2006. In 2012, she was approached by Umalusi's Qualifications, Curriculum and Certification (QCC) unit to co-manage the CAPS quality assurance research. In addition to her management role, Dr Grussendorff has also been team leader for the Physical Sciences team in the FET Phase. Her experience in teacher-support and training in curriculum interpretation with JET Education Services have contributed invaluably to the present research as well.

Dr Booyse has managed the CAPS evaluation with her usual immaculate planning, thorough preparation and gentle humanity. The evaluation teams will attest to the fact that they are properly briefed and given the means to do their work well. Dr Booyse almost intuitively, it seems, manages that fine balance that Jerome Bruner writes about between a safe, loving environment and sufficient challenge that allows for the best learning.

Dr Booyse has been steadily supported by her colleagues in the (QCC) unit: Ms Elizabeth Burroughs, Senior Manager: QCC; Mr Duma Sithebe, Assistant Manager: Curriculum; Mr Mohau Kekana, Administrative Assistant; and Mr Mohlahledi Nkadimeng, Administrative Assistant.

Mr Sithebe ably assisted in constituting the evaluation teams, dealing with communication and undertaking the greater part of the document search for comparative research, each of these a considerable undertaking.

The teams undertaking these evaluations have far exceeded the call of duty, and for that we at Umalusi thank them. Their unstinting hard work and willingness to be stretched by challenges requires grateful recognition. The positive attitude within the teams and the in-depth discussions and collaboration are commendable. It has been satisfying to see that we have all learned from one another's expertise and that all who have participated in the process go out with an enriched understanding of the importance of curriculum and

its appropriate implementation. It is to be hoped that the accumulated knowledge and wisdom emanating from the project will have positive repercussions in schools, provincial departments, the national Department of Basic Education and in higher education too.

It is worth referring to Annexure A in the Overview report to fully appreciate the wealth of experience and commitment this project has been privileged to draw upon. The teams who contributed to this cluster report are:

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This report was edited by Mrs Suzanne Clulow. Her work requires grateful recognition.

IeCommunications was responsible for the final design, layout and printing of the report. Their willingness to help when deadlines were tight is gratefully acknowledged.

Without the sustained work of these Umalusi teams and the detailed, extensive reports written by the people duly acknowledged above, the Overview report and this report on English FAL and English HL could not have been written. Sincere appreciation for every contribution made to the research and to make the reporting on findings possible.

CONTENTS

ACRONYMS AND ABBREVIATIONS

AS	Assessment standards
CAPS	Curriculum Assessment Policy Statement
DBE	Department of Basic Education
DHET	Department of Higher Education and Training
Doc	Document
DoE	Department of Education
EAP	English for academic purposes
ESP	English for specific purposes
FAL	First additional language
FET	Further education and training
GET	General education and training
Gr	Grade
HESA	Higher Education South Africa
HL	Home language
ICT	Information and communication technology
LoLT	Language of learning and teaching
LOs	Learning outcome
LPG	Learning Programme Guidelines
n/a	Not available
NCS	National Curriculum Statement
n.d.	Not dated
NQ	National qualification
OBE	Outcomes-Based Education
p	page
pp	pages
QCC	Qualifications, Curriculum and Certification
SAG	Subject Assessment Guidelines
SBA	Schools-based assessment
SMS	Short message service
UKZN	University of KwaZulu-Natal
Vs	Versus
NQF	National Qualifications Framework

1. OVERVIEW: A COMPARATIVE ANALYSIS OF THE NCS AND CAPS FOR THE FET PHASE

1.1 BACKGROUND

Umalusi undertook a project in 2013, the core intention of which was to establish the quality of the Curriculum and Assessment Policy Statement (CAPS) as amended version to the National Curriculum Statement (NCS) of 2008. The work done in 2013 is not only an extension of research to further the understanding of the National Senior Certificate (NSC) qualification, but is similar to the comparative research done in 2008. The Research such as this not only develops an understanding of the strengths and weaknesses of the subject curricula, but also assists in building bigger picture of the nature of the qualification itself – what its strengths might be and what challenges might arise for the institutions where it is offered and for the staff implementing it. In short, the research was undertaken with the purpose of ensuring a better understanding of the NSC for all involved.

The current phase of the research is presented in the following reports:

- An overview report of the research process and key findings for subjects and subject clusters
- A series of subject/subject cluster- specific reports for Mathematics, Mathematical Literacy, Languages (English), Social Sciences, Natural Sciences and Business, Commerce and Management.

Initially the reports will be submitted to the Department of Basic Education and Training (DBE). The findings and recommendations have been formulated as guidelines for improvement, in terms of both the national policy and of implementation and assessment. The findings also point to areas that need strengthening in teacher education and professional development. Thereafter, Umalusi, in collaboration with Higher Education Institutions and Higher Education South Africa (HESA), could use this research work towards improving the quality of teacher preparation, not only to equip teachers as field experts, but also as subject methodologists who are able to reflect on their own teaching practice.

1.2 THE RESEARCH QUESTION, RESEARCH METHODOLOGY AND INSTRUMENT

Research question: The research question for the comparative NCS/CAPS research/evaluation is worded as follows:

'What does the comparison between the Curriculum and Assessment Policy Statement (CAPS) for FET Phase (Grades 10 to 12) and the National Curriculum Statement (NCS) reveal about:

a. *the extent to which the NCS curricula were repackaged or rewritten in the formulation of the CAPS;*

b. *the relative depth and breadth of the content covered in the respective curricula,*

c. *the overall design, structure and coherence of the curricula,*

d. the level of specification of various aspects of the curricula, and

e. the guidance provided by the curricula for the teaching and assessment of the subject?'

Research/evaluation process: The process involved identification of the evaluation teams across all the subjects under evaluation, followed by the refining of an existing instrument to evaluate and compare the NCS and the CAPS. Thereafter two workshops were held with the evaluation teams, in September and November of 2013, in order to brief them about the evaluation and for the teams to work together on the curriculum analysis. Finally, the evaluation teams completed their analysis via e-communication, and the team leaders took responsibility for the completion and submission of the teams' reports.

Instrument: An instrument was customised for this investigation, which required the evaluators to grapple deeply with issues around broad curriculum framing, and concepts such as content breadth and depth, sequencing, progression, coherence and how to determine the weighting and curriculum focus in the documents. All those who participated in the process learned a great deal, and they in turn offered insights from their own expertise which added value to the report.

The evaluation teams were asked to give their opinion on each subject regarding:

- Broad curriculum design – the central design principle;
- The aims/ objectives of the subject;
- The ideal learner envisaged;
- The weighting of each topic in terms of the percentage of time allocated to each;
- The emphasis placed on content and skills;
- The depth of the subject in terms of the extent to which learners could move from a superficial grasp of a topic to a more refined and powerful grasp;
- The degree to which the curriculum of each subject is paced, in terms of the volume to be covered in a specific timeframe;
- The specification of sequencing of topics;
- The progression of topics from Grades 10 to 12 in terms of increase in level of complexity and difficulty;
- The coherence of the curriculum for each subject, in terms of connections and co-ordination between topics through the levels;
- The degree to which teachers are given explicit guidance regarding pedagogy;
- The degree to which teachers are provided with guidance regarding assessment;
- Format and user-friendliness of the curriculum documentation.

Evaluators were asked to comment on the overall guidance and use of the curriculum and the central values underpinning each curriculum.

In addition, the teams had to substantiate their opinions about the extent to which the CAPS for the subjects mentioned above have been 'repackaged' or been rewritten in this repackaging process. The teams were asked to identify the extent to which the repackaging has extended – or contracted – the content and skills which learners are expected to acquire and teachers to teach. Another point for attention was whether the CAPS provides better guidance to teachers than the NCS.

Lastly the evaluation teams were required to make recommendations, based on their findings regarding all the points above. They were requested to provide recommendations for the strengthening of the CAPS for each subject, where these may still require improvement. Such recommendations will form the basis for subsequent work to be undertaken by the DBE and monitored by Umalusi.

1.3 TRENDS ACROSS THE CURRICULA

Although the Umalusi subject evaluation teams worked towards a common goal of assessing the comparability of the NCS with the CAPS, the individual subject reports offer unique insights, with particular details that are of interest to those involved with teaching the subjects in question. There are, however, overarching trends that can be gleaned from the subject reports. These trends are briefly described below. A more detailed section on the trends across the curricula appears in the Overview report.

1.3.1 The nature of the curriculum documentation

The NCS documents had a great deal of uniformity in style and length across the different subjects, however, the CAPS is somewhat varied between subjects. For some subjects, such as Life Sciences and Physical Sciences, a full teaching programme is provided, with the content and prescribed activities clearly described with definite timeframes. By contrast, the documentation for some subjects, such as History, only provide a list of content to be covered per term, with no time indications for separate topics. The extent of the assessment guidance also varies substantially between subjects, with the Mathematics CAPS containing the shortest guidance on assessment (five pages), while the guidance provided for Mathematical Literacy covers 32 pages. The CAPS documents for English HL and English FAL both contain glossaries, which none of the other subjects have.

The table below (Table 1) illustrates the variation in the length of the subject-related curriculum documents for the CAPS compared with the NCS.

Table 1: Variation in the length of curriculum documents		
	NCS	**CAPS**
Lowest number of pages	139 (Accounting)	48 (Economics)
Highest number of pages	204 (English FAL)	164 (Physical Sciences)
Average number of pages	175	82

This table shows that there is much greater variation in the length of the CAPS documents across the different subjects, ranging from 48 pages (Economics) to 164 pages (Physical Sciences) in length, compared with the collection of NCS subject-related documents, which range from 139 pages (Accounting) to 204 ages (English First Additional Language (FAL)). Each subject varies in terms of the approach taken to the way in which guidance is given to the teacher. This may contribute positively towards the CAPS providing clear and appropriate guidelines within each subject, but it does suggest a lower degree of coherence across subjects in terms of the approach taken within the curriculum documents.

In all subjects, with the exception of Physical Sciences, the **length** of subject-related documents that teachers need to consult has been **reduced** from the NCS to the CAPS. (This does not include the Examination Guidelines document for the CAPS, which may cause the number of pages in the CAPS documentation to exceed that of the NCS in some cases). The reason for the greater length of the Physical Sciences CAPS is that this document has a very detailed level of specification, which will be discussed further under the *Specification* heading.

In all subjects, the evaluation teams deemed the CAPS documents to be more **user-friendly** than the NCS equivalents, mainly due to the number of subject-specific policy documents that had to be consulted in NCS (a minimum of four). The result of this level of documentation meant that lesson preparation became complicated and unwieldy for teachers using the NCS.

The accessibility of the **language** was generally deemed acceptable for both curricula. Some of the evaluation teams commented on the complexity of the educational 'jargon' used in the NCS when describing OBE. This has been reduced in the CAPS, where much simpler language is used to describe the teaching and learning process.

For all subjects except Accounting, there has been an improvement in **alignment** between the documents within each curriculum. Many of the evaluation teams reported that there are contradictions between the various subject-related documents for the NCS. The only evaluation team that did not report alignment problems in the NCS documentation was the Accounting team. As the CAPS has only one subject-related document at the time of the evaluation, meant that the misalignments between documents are no longer an issue.

However, some of the evaluation teams reported alignment issues between the various undated *versions* of the CAPS documents which were released during the imple-

mentation process. (This caused great confusion among teachers and other education practitioners, who were unsure of whether they had the latest version of the CAPS). In addition, as an Examination Guidelines document has been introduced, it is possible that problems with alignment may occur with the CAPS.

Evaluation teams for all subjects agreed that the **design principle** of the curricula has shifted from outcomes-based in the NCS to content-driven or syllabus-based in the CAPS. Where an outcomes-based curriculum is, by nature, learner-centred and activity-based, a content-driven curriculum involves a more teacher-centred, instructive approach. However, both of the languages evaluation teams (English FAL and English HL) commented that, although the CAPS is teacher-driven, there are some skills-based principles involved, such as text-based approaches, with content-based on topics and themes.

Overall, the evaluation teams concluded that the CAPS documents are an improvement over the NCS in terms of the design and structure of the curricula. The recommendation made in the Department of Education (DoE) report (2009, p 63) for *'consistency, plain language and ease of understanding and use'* has been heeded in the compilation of the CAPS.

1.3.2 Curriculum objectives

The evaluation teams were asked to compare the objectives that are stated for their subjects in the NCS with those in the CAPS. The general finding across the subjects was that the objectives are very similar for both curricula. (These findings are presented in detail in the individual subject reports). Some of the NCS objectives which are related to socio-political and ethical awareness, and sensitivity to cultural beliefs, prejudices and practices in society, have been excluded from the CAPS. In addition, where the NCS addresses the need for the development of skills related to self-employment and entrepreneurial ventures, these skills are not included in the CAPS objectives.

The English FAL evaluation team noted that the CAPS omits objectives that include human experience, aesthetics of language, and social construction of knowledge. They commented that *'the CAPS has removed the explicit recognition of unequal status of languages and varieties - a key specific objective articulated in the NCS'*.

The Mathematics evaluation team noted that there is *'a de-emphasis in the CAPS of the more explicit transformatory agenda that is articulated in the NCS'*. This is perhaps appropriate, given the historical timing of the two versions of the curriculum, with the NCS being introduced during a time when *'the notion of a national curriculum was a new concept that coincided with the birth of a new democracy'* (DoE, 2009, p 11) and the CAPS, after more than a decade of democracy.

1.3.3 Breadth and depth of content

One of the areas that is repeatedly highlighted in the DoE report (2009) is that of finding a balance between breadth and depth in the content of the curricula. It has been shown that less breadth of content covered in more depth ensures a greater chance of future success in the discipline (Schwartz *et al.*, 2008). With this in mind, the evaluation teams compared both the breadth and the depth of the NCS and the CAPS in order to determine any shifts that may have taken place in these areas.

The Economics and Mathematics evaluation teams reported an **increase in the breadth of content** across the FET Phase in the move from the NCS to the CAPS. The English HL, Accounting, Business Studies, and History evaluation teams concluded that the **breadth across the FET Phase is similar** for the NCS and the CAPS. The Physical Sciences, Life Sciences, Geography and English FAL evaluation teams reported a **reduction in the breadth of content** across the FET Phase in the CAPS compared with that in the NCS.

1.3.4 Depth

An **increase in depth** from the NCS to the CAPS was noted for Economics and Mathematics. The Accounting, Business Studies, Geography and Physical Sciences evaluation teams reported a **similarity in the depth** required across the FET Phase for the NCS and the CAPS, whereas the English FAL and Life Sciences evaluation teams reported a **reduction in overall depth** from the NCS to the CAPS.

The English HL evaluation team could not comment on depth, since this is left to the discretion of the teacher in terms of the length and complexity of texts that are selected. They made the comment that, although some guidance is given in the CAPS around the selection of appropriate texts, this is insufficient to ensure a common understanding of the level of depth that is required.

The History evaluation team could not compare the depth of the curricula because of the structure of the content outline provided in the NCS, which does not give sufficient detail to provide any form of guidance on the level of depth required. The evaluation team commented on the depth of the CAPS itself, that '*the CAPS manages the tensions between breadth and depth as well as is possible, although there is probably a greater emphasis on breadth than depth*'.

The Mathematical Literacy evaluation team could not compare the depth of the curricula because the NCS defines depth in terms of the mathematical processes involved, whereas the CAPS defines depth in terms of the level of problem-solving required within the selected real-life situations or contexts. Hence, although in one sense the NCS has greater depth than the CAPS, since it contains topics that require application of more complex mathematical skills, the evaluation team noted that the CAPS goes into greater

depth than the NCS in almost every topic, since learners are expected to know more about the topic and to understand the complexity of the authentic real life situation.

1.3.5 Specification of content

The curriculum specification, or degree to which knowledge is broken down for stipulation, was compared for the NCS and the CAPS. On the whole, it was found that the level of specification of content is higher in the CAPS than in the NCS. More detail is provided in the CAPS on the exact scope and depth of the content that is to be taught and assessed, than in the NCS. However, three of the evaluation teams, namely those for Economics, English HL and English FAL, did not report an increase in specification of content in the CAPS.

In terms of satisfying the recommendation made in the DoE Report (2009, p 62) that curricula should provide *'clear, succinct and unambiguous'* statements of learning, the majority of the CAPS subject documents satisfy these criteria. Nevertheless, particular attention must be paid to the level of clarity provided in the two English language curricula, to ensure that these provide the necessary guidance to teachers. In addition, many of the subject evaluation teams reported that the CAPS documents require a thorough edit, as there are numerous errors that appear throughout the documents, which may lead to confusion and erroneous interpretation of the curricula.

1.3.6 Pacing

All of the evaluation teams, with the exception of Mathematical Literacy, agreed that the **level of stipulation of the pacing** is greater in the CAPS than in the NCS, since more explicit guidelines on time frames are provided in the CAPS. The Mathematical Literacy evaluation team found that the work schedules in the CAPS do not provide sufficient detail about the actual content to be taught or the resources needed for the teaching to allow for a clear sense of pacing. They also found discrepancies between the suggested work schedules, which specify broad content for each week (Mathematical Literacy CAPS, pp 16-20), and the summary of the number of weeks to be spent on each topic (Mathematical Literacy CAPS, p 15).

The evaluation teams were asked to comment on the **actual level of the pacing** for each of the curricula as it would be experienced by learners in the FET Phase. The pacing was difficult to judge in the NCS due to the low level of specification, and the flexibility granted to teachers to determine the pace in response to the varying needs of learners. In spite of this lack of specification, however, some of the evaluation teams were able to make broad judgements on the levels of pacing, based on the breadth of content stipulated within the overall time frame for each grade. On this basis the **Physical Sciences, Ac-**

counting, **Economics, English FAL** and **Geography** evaluation teams indicated that the pacing of the NCS was likely to be experienced as fast. The remaining evaluation teams were either unable to comment on the pacing, or considered the pace to be moderate.

For the CAPS, evaluation teams for all subjects except for **Geography, Mathematical Literacy** and **Life Sciences** commented that pacing is likely to be experienced as fast, since the time allocation for teaching the content does not allow for a sufficient depth of engagement with the content as specified. The Geography evaluation team concluded that the pacing is carefully considered and realistic in the CAPS. The Mathematical Literacy evaluation team deemed the pacing to be moderate, based on their overall impression of the material to be covered. The Life Sciences evaluation team considered the pacing to be fast for Grades 10 and 11, and commented that *'the experience of teachers is that they have to rush through the curriculum to complete it in the year'*. They considered the pacing to be moderate for Grade 12, but mentioned that the pacing is uneven, in that *'too much time is allocated for some topics, and too little for others'*.

1.3.7 Sequencing and progression

In general, the evaluation teams found the **degree of specification of the sequencing** to be higher in the CAPS than in the NCS. This is to be expected from a curriculum which has been designed to provide a structured learning programme, as does the CAPS, in contrast to the approach taken by the NCS, which is to allow teachers the flexibility to design their own learning programmes.

The evaluation teams were asked to make a judgement on whether **progression within each grade** is evident in the NCS and the CAPS. Interestingly, although there is no expectation in the **NCS** that teachers follow the sequence of topics as they are laid out in the curriculum, many of the evaluation teams found that the order in which the topics are laid out in the curriculum offer an inherent sense of progression. However, a wide range of interpretations of the sequencing of topics by textbooks, provincial departments and other interpreters of the curriculum meant that this inherent progression was not always followed through in practice. For the **CAPS**, no clear trend is evident across the subjects in terms of the sequence of topics allowing for progression within each grade. The reasoning behind the sequencing of content is not always clear, and in some cases does not appear to have been designed with progression in mind. An example of this is in Physical Sciences, where the Grade 10 CAPS interrupts the flow of certain chemistry topics with the insertion of unrelated physics topics, causing a break in the flow and hence conceptual progression for learners. The Accounting, Economics, Business Studies and Mathematical Literacy evaluation teams all reported strong evidence of progression within each grade.

With regard to the **progression across the grades**, the evaluation teams generally found that progression across the grades in the NCS is clearly evident through the way in which the Assessment Standards (ASs) are expressed, with clear increase in the cognitive de-

mand indicated in the way in which these are described for each grade. Progression in terms of the content across the grades was reported as strong by all evaluation teams except for Physical Sciences, Geography, History, English HL and Mathematical Literacy, where evaluation teams reported either a clear lack of progression, with uneven degrees of complexity across the grades, or a lack of guidance regarding the required level of complexity for the specified topics.

For the CAPS, all of the subjects, with the exception of the language evaluation teams, reported a clear progression across the grades. The English FAL evaluation team made the comment that '*the CAPS offers almost no specification as to the expected depth of topics to be covered in each successive grade, and no indication of progression across the phase*'. The English HL evaluation team reported that the CAPS offers guidelines only as to how progression should take place, but does not give sufficient guidance to teachers to ensure that a clear increase in the level of complexity or difficulty is realised in the learning process. The lack of specification of the length and complexity of texts to be used exacerbates this.

1.3.8 Assessment guidance

Both the NCS and the CAPS provide generic guidance to teachers on the purpose, forms and methods of assessment. In addition, subject-specific guidelines are given for each subject in the various subject-related documents.

The **types** of assessment outlined in the NCS are baseline, diagnostic, formative and summative assessment. In addition, a distinction is made between formal and informal assessment. In contrast, the CAPS outlines only two types of assessment, namely formal ('*assessment of learning*') and informal ('*assessment for learning*'). It is noteworthy that the CAPS has conflated firstly, formative and informal assessment, and secondly, summative and formal assessment. In addition, no mention is made in the CAPS of assessment as an aid to diagnosing or remediating barriers to learning.

The NCS describes three **methods** of assessment, namely self-assessment, peer assessment and group assessment. The CAPS narrows this down to self- and peer assessment.

The **methods** of recording assessment in the NCS include rating scales, task lists or checklists and rubrics. The method of recording assessments in the CAPS is based on marks.

With regard to the formal assessment tasks for each subject, most of the evaluation teams reported that the **number of formal assessment tasks** prescribed per grade is equivalent for the NCS and the CAPS, with exceptions being English FAL and English HL, where the number of formal assessment tasks has been reduced, and Life Sciences, where the number of tasks has increased in the CAPS.

In all of the subjects there is a strong **emphasis on tests and examinations** in terms of the

overall summative assessment mark in the CAPS. The final mark for each grade in the CAPS is made up of 25% classwork and 75% end-of-year examination. The 25% classwork mark is made up of a high proportion of marks from tests and the June examination. Hence, the minimum contribution of tests and examinations towards the Grades 10 and 11 marks is 80%, and towards the final Grade 12 mark is 85%. This leaves a maximum of 20% representation for projects, practical investigations, assignments and other forms of assessment in Grades 10 and 11, and a maximum of 15% representation of these in Grade 12. While this emphasis may be necessary for assessments to be reliable, it is prejudicial for learners who perform better at tasks that are not test- or examination-based.

The Assessment chapter of the NCS Subject Statements includes a full set of competence descriptors for each level of achievement for each grade, ranging from Level 6 (Outstanding) to Level 1 (Inadequate). In practice, these descriptors were never used, as it was unclear how they should be applied. No such descriptors appear in the CAPS document.

Clearly an attempt has been made in the CAPS to simplify the fairly elaborate approach taken in the NCS. Although this has been necessary in order to reduce the complexity and administrative load caused by assessment under the NCS, it does raise the question of whether valuable insights available through the more nuanced NCS approach to assessment, may have been lost in the process.

1.3.9 Curriculum integration

All of the evaluation teams, without exception, found the **level of integration between subjects in the FET Phase** to be low for the CAPS, with little or no explicit mention of reference to fields of learning in other subjects. In the NCS the explicit mention of integration between subjects was only marginally greater than in the CAPS in History, English HL and English FAL. In all other subjects the NCS showed a similarly low level of integration with other subjects, in spite of the stated intention of cross-subject integration.

No clear trends were evident from the findings regarding the level of integration **between the subjects and the everyday (general) knowledge of learners** at their stage of development and in their contexts, since the subjects have varying degrees of applicability to everyday life. Some subjects, such as Mathematical Literacy and Accounting, have a natural link with the everyday world, and these evaluation teams hence reported a high level of integration with learners' everyday lives for both the NCS and the CAPS. Other subjects, namely Economics, Physical Sciences, Life Sciences, English FAL and English HL, reported a drop in the level of integration with everyday knowledge from the NCS to the CAPS. The only visible trend in the findings was that none of the subject evaluation teams reported an increase in the level of integration with everyday life in the move to the CAPS.

The evaluation teams found that the CAPS subject documents as having much clearer discipline-boundaries than those of the NCS. This satisfies the recommendation in the DoE report (2009) for *'statements which are clear, succinct, unambiguous, measurable, and*

based on essential learning as represented by subject disciplines' (p 49).

1.3.10 Curriculum coherence

The evaluation teams found that the NCS shows clear evidence of an intention for **horizontal coherence**, in its description of integration and its definition of subjects: *'Integration is achieved within and across subjects and fields of learning. The integration of knowledge and skills across subjects and terrains of practice is crucial for achieving applied competence … In an outcomes-based curriculum like the NCS, subject boundaries are blurred. Knowledge integrates theory, skills and values. Subjects are viewed as dynamic, always responding to new and diverse knowledge, including knowledge that traditionally has been excluded from the formal curriculum'* (DoE, 2003, pp 8, 11). However, this horizontal coherence was not achieved in practice in the NCS, as is evidenced by the lack of explicit guidance for teachers on how to achieve this integration across subjects. Instead, most of the subject evaluation teams commented on the strong discipline-based approach to knowledge in the NCS, which suggests a vertically aligned curriculum structure. This shows a lack of coherence between the stated intention and the actual course structure of the NCS.

The low level of integration between subjects in the CAPS, as mentioned previously, indicates that horizontal coherence is not a design feature of the CAPS documents. The CAPS has a strong discipline-based approach to knowledge within the subjects, as reported by all of the evaluation teams except English FAL and Mathematical Literacy. (It is appropriate that these two subjects are not strongly discipline-based, as they are both subjects which aim to develop literary competence in their respective fields, rather than being disciplines in their own right.) It can therefore be inferred that the CAPS shows a clear and coherent **vertical alignment**, which is evidenced by the clearly demarcated subject boundaries, and the strong discipline-based approach within the subjects. This brings clarity for teachers and learners regarding the exact terminology, content and skill requirements within each discipline. This will lead to a more rigorous induction into the discourse of each discipline for teachers and learners than a more horizontally aligned curriculum would allow. A vertically aligned curriculum does not bring about an explicit development of the ability of a learner to transfer concepts and skills between subjects and into the everyday world.

1.4 IMPLICATIONS FOR THE SOUTH AFRICAN CONTEXT

The majority of the evaluation teams agreed that the structured outline of content and activities in the CAPS is more likely to facilitate the development of sound knowledge and skills than the more open, non-prescriptive approach of the NCS. The CAPS is therefore, on the whole, a more suitable curriculum for the current South African educational context. However, the English FAL evaluation team noted that: *'The CAPS is based on*

conflicting assumptions about teacher expertise. The overt assumptions are that teachers cannot, or should not have to, develop their own teaching plans, and thus they are provided with these. This suggests that the CAPS assumes that teachers do not have the expertise (or time) necessary to develop their own teaching programmes. However, there are so many gaps in the teaching plan, and there is so little specification about depth or progression, that it would require a highly skilled and competent teacher to identify such gaps and failures of logic, and take steps to mediate the plans to address these problems'.

In addition, some of the evaluation teams expressed concern over the lack of availability of the necessary resources for implementing the CAPS:

- The Economics evaluation team raised the concern that the required learner support materials (such as magazines, newspapers, statistical data and the internet) are not available in all South African classrooms.

- Both of the experimental science subjects, namely Physical Sciences and Life Sciences, quoted statistics that fewer than 5% of South African schools have equipped, functional laboratories (Equal Education, 2012). Both evaluation teams raised the concern that the CAPS is unlikely to be able to be fully implemented in the vast majority of South African schools, given the specialised nature of the equipment required for the prescribed classroom activities in the CAPS.

1.5 RECOMMENDATIONS

Each of the subject evaluation teams made specific recommendations for the CAPS for their subject. The following general recommendations are made with the intention of strengthening the CAPS:

- The silence on the role of the teacher in the CAPS documents is concerning. The **place of the teacher** in the learning process needs to be clearly acknowledged and articulated in the CAPS documents.

- Since there has been an implicit shift in the **underlying pedagogy** from a learner-centred to a teacher-centred approach, explicit guidance should be given on what this shift means in terms of the choice of teaching strategies.

- The findings of the evaluation teams show that three of the curricula require **urgent attention**:

  o The **Mathematics** CAPS is deemed by the evaluation team to be significantly more demanding than the NCS, since the CAPS content exceeds that of the NCS in both breadth and depth. This is of great concern, since the NCS Mathematics was already experienced as challenging for a significant portion of the learners. The Mathematics document therefore requires revision to ensure that there is appropriate provisioning of Mathematics for all learners wanting to take Mathematics in the FET Phase.

o The **English FAL** CAPS is problematic, since not all of the topics mentioned in the content overview in the CAPS are represented in the teaching plans that are provided. The evaluation team made the comment that *'there are so many gaps in the teaching plan, and there is so little specification about depth or progression, that it would require a highly skilled and competent teacher to identify such gaps and failures of logic, and take steps to mediate the plans to address these problems'*. This is a consequence of the unrealistic breadth of content that is outlined in the content overview. The selection of content in the overview therefore needs revision. The teaching plans require reworking, to ensure internal consistency in the CAPS, and to prevent superficial or incoherent implementation of the curriculum. Special attention needs to be paid to the 'Language Structures' section, which, in particular, has major gaps and fails to progress logically.

o The **English HL** evaluation team found that the clarity of guidance provided in the CAPS is undermined by the lack of guidance regarding the texts to be selected, and the relegation of the teaching of language structures and conventions to an appendix in the CAPS document. It is recommended that, in order to provide clearer guidance to teachers, the teaching plans be revised as follows:
  - More explicit guidance should be provided on the nature and complexity of texts to be selected.
  - The teaching of language structures should be integrated as part of the teaching plan.

• The CAPS documents require a **thorough edit**, as many of the subject evaluation teams reported that there are numerous errors that appear throughout the documents, which could lead to confusion and erroneous interpretation of the curricula. Many of the evaluation teams also commented on typographic and spelling errors in various places throughout the document which require a thorough language edit.

1.6 CONCLUDING IDEAS

In the move from the NCS to the CAPS there has been a clear shift in the underpinning educational approach, from the OBE of the NCS, described as encouraging *'a learner-centred and activity-based approach'* (DoE, 2003, p 7), to the approach in the CAPS which is described as *'an active and critical approach to learning, rather than rote and uncritical learning of given truths'* (CAPS subject statements, 2011, p 4). In addition, the CAPS has narrowed its focus to a more clearly discipline-specific approach, with the exclusion of principles such as integration, portability and articulation, and with the re-establishment of subject boundaries (as evidenced by the omission of any discussion around the definition of the term 'subjects', and the omission of the NCS's stated intention of blurring of subject boundaries).

There has also been a shift from the strong focus on group-work that the NCS adopted, to a focus on the learner taking individual responsibility for his/her learning, as evidenced

by the inclusion of the clause 'work as individuals' in the description of the type of learner envisaged (CAPS subject statements, 2011, p 5).

Where the NCS explicitly states the teacher's role as being (amongst other roles) the interpreter and designer of learning programmes and associated classroom activities, the design of the CAPS shifts this role, since the CAPS is itself a pre-designed learning programme, with prescriptive classroom activities. This, together with the silence in the introductory pages of the CAPS regarding the teacher, suggests that the role that the teacher plays has become greatly diminished in the CAPS. The implication is that teachers operate at the level of implementers of a predetermined learning programme, rather than having much flexibility in the design and adaptation of this learning programme to the varying needs of learners.

The findings of the Ministerial Task Team, laid out in the DoE Report (2009), showed that the expectation that teachers design their own learning programmes was strongly resisted by teachers and other respondents. Instead, the suggestion was that a more clearly structured teaching plan be provided to enable teachers to 'devote their energy to delivering quality instruction' (p 19). In this sense, the CAPS satisfies the recommendations made in the report.

The findings of the subject evaluation teams show that, for the majority of subjects, the content covered in the CAPS does not differ significantly in breadth or depth from the content in the NCS. Exceptions to this are the following subjects:

- **Mathematics:** The evaluation team found that the CAPS content exceeds that of the NCS in both breadth and depth, and is thus likely to be experienced as '*significantly more demanding than the NCS'*.
- **Life Sciences:** The evaluation team found that, although the curriculum content has been mostly repackaged in the transition from the NCS to the CAPS, there has been some reduction in both breadth and depth of the content in the CAPS.

Most of the evaluation teams concluded that the CAPS documents are an improvement over the NCS with regard to providing '*statements which are clear, succinct, unambiguous, measurable, and based on essential learning as represented by subject disciplines'*. Exceptions to this are the following subjects:

- **English FAL:** The content that is outlined in the content overview in the CAPS (pp 10-48 of the English FAL CAPS) is very broad, and consequently has led to a set of teaching plans (pp 53-76 of the English FAL CAPS) which have not incorporated all of the content in the teaching time available. As a result, there is a difference between the topics which are included in the content overview and those represented in the teaching plans. This is likely to lead to confusion for teachers, and probable variations in interpretations of the curriculum.
- **English HL:** Although the evaluation team's overall comment on the CAPS was favourable, in that the '*core topics are fundamental to any course or syllabus intend-*

ing to teach literacy, and include the development of writing, reading, listening and grammatical skills', the evaluation team indicated that the clarity of the guidance provided by the CAPS is undermined by the lack of guidance regarding the texts to be selected, and the relegation of the teaching of language structures and conventions to an appendix in the CAPS document, rather than integrating this as part of the teaching plan.

The move from OBE has also resulted in a shift from a cooperative, discovery-based learning, where the learner is a participant in the learning process, as a negotiator of meaning, to content-driven learning, where the learner is a recipient of a body of pre-determined knowledge.

Based on the findings of the subject evaluation teams, it can be concluded that the CAPS documents have a much more detailed level of specification of content than the NCS documents. A consequence of this increased level of specification is that there has been a shift in terms of the level at which the curriculum is aimed. According to the schema of curriculum levels discussed in the overview report, the NCS is set at the 'macro' level, since it focuses mainly around attainment levels, and the construction of the actual educational programme is left to the teacher, while the CAPS has shifted to the 'meso' level, and even, to some extent, the 'micro' level, in that its structure is that of an instructional programme, with a detailed description of content, sequencing and pacing.

2 ENGLISH HOME LANGUAGE: A COMPARISON OF THE NCS AND THE CAPS FOR THE FET PHASE

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2.1 INTRODUCTION

English, as a Home Language (HL) subject and syllabus, is designed for students whose mother tongue or home language is English, or for students whose English language competency is on par with mother tongue speakers. Given this, the subject is characterised by topics, subject matter, skills and texts that enable students to master English and use it in many social contexts for many different purposes, rather than teaching them basic or only communicative aspects of English. In the English HL subject, English is most certainly conceptualised as a tool for thought and communication, but it is also conceptualised as a cultural and aesthetic means commonly shared among a people to make better sense of the world they live in. The subject aims to enable learners to use English effectively to acquire knowledge, to express their identity, feelings and ideas, and to interact with others in a global context.

According to Doc 2.1, which provides a comprehensive overview of the role of the subject in the FET Phase, '*the Home Language level provides for language proficiency that reflects the mastery of basic interpersonal communication 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*' (Doc 2.1, p 8). It is worth noting that, as a consequence of the multilingual context of education in South Africa, the majority of learners who take English Home Language as a subject do not have English as their 'home' language.

2.2 LIST OF DOCUMENTS REFERENCED

Table 2 contains a list of documents referenced in the evaluation of English Home Language. The evaluation team consulted three documents relating to the NCS and three documents that define the CAPS. Each document is given a reference code which is used when referring to the document throughout the rest of this report.

Table 2: Referenced documents	
1 National Curriculum Statement (NCS)	
Department of Education. 2003. National Curriculum Statement for Grades 10-12 (General): English Home Language.	Doc 1.1
Department of Education. 2008. National Curriculum Statement for Grades 10-12 (General): Learning Programme Guidelines - English Home Language.	Doc 1.2
Department of Education. 2008. National Curriculum Statement for Grades 10-12 (General): Subject Assessment Guidelines - English Home Language.	Doc 1.3
2 Curriculum and Assessment Policy Statement (CAPS)	
Department of Basic Education. 2011. National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS) Further Education and Training Phase Grades 10-12 English Home Language	Doc 2.1
Department of Basic Education. (n.d.) National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. Grades R – 12	Doc 2.2
Department of Basic Education. (n.d.) National Protocol for Assessment. Grades R – 12.	Doc 2.3

2.3 BROAD CURRICULUM DESIGN, FORMAT AND USER-FRIENDLINESS OF CURRICULUM DOCUMENTATION

This section evaluates the six documents referred to in Table 2 (above) in terms of the design, format and user-friendliness of the curriculum documents. Table 3 summarises the salient issues from this process which are discussed in further detail below the Table[1].

Table 3: Broad design, format and user-friendliness		
	NCS	**CAPS**
Number of documents (subject-related)	3	1
Total number of pages (in subject-related documents)	197	94
User-friendliness (good/moderate/poor)	Poor	Moderate

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[1] The documents were assessed for their user-friendliness using the following scale:
Good: Very user-friendly – the function and the structuring of the documents is clear.
Moderate: Moderately user-friendly – the function and the structuring of the documents is sometimes clear and at other times the function is unclear or the structuring confusing.
Poor: Not user-friendly – the function and the structuring of the documents is often unclear or the structuring is overly complex.

The accessibility of the language used in the documentation was assessed using the following scale:
Good: Very accessible language – the documents use plain, direct language
Moderate: Moderately accessible language – the documents sometimes use plain, direct language and at other times the language is complex or obscure or terms are ill-defined
Poor: Inaccessible language – the documents often use complex or obscure language and terms that are not defined

The alignment between the various documents was assessed using the following codes:
Good: Good alignment, it is clear how documents relate to one another and complement one another
Moderate: Moderate alignment – it is sometimes clear how documents relate to one another; there are some contradictions across documents or there are instances where it is not clear how documents complement or relate to one another
Poor: Poor alignment – it is not clear how documents relate to one another. There are contradictions across documents, or how documents complement one another is not clear at all.

Table 3: Broad design, format and user-friendliness (continued)		
	NCS	CAPS
Accessibility of language (good/moderate/poor)	Moderate	Good
Alignment (good/moderate/poor)	Poor	n/a A single Doc
Central design principle (the technical curriculum design aspect that organises the curriculum)	Outcomes-based	Content and skills-based

There were three documents investigated for the NCS. One document (Doc 2.1) was used to investigate the CAPS as this single document combines the information used in the three NCS documents. Documents 2.2 and 2.3, though included in the reference document table, are not subject specific but cover the overall FET curriculum pertaining to promotion requirements and assessment. A thorough reading of all documents was conducted in order to make evaluations about the broad curriculum design, format and user-friendliness of the curricula.

On average the CAPS scored higher in the above mentioned criteria than the NCS because the evaluation team felt that the NCS documents were less user-friendly and were poorly aligned with one another. In Document 1.1, the listing and formatting of the Assessment Standards (ASs) across the three grades is intimidating (Doc 1.1, pp 14-41). The difficulty to extract content from the listed skills makes the document an ineffective teaching tool. The NCS documents are lengthy, the content of the documents is more abstract and there is much repetition of information in all three documents. The CAPS document achieves better coherence as a single document in offering clarity for teachers and uses language which is more accessible and clear. There is a more practical approach to the content matter of the subject.

Alignment in the NCS is poor because sequences are not logical; the subject matter is not in one place but scattered within and across documents and important content is not always present in each document. Since the CAPS is articulated in one document, alignment between the documents in this case is not applicable. However, arrangement within the CAPS document is rated as moderate in alignment because the teaching plan is repetitive and essentially not very informative, especially with regards to language structure and the writing and presenting of essays and transactional writing which is merely repeated from week to week.

2.4 CURRICULUM OBJECTIVES

The following table provides a broad outline of the aims and objectives of the CAPS and the NCS.

Table 4: Subject-specific aims/objectives of the curricula		
Objectives	NCS	CAPS
Broaden and deepen home language competencies	Y	Y
Aesthetic appreciation and enjoyment of texts	Y	Y
Enable speakers to use language confidently	Y	Y
Use language appropriately in real-world contexts	Y	Y
Acquire language skills required for academic learning across the curriculum	Y	Y
Express and justify ideas, views and emotions confidently to become independent and analytical thinkers	Y	Y
Use language and their imagination to represent and explore human experience, reflect on own lives, and to consider alternative worldviews	Y	Y
Use language to access and manage information	Y	Y
Use language critically and creatively	Y	Y
Interact critically with a wide range of texts. Challenge perspectives, values and power relations that are embedded in texts.	Y	Y

There are no significant differences between the stated objectives in the NCS and the CAPS. Although they are couched in different terms, the documents cover the same principles. For a more comprehensive overview see Doc 1.1, pp 9-10 and Doc 2.1, p 9.

2.5 CONTENT/SKILL COVERAGE: BREADTH AND DEPTH

This section will consider the content, concepts and skills that are covered by the curriculum – both in terms of breadth and depth. **Content breadth** is the number of topics represented in the curriculum for a specific subject. **Content depth** describes the complexity and extent of cognitive challenge associated with the topic.

2.5.1 Coverage (breadth)

Table 34 in Appendix A identifies all the **content/concept/skill areas** represented for the grades and Phase in each of the curricula being evaluated. Table 5 (see below) presents a summary of the breadth of content for each grade and for the whole FET Phase.

Table 5: Content/skills coverage						
	Number of topics					
	NCS			CAPS		
Grade	10	11	12	10	11	12
Total number of topics	95	96	97	77	77	77
Total number of topics per Phase	288			231		

Comparison of the relative breadth of the two curricula: The breadth of the two curricula are very similar. They cover identical content and skills with few significant discrepancies between them. The reduction in the number of topics in the CAPS is as a result of the elimination of a section of shorter transactional texts which is no longer being assessed in the writing paper. However, the skill to complete such texts is still being taught in an integrated manner in the choice of texts selected for the purposes of teaching for example although HL learners are not required to write out an advertisement, the advertisement, with all the relevant technical information, is nevertheless taught as visual literacy for the language paper.

Appropriateness of breadth for learners at different stages of their development: In isolating the topics in Table 34 it must be understood that each itemised topic never stands alone and always functions within the context of the spoken or written communication. For example, the teaching of the noun can only be done when discussing that part of speech in the context of a sentence. Similarly, punctuation is an integral part of the meaning and structure of a sentence. All in all, effective communication is the primary aim of teaching any content no matter the discipline. The content and skills are appropriate and relevant for all the grades. As the learner progresses, the more subtle nuances of language are introduced. Most of the skills are covered in the previous grades but at a simpler level, remembering that the cognitive and emotional maturity of the learners must be taken into consideration. How learners engage with content is most often a reflection of their personal development.

Likely impact of breadth on learners learning through a second or third language: The content framework is very broad and this will have an impact on second and third language learners who will not necessarily have developed reading, listening and writing skills or sound language structures in English. Good vocabulary is a vehicle for expression and thought; therefore an impoverished vocabulary and a lack of language skills will inhibit effective communication.

Significant omissions or additions in either of the curricula: The CAPS makes scant reference to formal grammar and language structure, whereas it is listed as a primary outcome in NCS. The CAPS takes a communicative, contextual, integrative and descriptive approach to grammar, rather than a prescriptive or formal approach. This may be problematic when students evaluate and edit their own work, or when they encounter texts with which they are not familiar. Understanding grammatical conventions and structures in English is essential to the editing process. Learners have to know why a sentence is grammatically incorrect before they can correct it. For example, they would need to be familiar with participles in order to recognise a misrelated participle in a sentence and the effect of that error in conveying meaning.

A serious weakness of the CAPS document (Doc 2.1) is the relegation of the teaching of language structures and conventions to an appendix at the end of Doc 2.1, pp 93-94. In Doc 2.1, p 11, under the heading *'Rationale for teaching the language skills'*, it is stated that *'Language structures and conventions play an important role in understand-*

ing and producing oral and written texts and should therefore be integrated with the above-mentioned language skills'. The implication is that language should be taught in an integrated manner with the teaching of literature and writing. In Doc 2.1, p 13, under *'Time allocation in the curriculum'*, it is stated that *'Language structures and conventions are integrated within the time allocation of the above skills'* meaning within the skills of reading, viewing, writing, listening and speaking. This implies, then, that no official time has been allocated to language and suggests that the teaching of formal grammar is not important.

Neither the NCS nor the CAPS mentions reading aloud as a skill and a tool for assessment. While the NCS requires this as part of the oral assessment as stipulated in the Subject Assessment Guidelines (Doc 1.3, pp 8, 11, 12, 14), the CAPS does not cover reading as an oral skill at all. The assumption may be that by Grade 10, learners should be competent readers. However, as many of the learners are not home language speakers, reading aloud for the purposes of formal assessment is one way in which learners could be encouraged to improve their reading skills.

The CAPS has taken out shorter transactional texts completely in the writing section. The learners will not have to generate their own texts but will be exposed to them in the reading and viewing skill as source texts for comprehension and reading.

The CAPS document (Doc 2.1) is silent about summary writing in respect of the purpose and structure for home language learners in the FET Phase. Doc 1.1, p 22 and p 23 refer to learners being able to *'summarise main and supporting ideas in point and/or paragraph form'*. Doc 2.1, p 22 makes reference to learners being able to make *'notes or summarising main and supporting ideas'*. Furthermore in Doc 2.1, p 45, mention is only made of the bulleted heading *'Summary writing'*. This heading is dotted throughout the Teaching Plan across all three grades in the FET Phase. In addition, Doc 2.1, p 81 refers to the Summary section in the examinations merely stating that *'The passage should not come from the comprehension text.'* The omission of clear guidelines with regards to the summary writing skill is a serious inadequacy of Doc 2.1.

Another serious omission in Doc 2.1 is the removal of the unseen poetry essay. In Doc 1.2, p 13, there is a choice between the contextual and the essay question for the unseen poetry in Grade 12. In the assessment of Paper 2, Doc 2.1, p 81 the essay question for the unseen poetry has been omitted. The omission is serious as home language candidates are expected to be trained in the skills of writing essays incorporating critical comments and showing their ability to write correctly and cohesively. It also provides the candidates with an opportunity to argue their viewpoints and present these in a logical and intelligent manner.

Doc 2.1 assumes that all teachers have the expertise and the competence to teach language in an integrated manner. The document also assumes that all teachers have the expertise to understand what lesson/text is suitable in order to incorporate the teaching of language structures and conventions. In Doc 2.1, p 23 under the heading *'Vocab-*

ulary development and language use' the teachers are further restricted by the use of the word 'only' in the following statement: *'Knowledge of vocabulary items and language should be introduced to the learners **only** as they appear in real text, both prose and poetry, fiction and non-fiction'*. The implication of the use of the word 'only' in context means that teachers may not use any other approach except the integrated one in teaching language conventions and structures. The word 'only' in context deprives teachers of a choice of method in the teaching of formal grammar. Teachers therefore are left in the dark in deciding what is meant by an integrated approach.

Doc 2.1, pp 40-41 under 3.4 'Language Structures and Conventions' makes assumptions on behalf of learners: *'By this phase, learners should be familiar with the basics of grammar…'.* It goes on further to state that *'Discrete (sic), isolated lessons of language structures **should not now be part of the teaching time…'.*** Furthermore, in the bulleted points under the same heading, it is assumed that *'**learners are more likely to see the point of grammar'** merely by observing *'how writers make specific use of , for example, grammatical structures, use of passive rather than active voice'.*

Doc 2.1 is also contradictory. All the while, the emphasis has been on an integrated language teaching approach. Doc 2.1, p 41, speaks of the teaching of language *'in the context of different types of oral, visual and written texts'.* It points to Appendix 1 (Doc 2.1), the list of language structures as something that *'learners **may** use during listening, speaking, reading and writing processes.'* Further in the paragraph, the following statement appears: *'In every term of the teaching plans mentioned below there is a cycle dedicated to the teaching of language structures **explicitly**, Weeks 7 and 8, Grade 10. However, one lesson per week **may** be used to teach other language structures as required'.*

Doc 2.1, p 40, also states that *'By far the best way of working with language structures is through working with writing. The two are inextricably linked, and excellence in one invariably leads to excellence in the other'.* The CAPS document emphasises writing to a great extent as is clearly seen in the four hours allocated to it per cycle. However, learners can only write well if they have the language skills, knowledge, competence and a range of vocabulary.

Finally, the fact that Appendix 1 (the list of language structures, Doc 2.1, pp 93-94) has been described as a '*Reference Chart*' further denies the importance of language teaching in the CAPS.

2.5.2 Depth

Comparison of the depth of the NCS and CAPS with one another: The evaluation team assesses depth in both curricula to be suitable but notes it is not stated per grade in the CAPS (Doc 2.1) as it is in the small details added per grade in the NCS (Doc 1.1). The depth

of the curricula is established in the content the learners must know in order to achieve the skills required to complete tasks. Similarly, the progression is implied in the CAPS but not specifically stated. These points will be discussed in an in-depth manner below.

The **NCS** focuses on Outcomes-Based Education (OBE) and is more specific in terms of the depth in the curriculum. It is set out in the Learning Outcomes (LOs) and Assessment Standards (Ass). The ASs are very specific as to what learners should be able to do. There is a great deal of repetition of what is required for each grade level with progression indicated by the insertion of verbs, adjectives and adverbs. For example, Doc 1.1 (pp 24-25) states that Grade10 learners should be able to: *'interpret and evaluate **familiar** graphic texts'*; Grade 11 learners should be able to *'interpret and evaluate a **range of** graphic texts'*, while Grade 12 learners should be able to *'interpret and evaluate a **wide range** of texts'*. Similar examples can be found on pages 34-35 of Doc 1.1. For example: *'Grade 10 learners should be able to 'sustain own point of view/perspective and arguments with **growing confidence**'*; Grade 11 learners should be able to *'sustain own point of view/ perspective and arguments **with confidence**'*; Grade 12 learners should be able to *'sustain own point of view/perspective and arguments **confidently and competently**'*. Further examples can be found in Doc 1.1, pp 14-41. In addition, the SAG (Doc 1.3) details the number of words required for different assessment tasks at different grades.

The CAPS gives little detail about the depth in the teaching plans. Content is listed with no indication of the depth required. The depth is indicated in the *'Overview of Content and Strategies'* (Doc 2.1, pp 14–39). This detail matches the NCS's except that the progression from grade to grade is not indicated.

The depth of content and skills is suggested/implied by the length of texts across the grades as tabled in Doc 2.1 *('Length of texts for listening comprehension and duration of oral communication'* p 21; *'Written length of texts to be read for comprehension and summary'* p 29; *'Length of written texts to be produced by learners'* p 40)

The Programme of Assessment in Doc 2.1 details the number of words required for different assessments at different grades (replaces NCS SAG). However, neither the NCS nor the CAPS indicates the level of cognitive difficulty the texts should have. A text may be lengthy without being cognitively challenging.

2.5.3 Specification of topics

Curriculum specification is the 'grain size' or degree to which knowledge is broken down for stipulation in the curriculum. Table 6 (see below) compares the specification of topics across the NCS and the CAPS using the descriptors high, medium and low[2]. Further discussion on this comparison are outlines the paragraphs following Table 6.

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[1]   **High:** Extremely clear subject-specific specification: very little chance for multiple interpretations;
       Medium: Moderately clear subject-specific specifications, some generic statements /skills or some topics underspecified;
       Low: Unclear subject-specific specification, minimal guidance provided for users and allows for multiple interpretations.

Table 6: Degree of specification of topics		
	NCS	CAPS
Degree of specification (high/medium/low)	Medium	Low
Example 1 Language structures and conventions	The NCS, as articulated in Doc 1.1, identifies language structures as a formal learning outcome, and articulates the intended and desired outcomes for Grades 10, 11 and 12.	Rather than an isolated learning outcome, specifications for language structures are attached as an appendix in Doc 2.1. Thus, language structures are embedded into the curriculum, requiring teachers to address language and grammatical issues while covering a specific text or content theme.
Example 2 Guidelines for the production of written texts	Limited guidelines offered in Doc 1.1, 1.2 and 1.3 regarding the format and structure of the prescribed texts.	Limited guidelines offered in Doc 2.1, 2.2 and 2.3 regarding the format and structure of the prescribed texts.

While the NCS and the CAPS are comparatively different given that the rationale for the CAPS is to simplify the NCS, neither one can be coded as high specification. In terms of language structure and conventions, the NCS offers directives about progression for each grade, as shown by the expected or desired outcomes, which may help to guide the teacher in the concepts and types of texts to be addressed in the classroom. On the other hand, given its nature as a text-based, communicative, integrated and process oriented curriculum (Doc 2.1, p 11), the CAPS offers little to no guidance for teachers pertaining to the depth of topics to be addressed in each grade or level. In addition, the CAPS implies that the level of grammar and language structure will be analogous to the text being addressed, and a more complex text will allow for a closer investigation of grammatical issues than a basic text. Furthermore, no clear guidance is given to teachers in the CAPS as to how to teach grammatical concepts, nor what language structures and concepts should be addressed in each grade.

For example, in Doc 1.1 under *'Learning Outcome 4'*, the document states that the Grade 12 learner should, at the end of the curriculum, *'be able to apply knowledge of a wide range of spelling patterns, rules and conventions for new and/or complex words and compile a personal spelling list'* (pp 36-37). Further, Doc 1.1 states *'use a wide range of abbreviations and acronyms correctly'*. On the other hand, in Appendix 1 of Doc 2.1 (pp 93-94), the document states under *'Language Structures and Conventions'*, that, in terms of spelling, students must be able to grasp *'spelling patterns, spelling rules and conventions, abbreviations, acronyms'*.

Reading and viewing, and writing and presenting are identified as core skills of the CAPS English HL curriculum and teachers are required to spend 45% of the allocated teaching time for each component, thus totalling 90% of the total time for the subject. While the NCS offers no guidance in terms of time allocation, both the NCS and the CAPS provide an overview of the type of texts that need to be covered in the reading and viewing component. In the NCS, this information is given in Doc 1.1 pp 44-45, while the CAPS

alludes to this information in the '*Programme of Assessment*' segment in Doc 2.1, pp 78-80. Thus, it is clear that the CAPS covers textual genres that necessarily form part of the reading component in the Assessment section, while the NCS provides this information in a neat, isolated and more accessible table.

Given that writing is a major component of the subject under investigation, it is important that the CAPS document offers teachers a detailed and unified account of the writing topics to be addressed in the classroom, as well as the type and format of texts to be constructed. At present, Doc 2.1 gives limited information about these issues, offering virtually no guidance on the format of texts to be addressed in the classroom.

2.5.4 Comments on content/skill coverage

Comparison of content and skills across the various curricula, and the appropriateness of these for the relevant age group: The content for each grade level in the NCS is the same (repeated verbatim) except for occasional changes in instructive verbs which differentiate between skills expected in the different age groups. On the whole the content and skills expected are appropriate for the relevant age groups.

No distinction is made in the CAPS as far as differing requirements of content and skills for the various age groups. It seems to rely on the experience of the teacher to determine the appropriateness of the level of difficulty and depth of content. However, the formal Programmes of Assessment for Grades 10 – 12 do distinguish between the requirements of tasks and examinations (Doc 2.1, pp 74-84).

Extent to which the curricula provide clear, succinct, unambiguous, measurable statements of learning: Because the NCS English HL curriculum is spread across multiple documents, it does not provide clear and unambiguous statements. Documents are wordy, unsystematic and overlapping - certainly not succinct. Doc 1.1 discusses the LOs over 23 pages which are repetitive and longwinded. However, this document does provide measurable statements of learning. Assessment instructions are also repeated in different formats. It is not helpful that some documents include instructions for English HL, FAL as well as Second Additional Language and then other documents are language level specific. In fact, Doc 1.2, which should contain the subject framework for all the language levels, provides only the subject framework for FAL. The team was not sure whether this was a typing error, because the content and skills demanded would not be realistic for FAL learners, but are more appropriate at HL level. In Doc 1.2, p 52 mention is made of 'Translations' which should not be included in HL subjects.

Figures of speech are mentioned in rather a haphazard fashion and are not logically grouped. Sound effects are muddled with figures of speech which they are not. Onomatopoeia is mentioned but alliteration and assonance omitted.

The CAPS is set out more logically and clearly than the NCS in terms of content. However, much of the English HL curriculum is skills-based and not content-based, therefore, measuring levels of competency in a language is very difficult because 'competency' in a language has no concrete definition and is a perception which is relative in terms of the respective 'competencies' of both the learner and the teacher.

Extent to which the curricula are based on a strong, discipline-based approach to the subject: Both the NCS as well as the CAPS generally have a strong, discipline-based approach to the subject. Following either of these curricula would ensure that candidates would be well-equipped for the future. However, the implementation does depend on the skill and the knowledge of the teacher as the facilitator.

The way in which the subject knowledge is presented in the curricula is up-to-date with any shifts in the discipline itself: The NCS is more in tune with up-to-date trends, making reference to advancements in technology such as requiring emails and SMS. The CAPS has omitted any reference to technology – no emails, SMS and no reference to the growing trend of social networking such as Facebook, Twitter and blogging. The evaluation team is of the opinion that too much emphasis has been placed on accessibility of learner support materials instead of extending learners and exposing them to modern, worldwide trends such as information communication technology (ICT).

Content or skills which are erroneous, missing or inappropriate content: A few minor errors were noted in the NCS:

- Doc1.2: Annexure A, p 42 *'Content analysis of **First Additional Language** Grades 10 – 12 '* should say *'... Home Language'*
- Doc 1.2 p 48 and Doc 1.3, p 14: no mention is made of Editorials in Doc 1.2 (Subject Framework), but is an added requirement in Doc 1.3 (SAG for HL)
- Omission of oxymoron, malapropism, spoonerism which are examinable.

With regards to errors or missing/inappropriate content in the CAPS, the evaluation team noted the following:

- No task mark has been allocated to reading in the assessment section (prepared or unprepared). This omission seems to negate the necessity of teaching this skill. In contradiction to this, on p 12 under 2.6 and the heading *'Time allocation in the curriculum'* it states that *'teachers do not have to adhere rigidly to [the suggested] cycle but must ensure the language skills, especially reading and writing, are practised often'*. Reading aloud is a valuable assessment tool for teachers as it shows quite clearly how a pupil can cope with reading text in terms of understanding content, pronunciation, word recognition, tone and inferences.
- Some transactional writing texts such as diary, instructions, directions, email, blogs (modern texts) have been omitted. Some of these were covered under Section C of Paper 3 in NCS.

- The fact that Language has been added as an Appendix (Doc 2.1, pp 93-94) and is assumed to be embedded in all texts could trivialise the need for the teaching of language structures.
- Some obscure mention of language structures and conventions: copulative verbs, stative, verbal extensions (derivatives), auxiliary linked to modals: subjunctive, imperative, potential, indicative, conditional. Anyone who has not been taught these structures formally, will not be able to understand them. On p 93, figures of speech not listed logically; onomatopoeia listed under figures of speech when it is a sound effect. Alliteration and assonance have been omitted. Inappropriate requirement of knowledge of 'polysemes' – not relevant for English HL.

2.6 CURRICULUM WEIGHTING AND EMPHASIS

2.6.1 Curriculum emphasis within the Phase (subject time allocation)

The emphasis of the whole FET Phase was ascertained by considering the number of hours allocated to English HL as a percentage of the total teaching time.

Table 7: Subject time allocation		
	NCS	CAPS
Total classroom time (hours) allocated for (subject) in the Phase	4.5	4.5
% of total classroom time allocated for all subjects in the Phase	16.6	16.6

Home Languages have been allocated the same time allocation per week in both the NCS and the CAPS – 4.5 hours per week. This time allocation at FET Phase is the same as all other subjects with the exception of Life Orientation which has 2 hours per week. It is clear that language teaching is regarded as being as important as any other subject. In fact, it is the most essential discipline as it is the vehicle by which all other subjects are conveyed and understood as the Language of Learning and Teaching (LoLT).

2.6.2 Curriculum emphasis within the subject (topic weighting)

Table 8 indicates the amount of time allocated to each central topic as a percentage of the total classroom time allocated to English HL

Table 8: Weighting per topic/emphasis within the subject		
Central topics	NCS	CAPS
Listening and Speaking	Not stipulated	10%
Reading and Viewing	Not stipulated	45%
Writing and Presenting	Not stipulated	45%
Language	Not stipulated	Included in above

The NCS does not stipulate the amount of time to be spent on any topic. The time to be spent is informed by the Assessment Tasks per term and the content/topics assessed in Examinations (Doc 1.3, pp 7-14). Topics may also vary from term to term. Time allocation and weighting of each topic is therefore largely dependent on the teacher as to what time is needed per topic before formal assessment is done.

The CAPS is specific about the percentage of time given to the central topics. The teaching plans use a two-week cycle and allocate the duration to be given for each area. However, there is no indication of the time given to the 'grain size' of each topic and the diverse skill/content. This relies on the discretion of the teacher. In a similar way to the NCS SAG, the CAPS weighting per topic is also determined by the formal assessment schedule (Doc 2.1, pp 74–84). Teachers have to cover certain content before assessment is done.

2.7 CURRICULUM PACING

The pacing of a curriculum is the rate at which content should be covered (in given time frames) over the course of a grade or phase. This was considered for the NCS and the CAPS. In Table 9 (see below), the degree of specification of the pacing is indicated using the codes high, moderate or low[3]. In addition, the level of the pacing itself, as it would be experienced by learners in the FET Phase, is indicated using the codes fast, moderate or slow[4]. A rationale or justification is provided to support the allocated coding.

Table 9: Pacing		
	NCS	CAPS
Level of specification of pacing (high/moderate/low)	Low	Moderate
Rationale/justification	Little to no indication of how curriculum must be paced	Pacing is specified to an extent by % of time given to topics and the teaching plans

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[3]   **High:** Very clear and explicit stipulation pacing is made very explicit through clearly stipulating what topics are to be covered in what time frame over the course of the grade;
   Moderate: There is moderate/some degree of specification of pacing, providing broad parameters as to what should be covered over the course of the grade;
   Low: Pacing is left open to the discretion of the teacher and little or no indication is given of the rate at which content should be covered over the course of the grade beyond a specification of content per phase.

[4]   **Fast:** The pace expected is too fast for learners at this level of development;
   Moderate: The pace is moderate and is appropriate for learners at this level of development;
   Slow: The pace is too slow for learners at this level of development.

Table 9: Pacing (continued)		
	NCS	**CAPS**
Level of pacing itself (fast/moderate/slow)	Moderate	Moderate/fast
Rationale/justification	This depends on the pace the teacher sets but must be determined by the assessment tasks that have to be completed.	This depends on the pace the teacher sets. If the teaching plan is implemented to the letter, it will be very fast and put teacher and learner under great pressure.

The NCS is very open ended in terms of specification and pacing of the curriculum. The pacing is largely determined by the SAG (Doc 1.3) and relies on the teacher to plan how the time allocated to lessons will be spent on each topic.

The CAPS is more prescriptive in its specification and pacing in terms of allocating a percentage of time to oral work; to reading and viewing and to writing and presenting. Language structures are meant to be integrated in all three of the previous skill areas. The teaching plans, despite being specific about time given to the three main skills, do not specify the amount of time to give to the 'grain size' pieces of the diverse content. Again, this will rely largely on the teacher to decide where to place the focus/weighting.

The density of the content suggested in the two week teaching plans would require a very brisk pace if all is to be covered. However, the teaching plans are a *guideline to teachers, and are not intended to prevent teaching methods that might work against the plan as presented* (Doc 2.1, p 41). Teachers are encouraged to design their own teaching plans which will, of course, influence specification and pacing.

2.8 CURRICULUM SEQUENCING AND PROGRESSION

2.8.1 Specification of sequence

The sequencing of a curriculum is the order in which topics are to be taught. In Table 10 (see below), the degree of specification of the sequencing for each of the curricula is indicated using the descriptors high, low or moderate[5]. Justification has been given to support the chosen level of specification.

Table 10: Specification of sequencing		
	NCS	**CAPS**
Level of specification (high/moderate/low)	Low	Moderate

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[3] **High:** The order in which topics are to be taught is clearly specified and prescribed within and across grades;
Moderate: There is a general suggested order in which topics are expected to be taught within and across grades, but allowance is made for some discretion on the part of the teacher;
Low: Topics are presented to be taught in no particular order within and across grades, and sequence is at the discretion of the teacher.

Table 10: Specification of sequencing (continued)		
	NCS	**CAPS**
Rationale/justification	The teaching plan articulated in the NCS offers little specification of sequencing. It is not prescriptive but rather offers an illustrative example to teachers as to how to go about implementing the core topics.	The teaching plan articulated in the CAPS offers some specification of sequencing, but it is not prescriptive and rather offers an illustrative example to teachers as to how to go about implementing the core topics.

The following paragraphs draw attention to the similarities and differences in the degree of specification of sequencing in the curricula.

The NCS does not work as a curriculum design, but as a curriculum statement. Because of this, the sequence which core topics of the curriculum should follow is not really specified. The most explicit referral to sequencing in the NCS occurs in Doc 1.2 on p 36, which states that teachers should sequence the content and *'determine the order in which the groupings of Learning Outcomes and Assessment Standards as arrived at in Step 1 (Package the Content) will be presented in the particular grade in Language. Besides the conceptual progression in the Assessment Standards for Language, **context** can also be used to sequence the groupings in Language'.*

Very little further information is provided as to how this sequencing should take place. In the NCS, the *Writing and Presenting* tasks are documented as a list on p 45 of Doc1.1, and pp 48-49 of Doc 1.2. Skills are listed on p 44 in Doc 1.2 but the choice of tasks is left entirely to the discretion of the teacher. The number and type of written assessments are stipulated in Doc 1.3, but the finer details of the tasks are not specified.

In the teaching plans in the CAPS, (Doc 2.1, pp 43-71) the degree of specification within *Listening and Speaking* and *Writing and Presenting* tasks is moderate – specific tasks have to be completed and skills to be mastered by the end of each term. *Reading and Viewing* and *Language* tasks to be completed have been specified in very broad terms but again, they are left to the discretion of the teacher. In a functional school, if teachers come together to plan for a particular grade, they can specify the order of tasks to be taught as well as establish the levels of difficulty. Due to the time allocation per topic being specified in the teaching plans in the CAPS, there should now be more conformity in what is covered (nationally). In *Listening and Speaking*, the CAPS assigns specific tasks per grade per term. In *Reading and Viewing* the CAPS specifies which skills must be taught per cycle.

2.8.2 Indication of progression

Progression is the increase is evident when the content and skills in a course increase in cognitive demand/complexity/difficulty within a given grade or level, from one level to the next. The curricula were therefore evaluated to ascertain whether they are appropriately structured to allow for this development.

Progression is the increase in the level of complexity/difficulty at which a topic is addressed through the grade/phase.

Table 11 uses the information in Table 6 and the descriptors strong, moderate, weak and none[6] above to make a judgement on the nature of the indication of progression in the curricula between grades in the FET Phase.

Table 11: Indication of progression – within and across grades			
		NCS	CAPS
Within grades	Level of indication (strong/moderate/weak/none)	Moderate	Weak
	Rationale/justification	The curriculum only offers the teacher a guide as to how progression within the grade should take place.	The curriculum only offers the teacher a guide as to how progression within the grade should take place. However, unlike the NCS documents (specifically Doc 1.1), CAPS offers no clear definition of progression, and offers scant referral to particular texts that the students must master.
Across grades	Level of indication (strong/moderate/weak/none)	Moderate	Weak
	Rationale/justification	The curriculum only offers the teacher a guide as to how progression across the grades should take place.	The curriculum only offers the teacher a guide as to how progression across the grades should take place. However, unlike the NCS documents (specifically Doc 1.1), CAPS offers no clear definition of progression, and provides scant referral to particular texts that the students must master.

Progression within and across Grades 10, 11 and 12: Given the nature of the subject and the discipline, that is English HL, the core topics and skills, which are: *Listening and Speaking; Reading and Viewing; Writing and Presenting; Language Structure and Competence*, are not addressed individually and separately, but are embedded in the syllabus across the entire year and across the three years. In other words, topics do not change across the three years, but the detail and depth of the **topics** ought to increase (or 'progress') from year to year.

Both the NSC and the CAPS documents offer vague recommendation as to what progression measurements should be implemented, or how progression should be assessed across the syllabus. Rather than a prescriptive approach to progression, the NCS and

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3   **Strong:** Strong indication of progression - there is clear movement from one type of content/concept/skill to another, or the progression is clear in terms of increasing complexity/difficulty from one level to the next;
Moderate: Moderate indication of progression – there is some indication of a flow through the different content/concept/skill, or some increase in the complexity or difficulty at which topics are addressed at different levels;
Weak: Weak indication of progression – there is very little indication of progression in terms of a shift between content/concept/skill from one level to the next, or in increasing complexity/difficulty across levels.
None: No indication of progression – there is no flow in the shift between the content/concept/skill or indicated change in complexity/difficulty from one level to the next.

the CAPS only offer guidelines as to how progression should take place. For this reason, it could be said that the **curricula do not offer a clear increase in the level of complexity or difficulty**. The reasons for this will be expanded on below.

Progression is seldom explicitly mentioned in the documents under investigation, but is often alluded to in the assessment sections of the documents. Doc 1.1 and 1.2 (the NCS) provide the most direct articulation of the issue. Doc 1.1 defines progression as *'the process of developing more **advanced** and **complex** knowledge and skills'* (p 3), while Doc 1.2 highlights that in order for learners to progress in their level of knowledge and skills, their **language competence** must improve (p 11). Thus, progression in English HL is measured by the increased degree of difficulty and tasks (set by the teacher), and the perceived level of competence of the learner. Two problems arise from this: firstly, 'advanced', 'complex', 'language competence', and even 'progression' are ambiguous concepts and none of the documents offer a clear definition of these terms. Because of this, these terms and measurements run the risk of being relative rather than a transparent and accurate means of assessing the development of students' knowledge and skills. Secondly, when the measurement of progression is left predominantly to the discretion of the teacher and the perceived level of the learners, historical and educational inequalities in schools are likely to continue.

In both the NCS and the CAPS curricula, progression is articulated as taking place through the teacher and through incorporation of appropriate text types or genres. Although these genres may be repeated in Grades 10 to 12, the NCS document states that '*these should be **progressively** more challenging from one grade to the next'* (Doc 2.1, p 11), and that '*learners should produce **progressively** more sophisticated and challenging texts from grade to grade'* (Doc 2.1, p 12). Again, there is no precise definition of progression in this context, but the use of performance verbs (analyse, discuss, investigate) to identify skills is the most salient form of progression measurement in the NCS and the CAPS documents, and the nature of the ability and skill is marked on a level of assumed difficulty of the task. For example, it is assumed, when teaching *Reading and Viewing*, that to identify mood (Grade 10 task) is easier than explaining aspects of the text (Grade 11 task), which in turn is easier than interpreting the text (Grade 12 task), and that the ability to complete these tasks indicates progression on the part of the learner. (Of course, these assumptions do not take into consideration that learners do not develop in the same way at the same time). Similarly, progression is also measured in the *Reading and Viewing* topic by designing tasks which require students to first recognise then explain, to explain and then analyse, or to analyse and then evaluate. Thus the ability of the learner to exhibit the skills to carry out these activities in the order in which they are addressed is the most salient measurement of progression offered by the NCS and the CAPS documents.

These types of measurements are used in most of the core topics (*Listening and Speaking, Reading and Viewing, Writing and Presenting*), apart from Language which does not offer any progression measurement of intensive grammatical concepts in either the CAPS or the NCS documents. In *Writing and Presenting* in the NCS, learners should progress

from narrative and descriptive essays to argumentative and expository essays, while in the CAPS document (Doc 2.1) there is neither such suggestion nor an indication or statement of progression within or across grades. However, with the number of tasks that have to be completed as specified in the CAPS Teaching Plan (pp 43-71), the teacher should have covered all the 'types' of essays and transactional texts in one academic year. This is not a practical objective and different types of essay and transactional writing would be better addressed and covered over the two year period of Grade 10 and 11.

2.9 SPECIFICATION OF PEDAGOGIC APPROACHES

In this report, pedagogic approach refers to the way in which teaching and learning are intended to happen in the classroom. Often described in terms of 'teacher-centred' or 'learner-centred', a pedagogic approach can include other, more specific approaches such as problem-based learning, constructivist learning, direct instruction, etc.

Table 12 indicates whether or not the curriculum in question offers subject-specific guidance regarding the preferred pedagogic approach to be adopted (for example, a balanced approach, a problem-based approach, constructivist techniques, etc.). Using the descriptors high, moderate, low and none[7], the pedagogic approach is coded according to the level of specification.

Table 12: Specified pedagogic approach		
	NCS	**CAPS**
Subject-specific pedagogic approach (description)	Doc 1.1 and 1.2: Text-based and communicative approaches (see comment below); and Doc 1.2 pp. 33-34	Text-based, communicative approaches with emphasis on the process
Level of indication (high/ moderate/low/none)	Moderate	High

The NCS and the CAPS both promote an outcomes-based approach to learning in the classroom. The implications of this are that both curricula are process-based and require students to exhibit a progression in terms of their thinking and development in the classroom.

In English HL, an outcomes-based curriculum translates into a communicative and text-based approach to teaching, as indicated in Table 12. However, the guidance offered to teachers in terms of implementing the curriculum differs. For example, explicit guidance for the curriculum is not given for the text-based and communicative approach in the NCS, but the expected role of the teacher and the student is given. To illustrate, Doc 1.1, p 5 specifies the type of teacher that is envisaged and the type of learner that is envisaged. The same profile of the learner is given in Doc 1.2, p 14. In Doc 1.2 pp 22-23, very specific mention is made to the kind of learner that is envisaged and the teacher's role,

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[7]   **High:** Detailed guidance is given in the curriculum regarding the preferred subject-specific pedagogic approach;
        Moderate: Some guidance is given in the curriculum regarding the preferred subject-specific pedagogic approach;
        Low: The preferred subject-specific pedagogic approach is mentioned in a few places but no details are provided;
        None: The curriculum provides no information or guidance regarding the subject-specific pedagogic approach.

and again on pp 33-34 where the teaching methodology is discussed. In the NCS, the role of the teacher is crucial but no explicit mention is made of specific approaches to the curriculum. In other words, the document states what learners should be able to do and what teachers must cover but it is not prescriptive about any specific pedagogical approach. Many of the expected outcomes are more abstract ideals rather than being concrete and measurable.

In the CAPS (Doc 2.1, pp 14–39) little guidance to teachers is given on a pedagogic approach. The recurring message is that, for the learner, *'it is more important to understand the impact of the features on the message and the message the writer intends to convey to the audience'* (Doc 2.1, p 25). The focus is on how the learner understands the effectiveness of writing strategies rather than recognising and naming techniques. *'It is always better to set a question like "Why has the writer used anti-climax here?" than to ask "What figure of speech is used here?"'* (Doc 2.1, p 23). In the CAPS, no mention is made of the role of the teacher apart from small references such as the one on page 12 of Doc 2.1, where teachers are told that they need not adhere rigidly to the suggested teaching cycle but must ensure that the language skills, especially **reading and writing** are practised often. In the CAPS, the guidance offered is not prescriptive. This may be considered to be beneficial as it allows the teacher some freedom in order to use a range of different approaches in delivering the curriculum to learners.

Approaches are relevant to all learners at various levels in both documents, but it is left to the skill of the teacher to determine the appropriateness of the various approaches.

2.10 ASSESSMENT GUIDANCE

Table 13 indicates the **number and types of assessment tasks** specified in the curriculum. Examples are provided of the **dominant types of assessment** specified for the different curricula where possible. The same table indicates where the assessment guidance given is **general, subject-specific, both or neither**[8].

The degree of clarity of guidance regarding assessment in Table 13 is indicated using the codes high, moderate, low or none[9].

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[8] **General:** General, generic assessment guidance is given;
Subject-specific: Subject-specific assessment guidelines are provided;
Both: Both general and subject-specific guidelines are provided;
Neither: No assessment guidance is provided.

[9] **High:** Assessment information is detailed, specific, clear, and comprehensive, and is not likely to result in differing interpretations;
Moderate: There is a moderate degree of information regarding assessment that is generally clear;
Low: There are broad statements about assessment that lack clarity and allow for multiple interpretations;
None: No guidance provided for assessment.

Table 13: Assessment		
	NCS	CAPS
Number of assessment tasks specified: Grades 10 -11 Grade 12	16 14	11 10
Types of assessment specified Grades 10 -12	Oral: Prepared reading, Prepared speaking, listening comprehension and response to literature Writing: Essay, longer and **shorter** transactional texts Literature: Essay and contextual Language: Comprehension, summary and language in context Two examinations (Grade 12: two examinations or one examination and one test)	Oral: prepared Speaking (2 speeches), listening. Comprehension and unprepared speaking/ informal conversation Writing: Essay and transactional texts Literature: Essay and contextual Language: Comprehension, summary, and language in context Two examinations (Grade 12: two examinations or one examination and one test)
Examples of dominant types of assessment specified	No dominant assessments as skill assessment is balanced	No dominant assessments as skill assessment is balanced
Specificity of assessment guidance (general/subject-specific/both)	Subject-specific	Subject-specific
Clarity of assessment guidance (high/moderate/low)	High in terms of tasks. Low in terms of content	High in terms of tasks. Low in terms of content

Both the NCS and the CAPS (Doc 2.1, pp 74–84) have a Programme of Assessment.

In Grades 10 and 11, the number of assessment tasks for formal assessment have been reduced by 5 from 16 tasks in the NCS to 11 in the CAPS. In Grade 12, the number of assessment tasks for formal assessment have been reduced by 4 from 14 tasks in the NCS to 10 in the CAPS. The types of assessments covered are essentially the same; that is, covering the four skills: oral, writing, language and literature. The CAPS has reduced the tasks by eliminating a repetition of assessing the same skills/components.

In Grades 10 and 11, five tasks have been omitted as follows: one literature task, one essay task, two tests comprising of language and shorter transactional texts and one task on the shorter transactional text. The three literature tasks in the NCS Programme of Assessment focus on all three genres of literature: Poetry, novel and drama. In the NCS, it is expected that teachers ensure that all three genres are covered in the three literature tasks. No specification is given except for the choice between an essay or contextual type questions.

In Grade 12, four tasks have been omitted as follows: two literature tasks (poetry and either novel or drama), one essay task and one test comprising of language and shorter transactional text. The three literature tasks in the NCS Programme of Assessment focus on all three genres of literature (poetry, novel and drama). In the NCS, the poetry task is clearly specified in Term 3 while in Terms 1 and 2, learners are expected to do either the novel or drama; contextual or essay type questions. It was expected that teachers would ensure that both genres were covered in the two literature tasks and that both type of questions were set.

In both documents (1.3 and 2.1), continuous assessment, informal and daily assessment and formal assessment are documented. However, the information and guidance is more detailed in the NCS.

The guidance provided for the assessment of mid-year and year-end (Grades 10 and 11) and Preparatory (Grade 12) examinations is identical in both the NCS and the CAPS with the exception of Paper 3, Writing, which in CAPS has 2 transactional pieces for 25 marks each whereas the NCS has 1 long transactional for 30 marks and 1 shorter transactional for 20 marks.

The balance and weighting of assessment in the four skills remains similar **over the year** in the NCS and the CAPS. The slight change would be that the literature and writing/transactional text is now less weighted in CAPS as a result of the fewer tasks. The CAPS' weighting is better balanced over the course of the year. Term 1 lacks the literature component for all grades. The literature in Term 2 remains as previously with an additional literature paper in the June examinations for Grades 10 and 11 and a choice for Grader 12s if the literature component should be written in June or for the Preparatory examination.

For Grades 10 and 11, Term 3 assessment marks would not be an overall reflection of the learner's ability in English as Term 3 essentially consists of two tasks: An oral task for 15 marks and a literature task for 35 marks. This could also be a concern as it does not adequately do justice in reflecting the learner's true ability and potential and this term mark is given in the learner's report.

The School Based Assessment (SBA) mark is balanced in the CAPS as it is in the NCS. The SBA carries 25% of the promotion mark and the end of year examinations carry 75% of the learner's promotion mark. This weighting is identical in the NCS and the CAPS.

Assessment is subject-specific in both the NCS and the CAPS. Any overlap in material in the CAPS from other subjects would be purely coincidental, unless there is teacher collaboration at a specific institution concerning content matter of texts used for the different assessment tasks.

Assessment guidance is specific in both the NCS and the CAPS regarding the four areas. There is no guidance about the content to be assessed as the content will be established by each school. Content is implied by the nature of the task. For example, a literature

essay will be answered on a specific drama or novel which has been studied in the English HL class. There is a specific mark allocation given to the literature essay and there is a specific marking rubric issued by the DBE. However, the essay question is set at the discretion of the teacher and the memorandum is also set by the teacher. There is also the presumption that the issues to be discussed in the literature essay set by the teacher will have been covered in the classroom and by means of informal assessment over the course of a term. In the case of the literature essay (and contextual questions) the only external assessment will be in the final matric examination for the Senior Certificate.

It is worth noting here, that included in the CAPS (Doc 2.1 p 75) is the single instruction: *'Formal assessment must cater for a range of cognitive levels and abilities of learners, as shown below..'*. What follows on p 76 is Barrett's Taxonomy. However, no acknowledgement is made of that fact. Barrett's is an instrument designed specifically for reading and comprehension so it works well for literature and the comprehension components on the language paper. It is not really effective for the analysis of writing topics for applying different cognitive levels or the assessing of language concepts.

Cognitive levels of difficulty across the written assessment tasks and the listening comprehension has been specified in both the NCS and the CAPS. Questions have to be divided into the higher, middle and lower order categories as follows: Levels 1and 2 (lower order) – 40%; level 3 (middle order) – 40% and Levels 4 and 5 (higher order) – 20%. Other subjects use Bloom's Taxonomy. This balance may work well for content based subjects but Bloom's Taxonomy is not a useful instrument for languages.

An important point to be made here is that, with the exception of the Grade 12 Final National Examinations, all assessment is School-Based Assessment including the final end of year examinations for Grades 10 and 11. These papers are to be set and marked internally by the teachers of each institution. Therefore it may be assumed that the content which is assessed will be what the teachers of each institution have covered. It is also expected that the internal examination papers are moderated by District facilitators/subject advisers to ensure that certain standards are met. In the recent past, there has been a move by Provincial Departments and Districts to have common examination papers written which can in some way standardise the assessment process and ensure, to a degree, that content and skills have been covered. This excludes the oral assessment and literature papers.

2.11 CURRICULUM INTEGRATION

Table 14 indicates the level of integration between English HL and other subjects in the curriculum, using the descriptors high, moderate or low[10]. Examples are provided to support the classification.

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[10]   **High** – frequent and explicit references are made to integration with other subjects in the curriculum;
Moderate – in a few places reference is made to other subjects or connection to topics in other subjects is made;
Low – the subject is very separate from other subjects in the curriculum and there is very little or no referencing of other subjects.

Table 14: Integration between subjects		
	NCS	**CAPS**
Level of integration (high/ moderate/low)	Moderate	Low
Example 1	Doc 1.2, pp 23-25 'The teacher should integrate all aspects of language learning through the creation and interpretation of texts. Languages can also be integrated with other subjects for purposes of enrichment.'	Doc 2.1, p 9 'Learners should acquire the language skills required for academic learning across the curriculum'
Example 2	Doc 1.2, p 28 'Themes chosen should be related to other subjects, especially those that are taught in a school, to strengthen the vocabulary and the teaching of language across the curriculum'	Doc 2.1, p 9 'Use language to access and manage information for learning across the curriculum'

There are few clear references to the integration of English HL in either curriculum, or how integration should take place. In other words, the curricula are not prescriptive as to how integration should take place, but there is mention of how the skills developed in English HL can and should be incorporated in other subjects. By using a range of texts there are many other subject fields which are incorporated into the English HL curriculum. The level of integration thus remains at the discretion of the teachers or the school. It is evident that some schools do cross-curricula activities in order to enrich the content and language skills within other subjects. Furthermore, in many schools, English is the language of learning and teaching (LoLT), and therefore the language is integrated into subjects across the curriculum. The communicative skills that the learner acquires in English are frequently transferred to other subjects.

2.11.1 Integration with the everyday world and knowledge of learners

Table 15 below assesses the level of integration between the formal subject knowledge in the curriculum and the everyday (general) knowledge of learners at this stage of their development and in this context using the descriptors high, moderate, low[11].

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[11] **High:** Learners' everyday world and knowledge, the world of work and communities are constantly referenced and form part of the knowledge specified in the curriculum;
Moderate: Learners' everyday world and knowledge, the world of work and of learners' communities are referenced in a few places in the curriculum;
Low: The curriculum emphasises subject-specific knowledge, and there are no or almost no references to the everyday knowledge of learners and their communities or the world of work.

Table 15: Integration between subject and everyday knowledge		
	NCS	CAPS
Level of integration (high/ moderate/low)	High	Moderate
Example 1	Doc 1.2, p 10 'Language skills should be taught in an integrated way as this is how language is used in real life'	Doc 2.1, pp 4-5 The National Curriculum Statement aims to produce learners that are able to 'demonstrate an understanding of the world as a set of related systems by recognising that problem solving and contexts to not exist in isolation'
Example 2	Doc 1.1, p 2 'The Critical Outcomes requires learners to be able to demonstrate an understanding of the world as a set of related systems by recognising that problems contexts do not exist in isolation'	Doc 2.1, p 9 'Learning a language should enable learners to: use language and their imagination to find out more about themselves and the world around them'

Table 15 assesses the level of integration between the knowledge conveyed in the English HL curriculum and the everyday or general knowledge of the learners in Grades 10 -12. The frequency of references to the level of integration is higher in the NCS, while it appears that the CAPS takes it for granted or assumes that the teachers will incorporate the learner's general knowledge into the curriculum and so does not explicitly advise teachers to do so.

In both curricula, the level of integration between English HL and the everyday knowledge of the students is closely related to the selection of texts to be read and written in the classroom. Neither prescribes the text to be used in the classroom, only referring to genres that should be incorporated. Should teachers incorporate texts that make inter-textual references to the student's general knowledge, or cover a broad range of social and cultural issues, the texts are more likely to initiate class discussion and analysis of these issues, and simultaneously create awareness of the world around them.

The second prominent link between the level of integration between English HL and general knowledge lies in the ability of the English HL curriculum to develop higher level language competency skills. Language and literacy skills are fundamental for interpreting and understanding other aspects of social life, and communicating these understandings and interpretations to others. Thus, if the English HL curriculum is able to develop the literacy skills of the student's mother tongue, they will be better able to interpret and communicate knowledge gathered from other subjects and real-world contexts.

2.12 CURRICULUM OVERVIEW

2.12.1 Curriculum coherence

The following section addresses the overall coherence of each curriculum, focusing on broad curriculum design, curriculum objectives, content and skills coverage and the sequence and progression of the curriculum (Subsection 2.3 – 2.8 covered above).

The NCS does not intend to provide a curriculum design, rather it works as a statement of the curriculum which includes the rationale for the curriculum as well as the topics to be addressed. In the NCS (particularly Doc 1.2, p 26), the curriculum offers guidelines for implementation, but offers no comprehensive design. Because of this, there is no logical coherence or sequence regarding the delivery of the curriculum, but this issue seems to be scattered across all the NCS documents. In terms of curriculum objectives, all the objectives are covered in the NCS but are difficult to map because of the lack of a logical design tool. Content and skills are both covered in the NCS, but there is no specific sequencing or progression of these areas in the curriculum.

In the CAPS, there is more evidence of a coherent curriculum design, and there is some guidance in the teaching plans, but even these Plans are repetitive and narrow. Curriculum objectives, content and skills are covered, but the teacher is given authority to implement the objectives, content and skills in a manner that he/she sees fit and in accordance with the abilities of the learners. Because of this, the sequence and progression is also not prescribed in the CAPS but works as a guideline for sequencing and progression (see Doc 2.1, p 41).

2.12.2 Implications for the South African context

In general, the curricula are appropriate to the South African context. They cover what would be expected for any learner of English HL by aiming to develop language proficiency and critical thinking skills. However, across the population in South Africa there is a diverse representation of learners and teachers, so there are difficulties when it comes to the implementation of the curricula, particularly where learners and teachers are not mother tongue speakers of English but take or teach English HL. In the case of teachers, it is problematic when the curriculum is used but not taught at the appropriate pace or level – that is, a level that is on par with language skills of a mother tongue speaker. This will fail to develop the grammatical, reading and writing skills of the students as the curricula intend.

2.12.3 Assumptions regarding teacher expertise

On a fundamental level, both the NCS and the CAPS assume that the teachers are highly proficient in English and are able to teach English skills in a way that will develop moth-

er tongue proficiency in English. The curricula further assume that teachers are experienced, capable and creative to the extent that they are able to choose and incorporate texts from a wide range of subject fields, and are able not only to discuss the social and political issues referenced in those texts, but identify the language issues and convey that knowledge to the students. See, for example, Doc 1.1, p 5: *'The National Curriculum Statement Grades 10-12 (General) visualises teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and subject specialists.'* The above is assumed but not stated in the CAPS.

2.13 CONCLUDING REMARKS

The following section provides a summary of key findings in the analysis and provides brief analysis of these findings.

The research investigated and compared six documents regarding English HL curriculum in South Africa from Grades 10 to 12: three documents pertain to the NCS and three pertain to the CAPS. These documents are listed in Table 2 of this report. The investigation was narrowed according to core focus areas which included: (1) an examination of the design, format and user friendliness of the NCS and the CAPS curricula, (2) an investigation into the objectives of each curriculum, (3) the coverage of the curricula including content and skills coverage, (4) the weighting of the curriculum (including both time allocation and topic weighting), (5) the pacing and sequence of the curricula, (6) the pedagogic approach implied by each curricula, (7) the level of assessment guidance, (8) the extent to which the curricula are integrated between subjects and aligned with the general knowledge of the learners, and finally, (9) a broad overview of the coherence of the curricula, (10) the suitability of the curricula in a South African context and (11) assumptions regarding teacher expertise. These findings will be summarised and interpreted below.

Given the nature of the subject, English as a *Home Language*, which aims to develop the proficiency of English amongst English mother tongue students in South Africa, the curricula both address the same core topics needed in order to achieve these aims (see Table 34 in Appendix A). These core topics are fundamental to any course or syllabus intending to teach literacy and include the development of writing, reading, listening and grammatical skills. However, while both curricula identify the same topics, they differ in presenting the reader with information on how these topics should be implemented in the classroom. This is largely due to the fundamental aims and rationale of the two curricula; while the NCS works as a statement of the national curriculum, the CAPS document works as a guideline for teachers regarding how to implement the NCS. For this reason, the CAPS document (Doc 2.1 specifically) provides teacher plans and suggestions for how the core topics can be incorporated into the curriculum, but as with the NCS, the

CAPS does not prescribe texts (only text types or genres) and leaves the choice of text to the discretion of the teacher. While this is constructive in that it allows for creativity and initiative on behalf of the teacher, Section 2.12.3 of this report did identify that the curricula assume a level of proficiency and competency on behalf of the teacher that is, unfortunately, not present in many South African schools for numerous social and historical reasons.

The differences in the central design principle of the two curricula underlie many of the differences within the curricula. As indicated in Table 3, NCS is outcomes-based while CAPS is content- and skills-based. Because of this, the NCS provides more information regarding the complexity with which the core topics need to be addressed (see Table 6), but less information regarding the sequencing and progression of the topics in the classroom.

Similarly, the NCS provides readers with a less coherent curriculum design, while the CAPS document is more explicit in the design of the curriculum, but does, at times, become repetitive.

The breadth of the two curricula are very similar, they cover identical content and skills with few significant discrepancies between them.

A major finding of this investigation is that, while the curricula are well-designed with minor flaws, and do address many of the topics that are important for language development, there can be little improvement of national, mother tongue literacy skills if the curriculum is not implemented properly. This requires more explicit guidelines in some cases, and better teacher preparedness. Adding to this, the curricula should incorporate more marking rubrics, and offer teachers scaffolding in discerning the level of competence and progression of the students, so that students are assured to move forward in their language development.

2.14 RECOMMENDATIONS

Based on our analysis, the following are recommendations which may be considered in order to strengthen the South African curriculum. These recommendations are based on judgements emerging from the analysis. Suggestions as to how these recommendations can be implemented are also provided.

- The evaluation team found the CAPS document to be more user-friendly.The curriculum relies very much on the interpretation of the teachers. It is recommended that there should be more specific guidelines of sequencing and progression to provide teachers who need it with more support, specifically with establishing their own programmes. The suggested programme is too repetitive across the grades and too vague in terms of sequencing and progression.
- The teaching plan requires all the course outcomes to be attained in all the grades, which is both impractical and impossible

- Assessment rubrics should be included in the CAPS document and should be user-friendly, practical, concise and address the demands of the task. They should not have so many sub-sections.
- Mark allocations should be expressed in a more realistic, user-friendly manner. Marks /10 and /20 are easier for teachers to work with.
- Clear and correct guidelines for the formatting of Transactional Writing need be given.
- The format of the transcational texts is addressed in the document 'Department of Basic Education Guideline for Teaching and Writing Essays and Transactional texts. Grades 10-12 English Home Language, First Additional Language and Second Additional Language.' This document is not dated, nor has it been systematically delivered to schools. However, if the rationale for CAPS is to offer teachers support in implementing the NCS, then these issues should be addressed and synthesised in one coherent document. If this were to happen, the guideline documents should be made available for comment and edited before they are incorporated into CAPS and published. There are a number of 'questionable' formats in this document which would add to confusion rather than clear it.
- Deductions for 'format' in transactional writing should not be included in the 'Content' category.
- The researchers felt that the document should be more realistic as to what can be tested in one lesson. It is more practical to split components of a test such a comprehension and the summary.
- Methods of assessment that do not require a formal mark need to be included in the lesson plan.
- There is a problem with the weighting of exam papers: oral marks are counted twice and this is problematic because these inflate marks and the oral component is difficult to monitor, as assessing an oral component is quite subjective.
- In general, CAPS is a good and more user friendly curriculum but it should provide better guidelines for implementation. It would require an experienced panel of experts to do this so as not to be so prescriptive as to limit excellent teachers in their freedom to interpret the document, but simultaneously offer support to teachers who are not highly proficient in English, or who struggle to interpret and implement the curriculum as it stands.
- There should be a better roll-out of content from Grade 10 to 12 indicated in the document.
- There should be a better roll-out of content shown in the teaching plans for Grades 10 and 11 to allow for a progression from Grade to Grade.
- Grade 12 should be essentially a time for consolidation and revision of previously learned skills, though there will be new content.

3 ENGLISH HOME LANGUAGE: EXIT-LEVEL OUTCOMES FOR THE FET PHASE

Table 16 below shows, in column 2, the expected outcomes in terms of content and skills required in English HL.

Column 3 shows the expected cognitive level needed to successfully engage in or complete a task. The instrument used to identify the cognitive demand is a combination of Bloom's and Barrett's Taxonomies (see Annexure B). The taxonomy in the CAPS document is Barrett's Taxonomy (Doc 2.1, p 76).

In applying the taxonomy, the highest cognitive level required was entered. The supposition is that cognitive levels are like building blocks and in order to move up a level the previous level/s must have been achieved. If inference (level 3) is required to complete a task then levels 1 and 2 must have been negotiated by the individual. The literal meaning has been understood and recalled (level 1), the information has been processed and reorganised (level 2) and only then can an inference and interpretation be made.

Table 16: Exit-level outcomes for topics in the English HL CAPS		
FET Phase topic (CAPS)	Exit-level outcomes for English HL (content/skills/competencies)	Kinds of thinking expected (cognitive category)
Listening and Speaking	Pre-listening (activate context, interest, vocabulary and existing knowledge)	3
	Turn-taking conventions	1
	Formal and informal speeches/prepared and unprepared speeches	4/5
	Demonstration of planning and research	4
	Dialogues	3
	Interviews	3/4
	Introduction of a speaker	2
	Vote of thanks	4
	Debate	4/5
	Discussions	4/5
	Panel discussions	4/5
	Forums	4/5
	Reports	4
	Express/share own ideas/comment	5
	Directions	2
	Instructions	2
	Defend a position	4
	Tell a story/story telling	4
	Group discussions	4/5
	Review	4/5
	Rhetorical strategies (including verbal and non-verbal techniques)	4/5
	Critical analysis and evaluation	5

Table 16: Exit-level outcomes for topics in the English HL CAPS (continued)		
FET Phase topic (CAPS)	Exit-level outcomes for English HL (content/skills/competencies)	Kinds of thinking expected (cognitive category)
Reading and Viewing	Strategies for pre-reading (incl. skimming, scanning, predicting, clarifying vocabulary)	3
	Differentiating between fact and opinion	4
	Differentiating between direct and implied meaning	3
	Identifying the writer's/narrator's/character's viewpoint	4
	Determining social, cultural and political background and setting	3
	Identifying figurative and rhetorical language as well as literary devices	3
	Discuss the effectiveness of figurative and rhetorical language as well as literary devices	4/5
	Identifying writer's conclusions and inferences	4
	Interpretation of visual and graphic texts	4
	Formulate a personal response to texts	5
	Recognise values, attitudes and beliefs	5
	Identifying bias, prejudice and discrimination	4
	Explore the key features of different text types (literary, non-literary and visual) and explain how they contribute to meaning.	4/5
Writing and Presenting	Curriculum Vitae	2
	Dialogues	2
	Formal and informal letters to the press	4
	Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters	3/4/5
	Friendly letters	4/5
	Invitation cards	2
	Magazine articles	4/5
	Minutes and agendas	2
	Newspaper articles	4/5
	Obituaries	4/5
	Reports (formal and informal)	4
	Book reviews	4/5
	Creative texts (including narrative, descriptive, discursive, responses to literature)	4/5
	Mind-maps and flow diagrams	2
	Notes	1/2
	Oral, visual and multi-media texts	
	Dialogues	3
	Formal and informal speeches	4/5
	Interviews	3/4
	Posters	4
	Research projects	4

Table 16: Exit-level outcomes for topics in the English HL CAPS (continued)		
FET Phase topic (CAPS)	Exit-level outcomes for English HL (content/skills/competencies)	Kinds of thinking expected (cognitive category)
	Slogans	
	Use of writing strategies and techniques for drafts (including proofreading and editing)	4
Language Structure and Conventions	Spelling rules and conventions	1
	Abbreviations and acronyms	1
	Meanings and pronunciation	1
	Root words, suffixes and prefixes	1
	Parts of speech (including Nouns, pronouns, verbs, adjectives, adverbs)	1
	Semantics (including polysemes, homophones, homonyms, synonyms, antonyms and paronyms)	1
	Sentence construction and types (including subject, object and predicates, statements, questions, commands and instructions, simple, compound and complex sentences, the use of clauses, phrases and conjunctions, correct word order, active and passive voice, direct and indirect speech)	1
	Punctuation	1
	Figurative language (similes, metaphors, idioms, proverbs)	3
	Sounds devices (including alliteration, assonance)	3
	Critical language awareness (including denotation and connotation, implicit and explicit messages, values and attitudes, speaker and reader positions, bias and stereotyping, emotive, persuasive and manipulative language)	4

Table 16 (above) aimed to investigate the FET Phase of the English HL curriculum, specifically in terms of the exit-level outcomes for the FET Phase as a whole. Due to the nature of the subject – the teaching of a language to mother tongue speakers of that language – cognitive skills and content areas are closely aligned and do not operate independently from one another. This means that when literacy skills are taught, like reading and writing skills, the curriculum simultaneously addresses and aims to foster the learner's critical thinking skills such as logic, reasoning and inference. The curriculum also aims to develop the student's social, historical and political awareness by drawing attention to these elements of the texts which they are required to analyse. This continues throughout the three years of the FET Phase.

The evaluation team found that the majority of the cognitive demands for English HL fall into the higher order of cognitive demand – levels 3, 4 and 5. This is what is expected from a learner who is going out into the world and needs language to give and receive meaning in all aspects of life.

The English HL FET Phase curriculum is comprehensive, does not omit any key content, skills or competencies, and includes a broad and inclusive range of content areas across Grades 10 to 12.

One of the primary aims of the FET Phase of the CAPS is to equip students for Higher Education (HE) contexts. In terms of English HL, this specific curriculum should equip students with high-level literacy skills so that they are able to understand and produce complex academic texts in HE contexts. Theoretically, the curriculum is designed to do this – as stated above, it creates an awareness of genres, it aims to develop listening, reading and writing skills, and it aims to enhance the students' grammatical competence. However, HE institutions across the country, as well as the Department of Higher Education and Training (DHET), continuously stress that entry-level tertiary students are generally not able to understand complex texts in their chosen disciplines and are not able to produce cohesive and coherent written documents in English, the dominant language of learning in HE institutions in South Africa and across the globe. This has caused many HE institutions to form bridging or foundational courses which are designed to address shortcomings in academic literacy skills through the development of English for Academic Purposes (EAP) or English for Specific Purposes (ESP).

Clearly, these shortcomings stem from issues that go beyond the design of the curriculum or the content of the curriculum. More specifically, they stem from the difference in the level of English on behalf of the students in the HL classroom, and the situation that is created where students enrolled in English HL are not mother tongue speakers but take English as a HL because of the perceived status of English in a globalised society. Furthermore, the shortcomings evidently stem from South Africa's unique historical context which caused widespread inequality in the education system. This inequality still continues today and results in many students from disadvantaged backgrounds not having access to tools and materials that allow the curriculum to be implemented correctly. Finally, in all schools and in all regions, the benefit of leaving the implementation of the curriculum to the teachers can also be a shortcoming if the teachers are not capable of implementing the curriculum properly

4 ENGLISH FIRST ADDITIONAL LANGUAGE: A COMPARISON OF THE NCS AND THE CAPS FOR THE FET PHASE

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4.1 INTRODUCTION

The features of English as a First Additional Language (FAL) curriculum are varied, as the subject serves a diverse range of purposes. On the one hand, it attempts to be a discipline-based subject; preparing learners who wish to study English further, both in terms of literary analysis and in the correct use of spoken and written language for a range of academic and practical purposes. On the other, as the language of learning and teaching for most learners, it strives to ensure that learners are functionally literate and able to access, understand and produce a wide range of texts, and able to use English to study further in a range of fields. It also has a broader socio-economic role, as this is the language in which learners must be able to speak and write in the broader world of work and in many of their everyday interactions.

English FAL plays a fundamental role in the FET Phase. It is the language of learning and teaching and the language in which learners are assessed in all of their other subjects. For these reasons, as well as the ones outlined above, the English FAL curriculum needs to be particularly clearly articulated, in order to attempt to meet these complex and competing needs and roles.

In South Africa, English is not a true first additional language for many learners, but their third or fourth (and for some, something close to a foreign language). The subject needs to take all of these realities, roles and expectations into account, as well as the reality that many learners do not enter the Phase with the expected literacy levels, and attempt to address them all. It is very difficult for any single subject to meet all of these expectations.

In this section the NCS and the CAPS are compared and contrasted in order to develop recommendations for a curriculum that best addresses and articulates the competing and various needs of English FAL learners.

4.2 LIST OF DOCUMENTS REFERENCED

Table 17 provides a numbered list of the curriculum documents considered in this analysis.

Table 17: Referenced documents	
1 National Curriculum Statement (NCS)	
Department of Education. 2003. National Curriculum Statement for Grades 10-12 (General): English First Additional Language.	Doc 1.1
Department of Education. 2008. National Curriculum Statement for Grades 10-12 (General): Learning Programme Guidelines – English First Additional Language.	Doc 1.2
Department of Education. 2008. National Curriculum Statement for Grades 10-12 (General): Subject Assessment Guidelines – English First Additional Language.	Doc 1.3
2 Curriculum and Assessment Policy Statement (CAPS)	
Department of Basic Education. 2011. National Curriculum Statement (NCS) Curriculum and Assessment Policy Statement (CAPS) Further Education and Training Phase Grades 10-12 (English First Additional Language)	Doc 2.1
Department of Basic Education. (n.d.) National Protocol for Assessment. Gr R – 12.	Doc 2.2
Department of Basic Education. (n.d.) National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement. Gr R – 12	Doc 2.3

4.3 BROAD CURRICULUM DESIGN, FORMAT AND USER-FRIENDLINESS OF CURRICULUM DOCUMENTATION

This section evaluates the six documents referred to in Table 17 (above) in terms of the design, format and user-friendliness of the curriculum documents. Table 18 (see below) summarises the salient issues from this process which are discussed in further detail below[12].

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[12] The documents were assessed for their user-friendliness using the following scale:
Good: Very user-friendly – the function and the structuring of the documents is clear.
Moderate: Moderately user-friendly – the function and the structuring of the documents is sometimes clear and at other times the function is unclear or the structuring confusing.
Poor: Not user-friendly – the function and the structuring of the documents is often unclear or the structuring is overly complex.

The accessibility of the language used in the documentation was assessed using the following scale:
Good: Very accessible language – the documents use plain, direct language
Moderate: Moderately accessible language – the documents sometimes use plain, direct language and at other times the language is complex or obscure or terms are ill-defined
Poor: Inaccessible language – the documents often use complex or obscure language and terms that are not defined

The alignment between the various documents was assessed using the following codes:
Good: Good alignment, it is clear how documents relate to one another and complement one another
Moderate: Moderate alignment – it is sometimes clear how documents relate to one another; there are some contradictions across documents or there are instances where it is not clear how documents complement or relate to one another
Poor: Poor alignment – it is not clear how documents relate to one another. There are contradictions across documents, or how documents complement one another is not clear at all.

Table 18: Broad design, format and user-friendliness		
	NCS	**CAPS**
Number of documents (subject-related)	3	1
Total number of pages (in subject-related documents)	201 pages (Three separate documents with subject specific information: Doc 1.1, Doc 1.2, Doc 1.3)	94 pages (A single subject-specific document, Doc 2.1 - 94 pages. To be read with another two documents: Doc 2.2 – 43 pages ; Doc 2.3 - 63 pages)
User-friendliness (good/moderate/ poor)	Poor (Doc 1.1) to moderate: (Doc 1.2 and 1.3) Doc. 1.1 does not explain the how-the reader needs to refer to other documents to get explanation. (cumbersome) There is little cross-referencing between documents; if the reader does not know about Docs 1.2 and 1.3, they would be unable to interpret Doc 1.1 While it is generally clear for a skilled reader, some content and application is not clear; for example content on pp 48 to 52 is merely listed without elaboration. While it is good that Docs 1.1 and 1.2 give the skills to be covered, it is not clear how these skills could be effectively spread out (teaching plans). Sequencing and pacing as well as weighting of topics are not specified. It is left to the teacher to develop learning programmes (subject framework and work schedules/pace setter)according to their interpretation of policy requirements. There are discrepancies between the documents	Moderate: Doc 2.1 appears to be much more user-friendly than Doc 1.1 , as it contains all of the core subject information However, this is misleading: most important flaw of the CAPS is the lack of full representation of the range of content and skills outlined in the 'overview of the language curriculum' (Section 3) in the teaching plan thus resulting in significant gaps in coverage of the intended curriculum.
Accessibility of language (good/moderate/ poor)	Moderate: While the language is generally accessible, all 3 documents tend to be wordy and use many labels which are not easily distinguishable (for example critical outcomes, developmental outcomes, learning outcomes and assessment standard)	Moderate: Language, although simpler, is often **unclear**: for example Doc 2.1 p 57 (write opinion and justify); p 59 (polite forms and stock phrases); p 67 (chronological order); p 54 (character driven conversation). No explanation of: 'meta-language'
Alignment (good/moderate/ poor)	Moderate: Out of Doc. 1.1 (Statement), two documents were created (Docs 1.2, 1.3-guidelines) simplifying and clarifying the information from the original document. However, a high degree of literacy is required to work comfortably across all three documents simultaneously.	Moderate to good: The three documents from NCS have been consolidated into Doc 2.1. Doc 2.1 works in combination with Docs 2.2 and 2.3 but it is possible to understand most of the demands of the subject from the single document. However, some essential information (for example concerning assessment) is contained in Doc 2.2.

Table 18: Broad design, format and user-friendliness (continued)		
Central design principle (the technical curriculum design aspect that organises the curriculum)	Outcomes–based with specification of learning outcomes and assessment standards for each grade suggesting progression. The curriculum is packaged into three separate policy documents which are the subject statement, the learning programme guidelines and assessment guidelines.	Hard to say. It appears to be a blend of principles (more text-based, more teacher-driven, somewhat more standards based) but it lacks a central design principle (a contributing factor to its incoherence.) It provides a clearer specification of what is to be taught and learnt on a term-by-term basis (Doc. 2.1 – Foreword by the minister). The CAPS is a syllabus-based curriculum which combines the requisite content and skills, teaching plan and assessment guidelines in a single document

The three documents of the NCS are perceived as being very cumbersome and not at all user-friendly. High levels of cognitive and reading ability are required to read across three documents simultaneously and to synthesise the information in order to be able to develop a good learning programme. Lack of coherence is a concern.

The CAPS is an attempt to address this critique and to make the document(s) more user-friendly. This aim has, to some extent, been achieved. The bulk of the subject-specific curriculum information can be found in Doc 2.1, a 94-page document as opposed to the NCS, which comprises three documents that total 201 pages. However, Doc 2.1 cannot be read in isolation from Docs 2.2 and 2.3. (This is set out on Doc 2.1, p 3 and emphasised in all the CAPS training and in the design feature of the three keys on the cover of the three documents.) There are three documents with a total number of 199 pages that teachers need to read. If this is taken into account, the CAPS has failed to become more user-friendly in helping teachers to be familiar with the full spectrum of the curriculum. However, it has made accessing the core subject information easier, as will be shown below.

Although the CAPS has addressed, to a larger extent, the issue of discrepancies between documents, it has created another new problem: discrepancies within the documents. Document 2.1 has a number of serious discrepancies, notably between what is set out on pages 19 to 46 and the actual teaching plans (pp 53-69). An example of this may be found in Doc 2.1 where '*skimming and scanning*' is mentioned under the heading of '*Pre-reading*' (p 28), yet it is first dealt with in the teaching plan in Grade 12 Term 1 (p 69). This should have been dealt with at an earlier stage than at Grade 12. Also in Doc 2.1, it was found that the teaching of the planning skills in *Listening and Speaking* (p 21) is not found in the teaching plan. There are also discrepancies between what is taught and what is assessed (both continuous and formal assessment tasks). The topic of *The obituary* is mentioned in the content overview on p 41 of Doc 2.1 and in the assessment section (p 81), yet it is not dealt with in the teaching plan.

A directive of the Department of Education Report (2009, p 63) was that the new documents should be edited for consistency and plain language, as the NCS statements meet neither of these criteria. The CAPS has failed to address the issue of consistency.

The CAPS documents, in general, use simpler language than the NCS documents. The 'Skills, Content and Strategies in the Language Curriculum' pages (Doc 2.1, pp 19-48) are mostly clear, coherent and user-friendly. However, the drive for plain language has led to two broad problems: 1) an omission of complex concepts rather than complex language (for example, compare the specific aims: Doc 2.1, p 9 vs Doc 1.1 p 9 and 10) and 2) an over-simplification of terms that leaves the reader wondering what is actually required. (For example: 'Discuss themes and messages related to visual texts' – Doc 2.1, p 70 – this could mean almost anything.) 'Introduction to issues' is another vague expression that runs through the teaching plan.

The central design principle for the NCS is clear and unambiguous (though arguably not suited for the South African context.) It is developmental, multi-disciplinary, uses broad descriptors and is more constructivist than prescriptive, as CAPS is.

The CAPS is a clear attempt to move away from this curriculum design, and it has a clearer technical design. However, what the new underpinning pedagogical principle is, remains unclear. It seems to be a somewhat uneasy amalgam of a text-based, standards-based, process-oriented curriculum. There is a greater focus on using multiple-texts, explicit teaching, direct instruction and whole-class teaching. There is also a greater focus on process (pre, during and post activities) and formal, summative assessment. However, a standards-based curriculum must clearly show progression between year levels (Donnelly, 2007:195) which the CAPS fails to do.

4.4 CURRICULUM OBJECTIVES

Table 19: Subject-specific aims/objectives of the curricula			
Objectives	NCS	CAPS	Comment
Acquire practical and abstract language skills needed for academic learning across the curriculum, and in a wide range of contexts, and for lifelong learning. Information literacy is vital for the 'information age.'	Y	Y	
Acquire and use language appropriately to communicate, taking into account audience purpose and context	Y	Y	'in real-life contexts' is specified in NCS but not in CAPS
Aesthetic appreciation of texts	Y	Y	CAPS refers to 'enjoyment'.
Learners are able to listen, speak, read/view and write/present with confidence.	Y	Y	CAPS adds 'with enjoyment'
Express and justify their own ideas, views, emotions confidently in order to become independent and analytical thinkers.	Y	Y	CAPS specifies both orally and in writing
Use their language and imagination to explore the human experience; learners are able to reflect on their lives and to consider alternative world views.	Y	Y	CAPS mentions imagination, to help them find out about the world and challenge perspectives.
Use language as a tool for critical and creative thinking	Y	Y	

Table 19: Subject-specific aims/objectives of the curricula (continued)			
Objectives	NCS	CAPS	Comment
Learners recognise that knowledge is socially constructed through the interaction between language and thinking	Y	N	This criteria is the second part of the one above, but is not included in CAPS
Learners can express opinions on ethical issues and values	Y	Y	NCS specified 'reasoned opinions'
Interact critically with a wide range of texts to recognise and challenge perspectives, values and power relations in texts.	Y	Y	
Learners understand the unequal status of different languages and language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society.	Y	N	Notions of language as a social construct are mostly removed from CAPS. In Doc 2.1, p74, language varieties are mentioned.

As Table 19(above) reflects, there are similarities between the CAPS and the NCS on deepening and broadening language competence for academic and lifelong learning. Both curricula mention confidence building, appropriate use of language in context (taking into account purpose and audience), use of language to express opinions, question power relations embedded in texts, critical and creative thinking.

There are noticeable differences between the two curricula, with the CAPS mainly omitting objectives that include human experience, aesthetics of language, and social construction of knowledge.

The CAPS has removed the explicit recognition of unequal status of languages and varieties — a key specific objective articulated in the NCS (Doc 1.2, p 10). Removal of this objective in the CAPS contradicts recent research directions in Second Language Learning where there is more recognition of the role of antecedent language forms and varieties. It appears that the CAPS takes a more deficit approach, which was dominant in the 20th century, to language learning where ideal acquisition is enhanced by providing input in the second language itself.

Likewise, the CAPS does not consistently acknowledge the social construction of knowledge and ways in which information is accessed by multilingual learners. This omission is serious as it negates the values of a multilingual society. The reality of language acquisition and use for many South African learners is that English is learned within a potpourri of other languages — something that needs to be articulated and promoted in learning English as an additional language.

There is also an irony in that while the concept 'additional' is the driving scope of focus for this subject, omission of this objective reveals that the CAPS takes a subtractive or deficit approach to learning; that is, it focuses on what the outcomes should be, rather than what the learners bring with them into learning the additional language. When the learners' first languages are not recognised, their importance as resources for learn-

ing an additional language is diminished over time - something that affects learning an additional language negatively. The process of learning an additional language differs fundamentally from learning a home language, and the curricula should take this into account. The CAPS does not do so.

4.5 CONTENT/SKILL COVERAGE: BREADTH AND DEPTH

4.5.1 Coverage (breadth)

Generating a comparative list of content topics across the NCS and the CAPS is an extremely difficult task to accomplish. Identifying a specific topic in an English Language curriculum is not as obvious as it is, for example, with 'content-driven' subjects. The team had difficulty finding a reliable and valid method of identifying 'topics' in both curricula. For both the NCS and the CAPS, this problem was exacerbated in that, whilst both curricula present themselves as being underpinned by the principle of integrated language teaching, both split the curriculum into four broad areas (*Listening and Speaking; Reading and Viewing; Writing and Presenting; and Language.*) Despite this categorisation, there is still considerable overlap between areas. This means that, while it is possible to generate a list of topics for each area, such a list may not be an accurate reflection, as there will be overlaps between the areas. For ease of discussion, however, this report will adopt the four content areas as used in the two curricula.

The layout of Doc 1.3 shows assessment standards for each grade and Doc 1.2 clearly shows the level of depth in each grade which the CAPS does not do. Thus, the NCS clearly shows progression while the CAPS does not. However, the NCS lacks the term-by-term plan. This lack of specification of what should be taught in each term or year made any kind of comparison very difficult. The evaluation team made the assumption that what is specified in the NCS is taught in each year, whereas in the CAPS, the weekly teaching plans make it much easier to identify what is specified for each year. This is a somewhat unfair comparison.

The CAPS offers almost no specification as to the expected depth of topics to be covered in each successive grade and no indication of progression across the Phase. The evaluation team had to base their depth scores for the CAPS on their own inferences and using assessment documents. Again, this makes any kind of authentic comparison elusive.

What follows is an attempt to map the two curricula. However, it is very likely that there will be omissions or over-simplifications along the way. Detailed tables of specific topics and depth per topic, per area, can be found in Table 36 in Annexure A.

Breadth analysis: A summary of Table 36 (in Annexure C) is presented below in Table 20. This is followed by a discussion of breadth, by each of the four learning areas.

Table 20: Breadth of content in the curricula	NCS				CAPS			
	Grade 10	Grade 11	Grade 12	FET Phase	Grade 10	Grade 11	Grade 12	FET Phase
Listening and Speaking	40	41	42	123	28	26	25	79
Reading and Viewing	48	51	53	152	50	36	39	125
Writing and Presenting	63	62	63	188	35	33	36	104
Language	26	26	28	80	24	27	21	72
Total number of topics	177	180	186	543	137	122	121	380

The total number of topics per grade and phase is represented graphically in Figures 1 and 2 below:

Figure 1: Total number of topics per grade

Figure 2: Total number of topics per phase
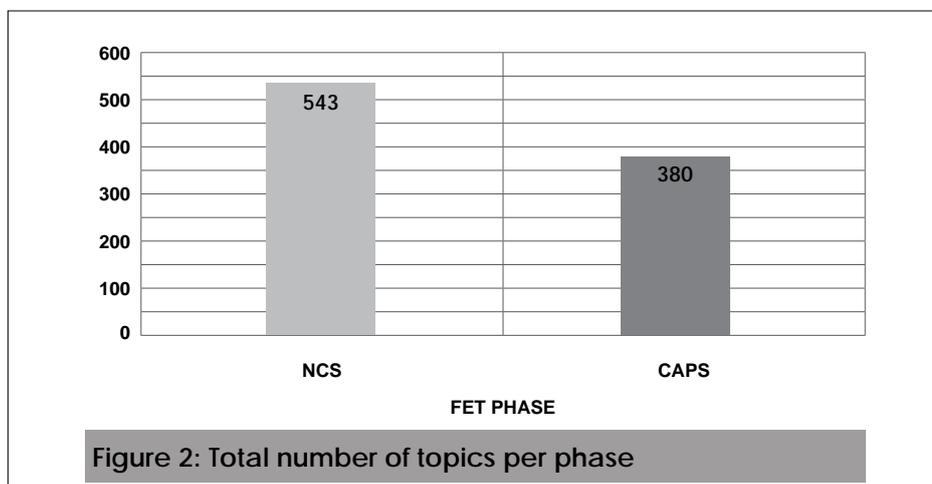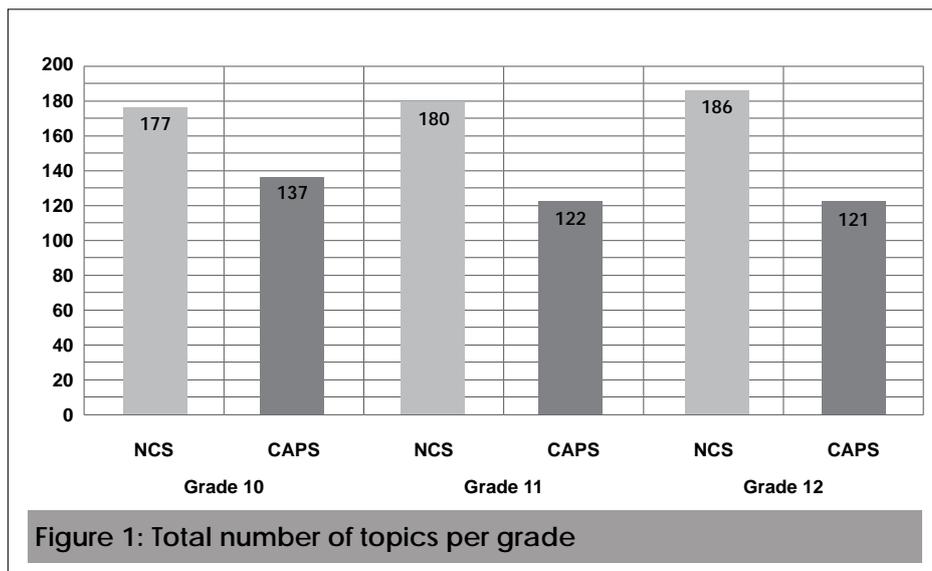
In general, it appears that the breadth in the CAPS is significantly reduced. This is misleading, as the comparison is between the entire NCS and the weekly teaching plans in the CAPS, which omit a significant amount of the intended curriculum set out in Doc 2.1, pp 19 - 48. Nonetheless, qualitatively, the team observed that overall, there appears to be a slight reduction in breadth in the CAPS. However, both curricula remain too broad to allow for a well-paced and appropriately deep curriculum. In the NCS, the overall number of topics increases slightly every year from Grade 10 to Grade 12, with a total of 543 topics in total (see Table 20, above.) In the CAPS, an inverse pattern is observable: there is a much higher number of topics in Grade 10 (137) than in Grade 12 (121) with a total of 380 topics.

Breadth - Listening and Speaking: Any good additional language curriculum should contain a significant focus on listening and speaking skills. The NCS contains this focus. However, Table 20 shows that it is arguably too broad, with 123 topics. The CAPS has reduced the breadth of this part of the curriculum to 79 topics, but it must be borne in mind that this only reflects what is in the weekly teaching plans. In the NCS, the number of topics per grade gradually increases (40 in Grade 10; 41 in Grade 11 and 42 in Grade 12.) In contrast, the CAPS is more uneven and reduces the number of topics each year (28 in Grade 10; 26 in Grade 11 and 25 in Grade 12.)

Although the CAPS contains fewer topics, the type of topics omitted are cause for concern. A number of discrete items specified in the NCS are not covered in the CAPS, such as: congratulations, tributes and use of rhetorical questions. They appear to have been replaced by more listening tasks, such as listening to songs and audio clips and far more prepared and unprepared reading. Authentic communication experiences, in context, are not emphasised in the CAPS.

Overall, there is a shift in emphasis in *Listening and Speaking* between the CAPS and the NCS. The NCS focuses more attention on productive (speaking) skills while the CAPS shifts to more listening skills, with significantly less attention on the productive skills (Doc 2.1, pp 53, 54). This shift is reflected in the failure of the CAPS to include certain basic productive criteria, such as voice projection and eye contact, which is specified in the NCS (Doc 1.2, p 43). There is also a shift in the type of productive language expected. There is more of a focus on reading, rather than conversation or expression of own ideas. For example, in the NCS, learners are required to tell a story (Doc1.2, p 42) whilst in the CAPS, learners are required to read someone else's story – setworks, poems, dramas, letters (Doc 1.1, pp 62, 66, 70, 74). This shift from valuing the learner's own voice to getting them to reproduce others' voices could be disempowering.

There is also a significant omission of the following (specified in the NCS: Doc 1.2, p 43): language varieties and the relationship between language and culture, and language and power. The CAPS seems to take a more positivist approach and constructs language as a neutral means of communication instead of being socially situated; there is less of a focus on critical language awareness. This is particularly problematic for the acquisition of English as an additional language in South Africa, where these issues are so apparent

and impact on learners' motivation and experiences. (In combination with the shift away from acknowledging the use of home language in the language section, this indicates a significant albeit unintended shift away from good additional language teaching and towards equating an additional language with a home language.)

Breadth - Reading and Viewing: In the NCS there are 152 *Reading and Viewing* topics which are specified for the different grades and in the CAPS 125 topics are specified in the teaching plan. However, 31 of the topics specified in the CAPS overview do not appear in the weekly teaching plans. Overall, there is a greater number of topics in the NCS, thus suggesting less breadth in the CAPS than in the NCS. On the contrary, the weighting of *Reading and Viewing* is greater in the CAPS (32,8%) than in the NCS (28,1%). In the NCS, there is a progressive increase in the number of topics from Grade 10 – 12, while the opposite is true for the CAPS where the number of topics decreases from Grade 10 – 12.

The *Reading and Viewing* content and instruction of literary and non-literary texts in the CAPS is arranged into: 1) Reading for comprehension; 2) Reading for formal study (setworks), and 3) Extended independent reading. *Reading and Viewing* skills combine two elements: 1) learning and applying strategies for decoding and understanding text; 2) learning and applying knowledge of text features (Doc 2.1, p 28). Understanding and application of how genre and register reflect the purpose, audience and context of texts is clearly demonstrated in the CAPS with the specification of text type, purpose, text structure and language features for each transactional text (Doc 2.1, pp 38-45).

In NCS the Learning Outcome for *Reading and Viewing* is expressed as *'the ability to read and view for understanding and to evaluate critically and respond to a wide range of texts'* (Doc 1.1, p 13). Well-developed reading and viewing skills are considered central to successful learning across the curriculum, as well as for full participation in society and the world of work. The NCS further specifies that learners should be able to recognise how genre and register reflect the purpose, audience and context of texts, although there is no guidance on how this could be taught. Learners are expected to use a range of different reading and viewing strategies and to make meaning from texts, identify values and assumptions and respond critically to texts. Through Reading and Viewing, learners are also required to explore and reflect on the interrelationship of their own existence with that of others (Doc 1.1, p 13).

The two curricula express the same content and skills and a similar range of literary, non-literary and visual texts have been identified for developing proficiency in reading and viewing. The CAPS has a strong emphasis on reading methodology and application of reading strategies whereas, in the NCS, there is a strong emphasis on critical language awareness and the promotion of politically correct values which reflect the advent of democracy in South Africa.

The content and skills specified in both curricula can be said to be appropriate for the relevant age groups targeted in the FET Phase. In the CAPS, the focus on the preparation of the learner for the 'world of work' or for entry into institutions of higher learning is more

pronounced than in the NCS. This is evident in the range of workplace correspondence and other transactional and information texts that are suggested in the Grade 12 teaching plan, such as:

- Intensive reading of an advertisement for a prospective job, bursary or tertiary institution and writing a covering letter and a CV, for example for a job or bursary or university application in response to an advertisement (Week 11and12)
- Intensive reading of information text on interviews from magazine/internet etc. (Week 13 and14)
- Extended reading to look for a job/bursary advertisements OR read brochures/flyers of tertiary institutions (Week 13 and 14)

However, the breadth of content in both curricula is over-ambitious, even though the CAPS has reduced the overall number of topics. In the CAPS teaching plan, up to three texts comprising a reading comprehension text, a literary text and an extended or enrichment text, have to be read in a two-week cycle. The requirement to read different texts more frequently places huge demands on teachers to find appropriate texts and on learners to read at a faster pace. This could result in more superficial teaching and development of reading skills than improvement of literacy and increased exposure to reading resources.

As stated earlier, several items are found in the NCS and the overview of the CAPS but are not specified in the CAPS teaching plan. These are: Knowledge of grammar; use of contextual clues; word attack skills; use of colour, sound, design; using the senses; re-reading; reviewing; direct and implied meaning; recognise and explain socio-cultural and political values; attitudes and beliefs such as attitudes towards gender, class, age, power relations, human rights, inclusivity and environmental issues; writer's conclusions and inferences; describe, explain and interpret mood; time-line, ironic twists and ending.

This lack of consistency in specification of skills in the CAPS is likely to impact negatively on the language development of the first additional language learner. Teachers could be easily misguided into thinking that there is no need to teach unspecified skills at a more basic level in the lower grades. Thus, learners will be deprived of the opportunity to acquire skills more progressively as a result of the gaps in content at different levels of the Phase.

Breadth - Writing and Presenting: According to Table 20, *Writing and Presenting* in the NCS contains a higher number of topics (188) compared to the topics in the CAPS (104). The NCS is much too broad in the *Writing and Presenting* area, but the CAPS – despite the notable reduction of topics – remains too broad in its spectrum. There is little correlation between the number of tasks expected of the teachers and learners and the amount of time allocated in both the NCS and the CAPS.

The evaluation team is of the opinion that the breadth of both curricula is not appropriate for English FAL learners. As there is such a broad range of work to be completed, the

linguistically disadvantaged learner may be further disadvantaged and be unable to learn everything in the amount of time allocated.

If the teaching plan of the CAPS is taken into consideration, its excessive breadth might place too much pressure on both teacher and learner, resulting in the incompletion of tasks. In addition, the following are omitted from the CAPS teaching plan:

- Faxes
- Newspaper/magazine articles
- Obituary
- Memo
- Dictionary entries

These omissions in the CAPS teaching plan are examinable in the Final Grade 12 external examinations (see Doc 2.1, p 85), which speaks of poor articulation between teaching and assessment expectations.

Breadth - Language: The two curricula are roughly comparable in terms of Language breadth. Table 20 (above) shows that the NCS has slightly more topics (80 in total) than the CAPS (72). Again, these are just the topics in the CAPS teaching plan. In the NCS, 26 topics are specified in Grades 10 and 11, with a slight increase to 28 in Grade 12. In the CAPS, the allocation of topics per grade is uneven: 24 in Grade 10; 27 in Grade 11 and 21 in Grade 12.

One assumption in the CAPS seems to be that learners have not acquired the necessary language forms or structures in earlier phases, and it is thus necessary to revise or repeat basic forms such as nouns and adjectives. The breadth, in combination with the time allocated to language (one hour per two-week cycle) means that it will be particularly difficult for FAL learners to acquire and use the range of language forms and structures specified. This has obvious implications for depth and learners' ability to use the language forms accurately.

There are a number of language forms specified in the NCS that do not appear in the CAPS. Some of these are discrete items, such as spelling patterns, rules and conventions; or homophones and homonyms. A few of these topics are, however, found under *Reading and Viewing* in the CAPS. There have been a number of additional topics in the CAPS, many of them useful, such as register, contractions, prepositions, determiners, and the working with remedial grammar from learners' writing.

Perhaps more significantly, there appears to have been two significant shifts: One relates to implied meaning, a key language skill. The NCS specifies that only in Grade 12 should a learner have to identify and explain implied meaning (Doc 1.2, p 52). However, in the CAPS this is explored earlier, albeit superficially, in Grades 10 and 11, but not at all in Grade 12, which is a problematic omission. Confusingly, the NCS specifies that Grade 10 learners should be able to identify connotation, and Grade 11 and 12 learners should

be able to explain it, whereas the CAPS simply states that these two Grades should work with connotations; again, Grade 12 does not cover it. (It is not clear how one can explain connotation without understanding implied meaning.) Overall, a clearer, more systematic and deeper focus on both connotation and implied meaning is needed at this final stage of the school curriculum.

While there is reference to cultural appropriateness in the CAPS (Doc 2.1, p 67), there is a significant omission of the role of first language in learning an additional language, as seen through omission of items like translation (specified in Doc 1.2, p 52) and borrowed words (Doc 1.2, p 51). There is a deficit assumption that the best way to learn an additional language is only through input from the additional language itself. There is almost no differentiation in the CAPS between Home and Additional Languages. The near-foreign context in which some of South African learners learn, makes this assumption unworkable.

4.5.2 Coverage (depth)

There are notable differences in the way in which subject depth is treated in the NCS and the CAPS. The NCS shows a relatively fair amount of depth in the topics and context of coverage from one grade level to the next (for example use of semantic codes that show cognitive depth: Identify, justify, and demonstrate in Grades 10 to 12, respectively), but there are no specifications of depth differentiation within each grade level. Lack of depth specificity within grade levels assumes a highly knowledgeable teacher on depth differentiation - an assumption that may not hold for many South African teachers.

The CAPS does not specify depth either between grades or within grades. A considerable level of interpretation has to be made in an attempt to infer depth in the CAPS, which requires referring to the overview sections of each learning area as well as to the teachers' own subject knowledge. Here, to establish depth expectations in the CAPS, the teacher would have to read the overview, organise depth and apply this to the teaching plan provided - a daunting task for novices and teachers without prerequisite knowledge of these skills.

Due to the inconsistencies in the level of specification of depth between the two curricula, comparative judgements by the evaluation team members need to be treated with caution. To augment this shortfall, qualitative assessment of the depth treatment is included in the report.

Table 36 in Annexure C indicates the evaluation team's assessment of the level of depth of each topic. Table 21 (below) presents a summary of depth scores across the three grades of the Phase, in both the NCS and the CAPS. Level 1 represents the least depth and Level 4 represents the greatest depth. These scores are then presented graphically in Figure 3 that follows.

Table 21: Depth of topics per grade		NCS				CAPS			
		Grade 10	Grade 11	Grade 12	FET Phase	Grade 10	Grade 11	Grade 12	FET Phase
Total number of topics at level 1		18	13	13	44	13	15	10	38
Total number of topics at level 2		126	72	55	253	76	62	61	199
Total number of topics at level 3		31	79	91	201	37	41	47	125
Total number of topics at level 4		2	16	27	45	11	4	3	18
Total depth score		**2,10**	**2,54**	**2,71**	**2,45**	**2,34**	**2,28**	**2,36**	**2,32**

Figure 3: Total depth score
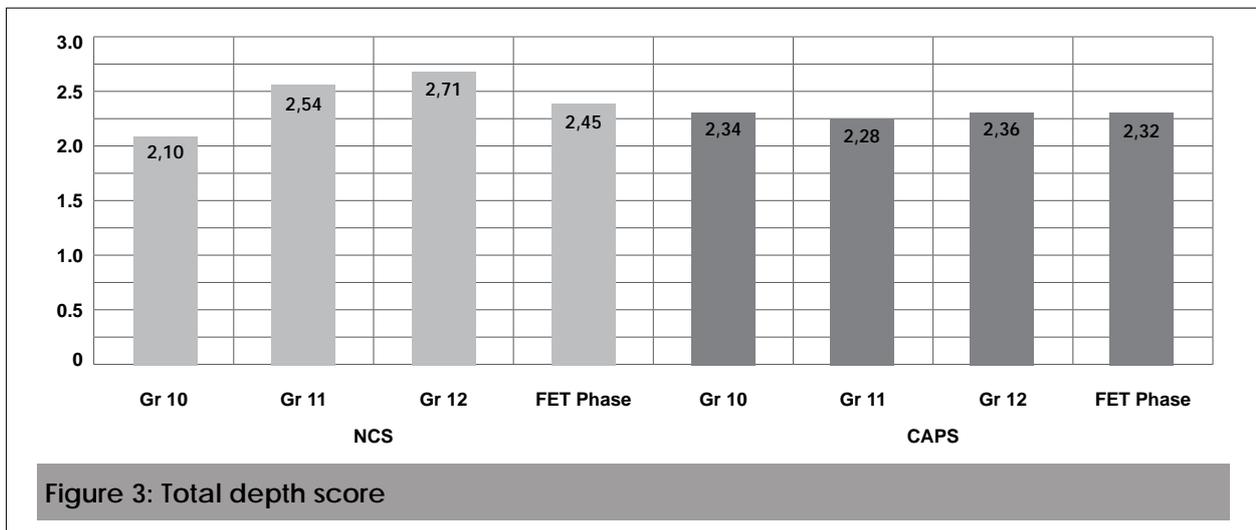
Table 21 (above) shows the distribution of the depth of topics within and across levels and grades. In the NCS, topics at level 4 show a progression of topics: Grade 10 (2); Grade 11 (16) and Grade 12 (27). However, one sees a disturbing regression in the CAPS at the same level Grade 10 (11); Grade 11 (4); Grade 12 (3). At level 3, both the NCS and the CAPS show progression.

There is an indication of total progression in the NCS as shown by the total depth score of Grade 10 (2,10) Grade 11 (2,54) and Grade 12 (2,71). However, this is not evident in the CAPS where the total scores reveal an erratic pattern: Grade 10 (2,34) Grade 11 (2,28) and Grade 12 (2,36).

As would be expected, the table shows the NCS topic levels for Grade 10 and 11 as having a higher number of lower level topics and fewer higher level topics. This pattern can also be seen in the CAPS Grade 10. Notwithstanding, in considering the CAPS Grade 11 and 12 there appears to be a higher number of lower level topics set than higher level topics.

It is clear that the tasks reflected in the NCS reveal a progression, thus indicating depth of development (Doc 1.2 pp 45-52). In the CAPS there is very little indication as to the pro-

gression that should take place in the development of a task. It might be considered that the 'depth' reflected in the CAPS is inappropriate as there appears to be little indication of change or development between what is required in each grade (Doc 2.1, pp 53-76). In the NCS, on the other hand, there is a clear indication regarding how the depths vary from basic to detailed information (Doc 1.2, pp 45-52).

The CAPS reflects a worrying reduction in depth where it does not show progressive levels of difficulty within and between grades. There is also a worrying inconsistency in depth. It would seem that in the CAPS, the total depth in Grade 11 is lower than that of Grade 10 and the difference between Grade 10 and 12 is minor.

Overall, there appears to be a somewhat fairer and more appropriate distribution of depth of content in the NCS than in the CAPS. In the CAPS, there seems to be more content depth in Grade 10 and less in Grades 11 and 12, which is contrary to expectations. There appears to be slightly more depth indicated in the NCS, with an overall depth score of 2,45, than in the CAPS which has an overall depth score of 2,32.

4.5.3 Specification of topics

The evaluation team reviewed the NCS and the CAPS for the purpose of comparing the curriculum specification, or degree to which knowledge is broken down or stipulated. Specification of detail for each topic is intended to assist teachers in the classroom. In order to carry out this comparison, the evaluation team cross-referenced each topic/ sub-topic in the CAPS to its corresponding place in the NCS Learning Programme Guidelines (Doc 1.2), which provides the detail to support the assessment standards that are briefly described in the English FAL NCS (Doc 1.1). A coding of high, medium or low[13] was allocated to each topic with examples provided as justification for this allocation. Table 22 (see below) shows the results of this analysis.

Table 22: Degree of specification of topics		
	NCS	CAPS
Degree of specification (high/medium/low)	Medium	Medium
Example 1	Although there is no teacher plan supplied, the NCS also lacks necessary detail.	The teacher plan for *Language Structures and Conventions* lists the topics to be covered without giving detail on which aspects of the topic (as detailed on pp 46-47) should be covered.
Example 2	The NCS was found to be more specific as it suggests what aspects of poetry reading should be covered. (see pp 45-47).	In *Reading and Viewing* in particular, broad statements are made in the content overview but no detail given in the teaching plan (see pp 53-57).

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[11] **High:** Extremely clear subject-specific specification: very little chance for multiple interpretations;
Medium: Medium specification – moderately clear subject-specific specifications, some generic statements /skills or some topics underspecified;
Low: Low specification – not clear subject-specific specification, minimal guidance provided for users and allows for multiple interpretations.

It is debatable how specific curriculum statements need to be. The Department of Education report (2009, p 62) recommends that the statements be '*clear, succinct and unambiguous*' but lack of clarity and ambiguity can be caused as much by over-simplification (trying to be succinct) as by wordiness. It is difficult to gauge what is a reasonable level of specificity to expect from a curriculum statement.

It would seem that even though the CAPS is intended to be highly specified, it is not, as can be evidenced in the lack of detail in the weekly plans. This means that teachers would have to draw upon their prior knowledge in order to handle the topics. The terminology used in the CAPS needs to be explained (for example, metalanguage (Doc 2.1, pp 69, 70, 73); subject-verb concord vs subject verb agreement (Doc 2.1, p 47).

In general, both the NCS and the CAPS lack detail which could guide the teacher; as a result of this there could be misinterpretations of topics. Because of the lack of detail in both the NCS and the CAPS, teachers would have to draw on previous knowledge and experience to interpret the curriculum. While both the NCS and the CAPS list topics to be covered, the broad content overview of the CAPS is more explanatory than the NCS. However, the description of breadth and depth in the NCS is more clearly evident than in the CAPS (knowledge, skills and values vs the teaching plans).

4.5.4 Comments on content/skill coverage

The curricula are very comprehensive; trying to prepare learners for a range of purposes (ability to use language powerfully in the world, at work, at tertiary levels of study, for learning in different subjects etc.) As such, they are very broad and cannot be said to be discipline-specific. For learners intending to study English at university, the curricula are not a good preparation. For example, only studying two literary genres means that some of the genres studied at university will be utterly unfamiliar to English FAL learners and they will thus be at a disadvantage. Likewise, never having to write a literature essay would be disempowering for those wishing to study further in the discipline.

Regarding the discipline-based approaches, there are divergent positions assumed by each curriculum. The NCS is imbued by a socio-cultural approach to language learning where language is viewed as a social construct, not simply technical application of skills. From a 'new literacies' paradigm, there are multiple voices that come into contact (multivalency) and possibilities for ideological differences (power relations). In this approach, the learners' background knowledge and their voices are valued.

The CAPS, on the other hand, takes a technocratic approach where knowledge is generated in the mind, with the assumption that learners need more comprehensible input to acquire a language. The CAPS has notably deleted statements about multilingual context and language varieties in its specific aims (Doc 2.1, p 9). In the NCS, this statement is articulated as follows: '*Recognize the unequal status of different languages and*

language varieties. Learners will be able to challenge the domination of any language or language variety and assert their language rights in a multilingual society' (Doc. 1.1, p 10).

From a research perspective, the approach on which the CAPS is based has received severe criticism in recent years. A curriculum that is positivist and too essentialist fails to acknowledge that language is not an innocent means of communication and that literacy involves more than autonomous skills of decoding and encoding texts in any situation (Gee, 1990; Street, 1995). To the contrary, recent research on literacy development supports the NCS approach, where language is treated as a socially-situated activity and learners are viewed as social players with equal voices that need to be legitimised in the process of making meaning about the world (for example Perry, 2012; Street, 2003).

There is also little evidence in the CAPS of English across other subjects. The NCS states that *'Language proficiency is central to learning across the curriculum as learning takes place through language'* (Doc 1.2, p 7). The CAPS, on the other hand, states *'... learners develop Language for the purposes of thinking and reasoning. This enables learners to develop their cognitive skills, which they need to study subjects like Science, in English'* (Doc 2.1, p 8). If this is the aim, then there should be more use of English for specific purposes.

In terms of breadth, both curricula are similar and equally inappropriate: They are both much too broad. There are so many specific items that learners are expected to read, perform or produce that there is no time in either curriculum to do anything slowly, thoughtfully or in any depth. The skills of coherence and cohesion, which are covered in the NCS (Doc 1.1, p 50), are not dealt with at all in the CAPS; a worrying omission of a core skill.

There is also no time for remediation (although this is specified as a weekly requirement in the CAPS). There are a number of specified items included in both curricula that do not appear to be useful or essential. There are some items that should not appear for this age group (such as basic parts of speech and sentence structure; diary extracts). The CAPS includes these in recognition of the reality that many learners arrive in Grade 10 without the skills and knowledge that they are supposed to have acquired in the earlier phases. However, the core curriculum should not attempt to remedy this. Rather, a set of skills could be listed as remediation, but be separate from the actual curriculum.

If one considers both the NCS and the CAPS, they do not appear to reflect any consideration regarding the relevant age groups one would associate with the different grades, for example the CAPS Doc 2.1, p 57 (Week 21 and 22), a Grade 10 is required to write a business letter of complaint. It might be more relevant to expect a Grade 11 or 12 to do such a task.

While the teaching plan provided in the CAPS (Doc 2.1) is a helpful inclusion for the teacher struggling to interpret the content and plan adequately, there is the danger that content items which do not appear in the plan at all may be ignored completely by this

very teacher. There is a significant mismatch in the CAPS between what is set out in the earlier parts of Section 3 and the specific teaching plans. Much of the specified curriculum is omitted in these weekly plans that ostensibly map the entire curriculum over the three years. For example, '*giving directions*' is specified in Doc 2.1, p 25 as a speaking skill but is not taught or practiced at any point in the three-year curriculum.

The CAPS weekly Teaching Plan at times appears prescriptive about the type of text to be used to mediate specific content, such as a newspaper or magazine article related to music to teach summary (Doc 2.1, p 54), or a political speech for critical language awareness to teach reading skills (Doc 2.1, pp 67, 74). The NCS provides a range of texts suggested for reading and the teacher is left to select an appropriate text for his or her teaching context.

The CAPS teaching plans reflect an odd over-emphasis on certain topics, for example, the use of the active and passive voice; adjectives and adverbs; punctuation for direct and indirect speech. These are encountered repeatedly in each year, with no obvious progression. They also do not include many of the items that are specified earlier in the curriculum document. Many of the types of transactional texts that are specified in Sections 3.1 – 3.4 of Doc 2.1, and in the Subject Assessment Guidelines (SAG), do not appear in the teaching plans (Section 3.5).

The CAPS includes some inexplicable items. Items such as '*Chronological order*' (Doc 2.1, p 57) are listed under language structures and conventions with no context, explanation or level of detail. Another random item in the language section is '*decorative elements as visual communication for example in formal invitations*' (Doc 2.1, p 57) – again, with no context or explanation for its existence.

Both curricula cover reading, viewing, speaking, listening, writing, presenting and language content. In neither curriculum does one does get a sense of progression from word grammar to discourse-level grammar, which needs to be sequenced from one grade to another. There is too much content breadth at each grade level, reducing the possibility of deeper engagement at required levels.

The NCS presents a balanced focus on listening and speaking at each grade level while the CAPS places an emphasis on listening across the board, with less focus on speaking. This emphasis may have to do with the overall CAPS approach, where the teachers are placed at the centre to provide input opportunities for learners, who are considered to not yet be ready to produce language.

Literature responses have been greatly reduced in the CAPS teaching plan in Grade 12. In Grade 12 Term 1 (Weeks 5 and 6) there is mention of a task which states, '*write a paragraph on an aspect of the setwork/s studied*' (Doc 2.1, p 70). There is no clear indication as to what 'aspect' needs to be addressed. When one looks at the assessment document for Grade 12 (Doc 2.1, p 84) it states that learners must answer '*any TWO of the following: Novel/drama/short story/essay/contextual questions/poetry*'.

At no stage during the year do Grade 12 learners practice the writing of literary essays to prepare themselves for this two hour exam. Literary essays are also not usually expected in FAL subjects. This is a discrepancy in the document that needs to be corrected.

The evaluation team is of the opinion that memos, which are still an integral part of any business, should have been included in the Grade 12 teaching plan.

The CAPS document assumes that teachers will be able to design (or that a textbook will provide) a combination of aspects of comprehension, summary and language structures and conventions to be tested (see Doc 2.1, pp 82-83) within a 45-60 minute period. In reality, the majority of teachers take 'ready-made' tests (old exam papers) and offer the entire two hour exam paper to be completed in 45-60 minutes. Perhaps there could have been a breakdown such as Test 1 – comprehension only. Nowhere in the CAPS does it indicate (as the NCS does on p 16 of Doc 1.3) the assessment tool to be used to evaluate the various tasks.

In general, neither document is adequately clear and unambiguous. The CAPS may have been an attempt to make the NCS more clear and measureable, but there are too many contradictions and omissions in the CAPS documents to conclude that this aim has been achieved.

4.6 CURRICULUM WEIGHTING AND EMPHASIS

4.6.1 Curriculum emphasis within the Phase (subject time allocation)

Table 23 indicates the amount of time allocated to the subject as a percentage of total classroom time allocated for all subjects within the Phase.

Table 23: Subject time allocation		
% time allocated in each curriculum, or n/a if topic is not covered		
	NCS	CAPS
Total classroom time (hours) allocated for English FAL in the Phase	4.5 / 29.5	4.5 / 27.5
% of total classroom time allocated for all subjects in the Phase	15.25	16.36

Although the amount of time allocated to English FAL is the same in both curricula, the CAPS time allocation reflects a very small increase in the overall time allocation. In the CAPS, the overall teaching time per week has been reduced by two hours and several of the other subjects lost half an hour per week.

4.6.2 Curriculum emphasis within the subject (topic weighting)

Table 24 shows the weighting of the central topics in terms of the teaching time allocated.

Table 24: Weighting per topic/emphasis within the subject		
% time allocated in each curriculum, or 0 if topic is not covered		
Central topics	NCS	CAPS
Listening and Speaking	time weighting not specified	10
Reading and Viewing	time weighting not specified	45
Writing and Presenting	time weighting not specified	35
Language	time weighting not specified	10

The NCS emphasises integration between the four broad areas of English FAL and envisages the teacher as the interpreter and designer of his/her own learning programme. Therefore, there is no specification about how much time should be spent on each topic; it is entirely up to the teacher to design and implement his/her own learning programme. (It has been suggested that the assumption is that all four topics have equal weighting – 25% each – but this is not stated clearly in any of the documents.)

By contrast, the CAPS is prescriptive about the amount of time that should be spent on each broad topic. The times that are tabled are referred to as '*suggested*' (Doc 2.1, p 17), but it is highly probable that many teachers will interpret this 'suggestion' as an instruction, and CAPS-based textbooks are structured around these 'suggestions'.

Reading and Viewing is given almost half of the allocated teaching time (45%) with *Writing and Presenting* being given the next largest portion (35%). This emphasis on *Reading and Viewing* suggests a slight bias towards more receptive modes of language, taking precedence over more productive modes.

Listening and Speaking is given very little time (10%). The relatively small amount of time allocated for *Speaking and Listening* is problematic for additional language acquisition. Learners learning an additional language should be given multiple opportunities to speak the target language, as well as writing it. In the South African context, it is an unrealistic assumption that FAL learners in the FET Phase are fluent speakers of the additional language, and the skill can thus be marginalised.

Ten percent of the allocated teaching time does not allow for all of the required speaking and listening tasks, as well as meaningful discussion related to other areas of the curriculum. This has depth implications: speaking as an authentic, meaning-making experience is unlikely to occur due to time constraints. The focus on reading and writing, over speaking, is just one example of how Home Language pedagogy has been imposed on the Additional Language curriculum.

Although Language is also allocated only 10%, it is specified that teachers should be using opportunities during *Reading and Viewing* and *Writing and Presenting* to do inte-

grated language teaching. The statement that language should be integrated into the other skills is useful but limited; it should be extended to all the skills.

Table 25 shows the weighting of the central topics in the assessment outline, provided in Doc 1.3, p 17 for the NCS and Doc 2.1, p 81 for the CAPS.

Table 25: Weighting by assessment (relative exam weighting only - 75% of total mark)		
Central topics	**NCS**	**CAPS**
Listening and Speaking	16.7%	16.7% (P4- Oral)
Reading and Viewing	23.5%	23.5% (P2- Literature)
Writing and Presenting	33.3%	33.3% (P3- Writing)
Language	26.6%	26.6% (P1- Language in Context)

Note: For languages, it is very difficult to split the four broad topics as most of the skills are integrated. For example, Paper 2 (Literature) requires good reading, viewing, writing and language skills. However, for the purposes of analysis, these broad categories have been used.

The weighting of the end-of-year examinations has not changed from the NCS to the CAPS. However, given that relatively little time is prescribed for *Listening and Speaking* and *Language* within the CAPS, as indicated in Table 24, learners may be less prepared for these tasks than they were before.

4.7 CURRICULUM PACING

The pacing of a curriculum is the rate at which content is expected to be covered, in given time frames, over the course of a grade or phase. This was considered for the NCS and the CAPS curricula.

In Table 26 (see below), the degree of specification of the pacing for each of the curricula is indicated, together with the level of the pacing itself as it would be experienced by learners at the FET Phase.

Table 26: Pacing		
	NCS	**CAPS**
Level of specification of pacing (high/ moderate/low)	Low	High
Rationale/justification	Teacher determines pace, packaging content according to natural links. Only rate of content delivery per phase is specified.	The curriculum is based on a 40-week academic year with content explicitly packaged into two-week cycles of 9 hours (Doc 2.1, p 17).
Level of pacing itself (fast/moderate/slow)	Not easily identifiable.	Fast

Table 26: Pacing (continued)		
	NCS	**CAPS**
Rationale/justification	Pace not specified. This may result in a fast pace in a bid to cover all content and skills stipulated for a specific grade by the end of the academic year.	Omission of several items listed in the content overview (Doc 2.1, p 10-48) from teaching plan as well as the number of reading and writing texts per cycle suggest a faster pace.

The NCS allows teachers to determine the pace of content coverage. Little or no indication is given of the rate at which content should be covered over the course of the grade beyond a specification of content per phase. Teachers are advised to develop their own subject framework and work schedule/year plan and develop a systematic plan to formulate conceptual progression, pace and sequence over the academic year (Doc 1.2, p 36). No guidance is given on pacing of content in terms of time allocation or weighting per topic.

On the other hand, the CAPS provides a content overview which outlines broad statements of content and skills as well as a detailed teaching plan in which content is packaged into two-week cycles of 9 hours/4.5 hours per week (Doc 2.1). Each topic is allocated a specific number of hours which suggests the weighting of each. Time allocation in the two-week cycle is specified as follows:

- *Listening and Speaking:* 1hour (10%)
- *Reading and Viewing:* 4 hours (45%)
- *Writing and Presenting:* 3 hours (35%)
- *Language:* 1 hour (10%) (Doc 2.1, p 17)

It is further stated that teachers should utilise 4 weeks of the Grade 10 and 11 academic year and 10 weeks for the Grade 12 academic year for examinations and assessment. Even though the teaching plan prescribes the pace and sequence of content, it is indicated that the sequence of lessons in a two-week cycle can follow any order (p 49).

As the NCS does not specify pace, the pace of teaching and learning could be either too fast or too slow depending on the ability of the teacher to plan and sequence content according the level of linguistic competence of learners. An assumption is made that teachers will be able to design learning programmes which reflect appropriate allocation of time to each topic.

By contrast, the CAPS includes a 'suggested' teaching plan which provides a framework through which content is paced. However, the frequency and quantity of content (for example reading and writing texts and language structures) per cycle indicate a considerably fast pace of content coverage. The fact that much of the curriculum (Doc 2.1, pp 10-48) is left out of the weekly teaching plans suggests that even curriculum developers could not realistically include the entire breadth of the curriculum in the time allocated. If a teacher were to try, the pace would be ludicrously fast with detrimental effects on any kind of deep learning.

In the CAPS, there are also items listed which are not allocated any time (for example *remedial grammar from learners' writing*, an item listed under every two-week cycle under language, would, if done properly, take the full hour allocated to language). There is not enough time to cover even the topics specified in the teaching plans. As it stands, with this fast pace, there is no time for remediation should it be required.

4.8 CURRICULUM SEQUENCING AND PROGRESSION

4.8.1 Specification of sequence

The sequencing of a curriculum is the order in which topics are required to be taught. In Table 27, the degree of specification of the sequencing for each of the curricula is indicated using the descriptors high, low or moderate[14].

Table 27: Specification of sequencing		
	NCS	**CAPS**
Level of specification (high/moderate/low)	Moderate/high	High (but the specification is not logical)
Rationale/justification	Curriculum content is ordered sequentially beginning with elementary and progressing to more sophisticated knowledge and skills. However, topics are not specified.	There is specification of content and skills however not always logically sequenced, for examples skimming and scanning are suggested for the first time in Grade 12

The arrangement of content items in the NCS are logical and developmental, for example in reading and viewing predicting is followed by skimming and then scanning and progresses to the summarising and inferring meaning (Doc 1.2, p 44). This can be compared to the arrangement of content in the CAPS overview which follows a similar logical order. However, the CAPS teaching plan does not reflect this level of sequencing, and content appears to be more randomly placed. A sequential delivery will depend on the teacher's skills and experience to recognise the need to implement the skills which will eventually lead to higher order understanding, for example intensive reading which develops from the skills of skimming and scanning. This can be said for the majority of skills as they are arranged in the CAPS yearly teaching plan.

The way the NCS has been presented reveals an appropriate sequencing, which makes sense in terms of the structure and nature of the subject. Similarly, the sequencing in the overview of the CAPS reveals an appropriate arrangement of content, but this is not complemented by the teaching plan which has a haphazard placing of skills, nor does it specify the inclusion of all skills found in the overview. However, the NCS does not specify particular genres (for example when narrative vs argumentative essays should be taught).

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[11]   **High:** The order in which topics are to be taught is clearly specified and prescribed within and across grades;
Moderate: There is a general suggested order in which topics are expected to be taught within and across grades, but allowance is made for some discretion on the part of the teacher;
Low: Topics are presented to be taught in no particular order within and across grades, and sequence is at the discretion of the teacher.

4.8.2 Indication of progression

Progression is evident when the content and skills in a course increase in cognitive demand within a given grade or level, and from one level to the next. The sequencing and pacing of material in the course therefore needs to be appropriately structured to allow for this development. Table 28 below describes the level of indication of progression in each curriculum within each grade and across grades in the FET Phase.

Table 28: Indication of progression – within and across grades			
		NCS	**CAPS**
Within grades	**Level of indication (strong/ moderate/weak/none)**	Strong	Weak
	Rationale/justification	Doc 1.2, p 45: Reflects progression within the grade – for example a Grade 10 learner is first required to recognise the difference between direct and implied meaning and progresses to recognising character/narrator viewpoint and finally recognising character/narrator socio-political background	Doc 2.1, p 53: In a ten week cycle, 8 weeks are devoted to Intense reading and there is no clear indication that the suggested text type becomes progressively more challenging.
Across grades	**Level of indication (strong/ moderate/weak/none)**	Strong	Weak
	Rationale / justification	There is evidence of increasing complexity evident in the set of descriptors that indicate progression across grades.	Very little indication of increasing complexity across grades. Description in the teaching plan suggests a topic is taught to the same intensity in Grades 10 and 12 and may not be specified at all in Grade 11 as indicated in Table 21

The NCS shows progression by giving a clear indication of the depth of content coverage per grade in the use of progressive terms such as *'describe'*, *'explain'*, *'interpret'* to indicate skills required to respond to a text, and *'familiar text'*, *'a range of texts'* and '*a wide range of texts'* to indicate complexity levels of texts (Doc 1.2, pp 45, 46).

In the CAPS terms such as *'identify'*, *'analyse'*, *'evaluate'*, which suggest progression and depth, are generally stated (Doc 2.1, p 30) and seldom specific to a grade in the teaching plan, for example figurative language in the *Reading and Viewing* teaching plan is specifically mentioned in the teaching plan for Grades 10 and 12 but not for Grade 11. It is instead found in the teaching of language structures and conventions in this grade.

4.9 SPECIFICATION OF PEDAGOGIC APPROACHES

The pedagogic approach of a curriculum is the way in which teaching and learning is intended to happen in the classroom. Table 29 below describes the pedagogic approach

where this is able to be inferred from the curriculum documents. The table also indicates the degree to which the curriculum in question offers subject-specific guidance regarding the preferred pedagogic approach to be adopted.

Table 29: Specified pedagogic approach		
	NCS	**CAPS**
Subject-specific pedagogic approach (description)	Outcomes-based, text-based, communicative and integrated approaches	Text-based, communicative, process orientated and integrated approaches
Level of indication (high/ moderate/low/none)	Moderate	Moderate

In both curricula, the level of specification of some approaches is quite high, whereas guidance on the application of others is not clearly specified.

An outcomes-based approach is emphasised in the NCS with specific reference to a learner-centred and activity-based approach (Doc 1.2, p 2). Integration of knowledge and skills across subjects and fields of learning is promoted to achieve applied competence as defined in the National Qualifications Framework (NQF) (Doc 1.2, p 3). Communicative language teaching and a text-based approach are recommended methodologies for the teaching of languages.

In the CAPS, the recommended language teaching approaches are text-based, communicative, integrated and process orientated approaches (Doc 2.1, pp 16-17). An approach to teaching literature is also more specified than in the NCS. It is stated that the teaching of language structures and conventions will be taught in the context of reading and writing and also as part of a systematic grammar programme (Doc 2.1, p 46). However, this 'systematic grammar programme' is not included and the realisation of grammar in the weekly plans is highly unsystematic.

In the NCS, there is an assumption that teachers *'should find it easy to adopt an outcomes-based approach and its methodologies as they have always worked towards competency in the language'* and that teachers are familiar with communicative and text-based approaches (Doc 1.2, p 9). The Learning Programme Guideline document provides a theoretical description of the preferred methodologies and approaches coupled with a few practical examples of application of some aspects of these methodologies. An attempt is made to demonstrate how integration could be achieved within languages and with other subjects (Doc 1.2, pp 24-25).

In the CAPS, a brief description of each approach is given but there is extensive guidance on the application of the process/staged approach to the teaching of *Listening and Speaking* (*Pre-listening, During listening, Post-listening, Planning and research, Practising* and *Presenting*) *Reading and Viewing* (*Pre-reading, Reading* and *Post-reading*) and *Writing and Presenting* (*Pre-writing, Drafting and revising, Editing, Proofreading* and *Presenting*) (Doc 2.1, pp19-21, 21-22, 28-29, 35-36).

Guidance on the text-based approach is given through the description of the structure and features of the different genres, for example oral communication (pp 22-27), reading and written texts (pp 38-45).

The application of the communicative approach is not overtly stated in the CAPS. Nonetheless, the integration of language structures in the teaching of speaking, listening, reading and writing suggests a communicative approach to language teaching. However, this integration is not reflected or supported by the teaching plans.

Guidance on approaches to the teaching of literature is not sufficient. While the process approach for the teaching of reading is generally suggested, the teaching plan does not clarify how this approach will be applied. For example, in each cycle one or two literary texts should be taught, but there is no clear indication of the link between these texts.

The approaches and methodologies advocated in the NCS are based on an assumption that the envisaged learner has acquired a basic level of language competence that is necessary to deal with the demands of progressive pedagogies like the communicative and learner-centred approaches. However, it is possible that due to the historical and socio-political background of the South African context, not all learners have achieved the assumed language competences.

In the NCS, the envisaged learner is one who will be *'imbued with the values and act in the interest'* of a non-racial, non-sexist democratic society (Doc 1.1, pp 4-5). In the CAPS, it is stated that the National Curriculum Statement Grades R-12 serves the purpose of *'equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country'* (Doc 2.1, p 4) and that it aims to produce learners that are able to:

- Identify and solve problems and make decisions using critical and creative thinking;
- Work effectively as individuals and with others as members of a team;
- organise and manage themselves and their activities responsibly and effectively;
- Collect, analyse, organise and critically evaluate information;
- Communicate effectively using visual, symbolic and/or language skills in various modes;
- Use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
- Demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The NCS Grades 10-12 *'visualises teachers who are qualified, competent, dedicated and caring'* (p 5) as well as teachers who can assume various roles which include, among other things, mediators of learning, administrator, researcher, interpreters and designers of learning programmes and materials.

The CAPS does not specify the kind of teacher that is envisaged but the provision of term-by-term and week-by-week teaching plans suggests an attempt to 'teacher-proof' the curriculum by prescribing a strictly regimented teaching programme that ensures uniformity in the schooling system. Such a plan minimises the teacher's role to interpret and design learning programmes, in contrast to the NCS. There is also less expectation of administrative duties from the teacher with a view to increasing the teacher's 'time on task'. The specification of methodology indicates an assumption that teachers might not have the necessary knowledge of appropriate methodologies and therefore need detailed guidance. This level of detail is premised on the notion of a deficit in professional development of teachers.

Despite this attempt at 'teacher proofing', there are also gaps in the CAPS which suggest that, by contrast, the expected teacher should be well-equipped to develop learners' reading and writing strategies and that they should know how to integrate language skills into their other teaching tasks (which conversely assumes a highly skilled teacher)

An additional role specified in the CAPS is that the teacher is expected to manage inclusivity by addressing barriers in the classroom using various curriculum differentiation strategies (Doc 2.1, p 5). However, this inclusive approach is not reflected in the teaching plans or elsewhere in Doc 2.1.

4.10 ASSESSMENT GUIDANCE

In Table 30, the number and types of assessment tasks specified in the curriculum from Grades 10 – 12 are indicated. Examples are provided of the dominant types of assessment specified for the different curricula.

The table further indicates whether the assessment guidance given is general, subject-specific, both or neither. The degree of clarity of guidance regarding assessment is also indicated.

Table 30: Assessment		
	NCS	**CAPS**
Number of assessment tasks specified (not including Final Examination)	14 (Gr 12); 15 (Gr 10-11)	10
Types of assessment specified	Tasks – 10; 11 (Gr 10-11) Written tests – 4	Tasks – 7 Written tests – 3

Table 30: Assessment (continued)		
	NCS	**CAPS**
Examples of dominant types of assessment specified	Gr 12: Oral – 4 Writing – 4 Language – 2 Literature – 2 Mid- and trial exams - 2 Gr 10-11: Oral – 4 Writing – 4 Language – 3 Literature – 3 Mid-exam – 1	Gr 12: Oral – 3 Writing – 3 Language – 1 Literature – 1 Mid- and trial exams - 2 Gr 10 – 11: Oral – 3 Writing – 3 Language – 2 Literature – 1 Mid-exam – 1
Specificity of assessment guidance (general/subject-specific/both)	Both The Overviews are general in nature, but the Programme of Assessment is specific.	Both The Overviews are general in nature, but the Programme of Assessment is specific.
Clarity of assessment guidance (high/moderate/low)	Moderate	Moderate

The CAPS teaching plan for Grades 10 – 12 (Doc 2.1, pp 53–76) tends to be specific about which oral task should be assessed in each term. On the other hand the Programme of Assessment suggests that any of the oral tasks may be assessed in any term although the mark allocation for each task differs for example listening comprehension =10, speech = 20. In the Final Examination both of these skills are assessed, but in the assessment guide-line of tasks for the year, there is a choice (Doc 2.1, p 81). This ambiguity in prescription of oral tasks will result in unequal weighting of assessment per term.

The NCS Programme of Assessment dealing with orals is more specific in its allocation of marks. There are no choices offered for the orals and therefore the mark allocation is ap-propriate to the task (Doc 1.3, p 16).

In the case of formal examinations, the distribution of marks is clearly indicated in both the CAPS and the NCS. The breakdown within a particular section, such as essay, is also clearly indicated for example in Doc 2.1 p 85 *'Essay: Content and planning = 60%; lan-guage, style and editing = 30%; structure = 10%'.*

The NCS displays the raw marks and not percentages (Doc 1.3, p 22). However, when ob-serving the oral assessment tasks for the Final Examination, the three tasks to be assessed have marks indicated. These need to be broken down into sub-sections for example total marks for voice, total marks for content, and total marks for language usage (Doc 2.1, p 86; Doc 1.3, p18). These are not indicated in the document so there is a likelihood of teachers creating their own assessment standards. Rubrics for the marking of different tasks have been developed by the DBE and were mediated during training. However, these do not form part of the official curriculum documents.

In the Grade 12 Final Examination, the CAPS document (Doc 2.1, p 84) states the following are expectations: 'Any TWO of the following: Novel/ drama/ short story/ **essay**/ contextual questions…' However, at no stage in the assessment tasks or the CAPS document are any tasks/exercises or skill development in the writing of literary essays considered, nor are they assessed.

In the NCS, there are clear indications that certain literature tasks involve essay writing while others involve textual analysis.

It might draw one to conclude that there is a reduction in the literature tasks which involve essay writing in the CAPS and that this skill, which would be necessary for one wishing to attend university at a later stage, is being lost in the process.

There has been an obvious reduction in the number of assessment tasks in the CAPS (10 tasks) as compared to the NCS (Grade 12 = 14 tasks; Grades 10 - 11 = 15 tasks). However, this does not necessarily indicate a reduction of work required. It would appear that the CAPS is still assessment-driven, much like the NCS.

In the CAPS document, there does not appear to be a clear correlation between what is to be taught according to the teaching plan and what is being assessed (for example, Grade 10 Term 1 assessment includes summaries, yet these are not taught in the first term Doc 2.1, pp 53-54, 81). This dilemma could be investigated further. This however, is not apparent in the NCS documents as they do not include teaching plans.

Both the NCS and the CAPS appear to have a moderate degree of clarity and there should not be any misinterpretations, other than those indicated above.

4.11 CURRICULUM INTEGRATION

4.11.1 Integration between subjects

The extent of the integration between subjects in the NCS and the CAPS is indicated in Table 31 below.

Table 31: Integration between subjects		
	NCS	**CAPS**
Level of integration (high/ moderate/low)	Moderate	Low
Example 1	Doc 1.1, p 11 and 12 (see examples below)	Doc 2.1, p 9 (see examples below)
Example 2	Doc 1.2, p 28 and 46 (see examples below)	Doc 2.1, p 38 (see examples below)

Both curricula do not have high levels of specification about how the content should be integrated across the curriculum, but there are notable differences. On the one hand,

the CAPS mentions as one of its specific objectives that learners should be able to use additional languages across the curriculum (Doc. 2.1 p 9); however, beyond this, there is no reference in the CAPS teaching plan to integration between subjects. On page 38 of Doc 2.1, as part of one of the sample text types, a life-sciences-type information report is used as an example. However, no such report appears in the teaching plans and no mention of any other subjects appears in any of the teaching plans. Consequently, in practice, very low integration will occur.

By contrast, the NCS articulates the relevance of language in other learning areas under 'Educational and Career link': technology, entrepreneurship and relationships with people in the learners' immediate community (Doc 1.1 p 12). Doc 1.2 (p 28) indicates that themes should be related to other subjects to strengthen vocabulary and teaching of languages across the curriculum. The Learning Programme Guidelines (Doc 1.2, p 46) require the learners to 'identify and explain the purpose, structure and language use in texts across the curriculum such as reports, procedures, retelling, explanations, descriptions and expositions'.

In addition, the NCS advocates integration between languages when stating that abstract cognitive academic language skills can be applied to all official languages (Doc 1.1, p 11). It states that a first additional language promotes multilingualism and intercultural communication and that it could be used across curriculum.

Based on these observations, the NCS has a clearer vision of subject integration compared to the CAPS. However, neither curricula make regular, explicit and consistent references to subject integration.

4.11.2 Integration with the everyday world and knowledge of learners

Table 32 (see below) indicates the level of integration between the subject knowledge in the NCS and the CAPS and the everyday (general) knowledge of learners at this stage of their development and in this context.

Table 32: Integration between subject and everyday knowledge		
	NCS	**CAPS**
Level of integration (high/ moderate/low)	Moderate	Low
Example 1	Doc 1.1, pp 9, 10, 12 (see examples below)	Doc 2.1, pp 11, 12, 23 (see examples below)
Example 2	Doc 1.2, pp 17, 32 (see examples below)	

Both curricula do not integrate abstract knowledge and everyday knowledge in specific terms. Such integration can be inferred, however, in each curricula, but the quantity of references differ remarkably. Both curricula make reference to lifelong learning and real

life contexts in their objectives (Doc 1.1, pp 9, 12; Doc 2.1, p 3). The NCS mentions exploration of personal, national and global issues (Doc 1.1, p 12) and makes clear connections between literacy and everyday life and work place as well as adaptation of language competence at various contexts. The notion of context of use is emphasized more in the NCS policy statement (Doc 1.2, pp 17, 32).

In particular, there is reference to the world of the learners from diverse backgrounds, including rural and urban differentiation (Doc 1.2, p 32). In this way, the NCS is more articulate on this aspect than the CAPS. In both curricula, however, it is evident that these objectives are not applied in the Assessment Standards (NCS) and purposes (CAPS). For the CAPS, this omission in the teaching plan is worrisome in that there is such a wide gap between the promises of the curriculum and the sample teaching plan.

As seen elsewhere, the NCS assumes a competent teacher to design a teaching plan with integration of social worlds of the learners. The CAPS, on the other hand, gives an impression that the everyday world and knowledge of the learners do not matter (taking the learner out of the centre); that is, if one relies on the teaching plan guide. On the whole, both curricula have not shown explicit relationships and connections to learners' everyday knowledge and experiences. However, the CAPS' development of a teaching plan without this connection may be misleading: That such a connection is unnecessary. The expertise expected of the teacher in the NCS may not be attainable, given the South African context in which the majority of the teachers were trained/developed.

4.12 CURRICULUM OVERVIEW

4.12.1 Curriculum coherence

The NCS design shows a fairly coherent structure in terms of content coverage, curriculum objectives and sequence and progression from one grade to the next. But due to lack of specificity under core skills (for example including terms such as 'identify', 'discuss' and 'demonstrate'), coherence of ideas within each grade is not explicitly articulated. This is evident with the absence of a teaching plan guide where coherence within each grade level can be discerned. In other words, it is the teacher's responsibility to develop an internal logic from a potpourri of topics that have to be organised into a coherent learning programme.

The CAPS attempts to put in place a structure that roughly corresponds with language learning logic. The learning outcomes follow the natural order of language acquisition: Listening preceding speaking, reading preceding writing and language structure and its meta-language awareness only acquired at a later stage. But due to a horizontal approach to language learning, these skills do not show coherence or logical progression of ideas from one grade to the next. This horizontal organisation of learning leads to too much information repeated within and between grade levels without clear direction of level or grade differentiation.

Language acquisition is complex as learners may be acquiring different skills. A syllabus with logical progression from word to discourse (grammar, reading, writing, listening, speaking) is expected of a curriculum that is supposed to be specific. However, the CAPS offers none of this expected logic. Noteworthy too is the emphasis on more receptive modes (listening) rather than productive modes (speaking), missing the progression curve from receptive to productive modes throughout grade levels. Although the CAPS reflects listening in context, it has not emphasised the value of multilingualism and social issues around which language is learned—a distinguishing property found in the NCS.

4.12.2 Implications for the South African context

Both curricula have varying implications for the South African context, which is multicultural and multilingual in nature. The CAPS assumes that FAL learners have a weak command of English and thus need to receive more input across the three grade levels. The NCS, on the other hand, assumes thinking learners with a strong sense of who they are (identities). While both perspectives may have relevance, the CAPS deficit model is disconcerting and unrealistic, especially when one considers that communicative opportunities outside of the classroom are very limited in rural schools, which cater to the majority of FAL schools in the country.

A one-size-fits-all approach seems insensitive to varying contexts of English as an additional language where some schools would neatly qualify categorisation of 'foreign language' or second additional language context. The NCS has better intentions, but it assumes a very knowledgeable teacher who can create his/her own materials and learning programmes and who is able to make learning English relevant to one's context. This assumption is problematic.

The many and competing purposes of English FAL carry the implication that it cannot meet all of these demands for all of the different contexts in which it is taught. The current 'comprehensive' curriculum (in the NCS and the CAPS alike) is too broad to both induct learners into the discipline of English as well as developing strong written and spoken skills that will support English as the LoLT.

The breadth and pacing is also inappropriate for the majority of FAL learners, who will require more time to engage meaningfully with all of the curriculum demands. The implications are that schools will either move much too quickly through the curriculum, in order to finish it, or else will not finish it. Neither is helpful for the meaningful development of language competencies.

The teacher who lacks confidence, expertise or determination, is not going to synthesise either the NCS or the CAPS documents. This suggests that both curricula are difficult for many teachers to fully deliver. With the CAPS, it is probable that most teachers will focus only on the teaching plan that has been given in the CAPS document (Doc 1.2, pp 53-76). As this plan, in its current state, lacks detail, coherence and progression, many of

the teachers will not know to what level or depth a skill needs to be taught (for example Grade 11 Term 1: Nouns (Doc 2.1, p 61)). This does not reveal to what depth nouns must be taught.

In the FET Phase CAPS, there is an implied suggestion that many skills have already been covered in the General Education and Training (GET) Phases (for example in Grade 10 Term 1, the language structures section states: '*adverbs and adjective (revision)*' (Doc 2.1, p 53). At no time prior to this is there any indication in the FET CAPS that adverbs and adjectives have been taught. This suggests that the CAPS has conflated revision with re-mediation, which is problematic.

A large proportion of English FAL teachers have come from a disadvantaged learning background. The CAPS recognises that many teachers may lack the requisite content knowledge and deep awareness of methodology and provides explicit guidance in this regard. However, in its current form, the CAPS does not do this consistently and in some cases might be considered as more of a hindrance to them than making their task lighter. For example, the questions arise as to what depth '*intensive reading*' (Doc 2.1, p 61) should be taken, or what is meant by '*meta-language*' (Doc 2.1, p 58) or how is '*chronological order*' (Doc 2.1, p 67) meant to be taught and to what depth?

If one considers the CAPS and compares it to the NCS, the CAPS might be interpreted as a 'watered-down' version of the NCS. However, the question arises as to whether, even in a 'watered-down' version, it is appropriate for English FAL learners. In our opinion, it is not entirely appropriate and rather looks like a 'standard grade' version of the requirements for English HL.

Many South African teachers, especially those lacking confidence in literature, may find the lack of explanation/clarification in the CAPS teaching plan a problem. For example, under the heading of '*Reading and Viewing*', Literary Text 12 through to Literary Text 18 give the same instruction: '*Intensive reading appropriate to text, for example figurative language, structure, character, etc.*'(Doc 2.1, pp 74-75). This instruction then covers eight weeks of work.

Instead of focussing on specific aspects to be studied, the CAPS compiler/s have opted for vagueness and reinforced this by using '*etc*'. If high specification is its aim, the CAPS must see this through by providing detailed, highly specified documents that set out exactly how the whole curriculum can be taught and at what level and depth, across the three-year phase.

4.12.3 Assumptions regarding teacher expertise

The NCS clearly indicates the type of teacher that it envisages will deliver the curriculum by stating that it '*… visualises teachers who are qualified, competent, dedicated and caring*' (Doc 1.1, p 5). Teachers are perceived to be '*mediators of learning, interpreters and*

designers of learning programme materials'. The content is strategically sequenced and assumes the teacher will have the desired capability to design an appropriate and individual teaching plan, which covers all the content to the suggested depth and breadth.

The CAPS provides a similar sequencing of content as seen in the overview of Doc 2.1, pp 29-46. However, it is not specific about the depth of coverage per grade. The teachers are directed to the teaching plan for further guidance on how to mediate the content. The teaching plan was designed to address the concern raised that *'teachers need absolute clarity on what they are required to teach'* (Department of Education 2009, p 16). This would also provide assistance to the teacher who was *'dispossessed in the past, insecure in the present and uncertain of the future'* (ibid, p 61). However, the teaching plans in their current form have gaps and inconsistencies. They will therefore only offer the illusion of 'absolute clarity' and will not lead to the full curriculum being implemented.

The unpacking of the CAPS learning plan reveals that it has been oversimplified and does not make specific reference to a large volume of the content. The underlying assumption of such a design is that a teacher will have the expertise to recognise where content gaps exist and have the capability to modify the plan to include the relevant content at the desired levels and in the appropriate sequences.

The CAPS thus is based on conflicting assumptions about teacher expertise. The overt assumptions are that teachers cannot, or should not have to, develop their own teaching plans and therefore are provided with these. This suggests that the CAPS assumes that teachers do not have the expertise (or time) necessary to develop their own teaching programmes. However, there are so many gaps in the teaching plan and there is so little specification about depth or progression that it would require a highly skilled and competent teacher to identify such gaps and failures of logic, and take steps to mediate the plans to address these problems.

4.13 CONCLUDING REMARKS

In conclusion, it seems that although the four broad learning areas (*Listening and Speaking*, *Reading and Viewing*, *Writing and Presenting*, and *Language*) remain constant across the two curricula, the changes brought about by the CAPS are more extensive than immediately apparent. The underpinning philosophies are significantly different in the NCS and the CAPS. The former assumes a socio-cultural stance on language learning and teaching where the context and 'incomes' are taken into account and authenticated in the classroom. The latter takes a more technocratic approach to language learning where technical skills and input take precedence. The positivist and deficit model preferred by the CAPS leads to a reduction in opportunities for output modes in favour of input modes. Stated differently, there is a change in focus from learners producing authentic texts (especially oral texts) to learners being the more passive recipient or reproducer of others' texts. There is less recognition of English being an additional language in a multi-lingual context.

English FAL, as the LoLT and language of assessment, attempts to fulfil a range of diverse and competing purposes: To induct learners into the discipline of English; to support and underpin all other subjects; to prepare learners to operate confidently in both oral and written forms of academic and everyday English; to allow them access to further academic and employment opportunities. It is almost impossible for one subject to meet all of these expectations. Neither curricula adequately prepares the learner to study English at university. Neither do they necessarily support language across the curriculum (although both acknowledge this role, neither specifies how this should be done.)

Both curricula are very broad, the CAPS slightly less so, and it is felt that the curriculum would benefit from being less broad. Relative depth was very difficult to assess, more so with the CAPS which does not specify depth or progression. Based on the depth graph in Section 4.5.2, it seems that, whilst the NCS reflects a reasonable range in depth, the CAPS appears to be slightly more superficial. There is also more coherent evidence of depth progression across the grades in the NCS, whereas in the CAPS there is no such progression.

Related to depth, is pacing. In order to cover the breadth of topics listed, the pace for both curricula would have to be fast. This in turn has implications for depth: A broad curriculum, with a fast pace, necessarily leads to a shallow curriculum. The description 'a mile wide and an inch deep' is apt.

The NCS relies heavily on teacher expertise to design and structure the learning programme across the three years of the Phase, and coherence would depend very much on how well individual teachers or schools did this. Given the challenging context of South African schooling, where many teachers lack these high-level skills, it seems reasonable to assume that in many schools, coherence was lacking in how the curriculum was realised. The CAPS provides a far more structured learning programme, that specifies what topics should be taught when, but it still lacks coherence or specification of progression and depth. This could have negative implications for teachers and teaching.

The NCS expects teachers to generate their own materials whereas the CAPS envisages a textbook-based curriculum. Both perspectives have merit as well as flaws. Although a good textbook can be very helpful in supporting coherent, well-paced curriculum development – especially with under-equipped teachers- it can also be problematic to rely too heavily on a textbook, particularly in a context where delivery is an on-going challenge. Textbooks relieve the burden on teachers to generate materials thus, in theory, allowing them to spend more time on teaching, but they also prevent teachers from developing material that is appropriate for their specific learners and context. Given that the contexts of schooling in South Africa are so diverse, it will be impossible to find a textbook that meets the needs of all learners.

The CAPS attempts to offer a well-structured and coherent curriculum that requires very little interpretation by the teacher. However, close analysis reveals that there is great incoherence within the curricula and the weekly teaching plans leave out a significant

portion of the intended curriculum. These weekly plans also lack any kind of logical development and fail to specify depth and progression. The *'structured language programme'* (Doc 1.2, p 3) that is mentioned in the overview of the curriculum is notably absent in the teaching plans; the language topics do not follow any kind of progression or apparent structure.

Neither curriculum, then, provides *'clear, succinct, unambiguous, easily understood, measurable statements of learning'* (Donnelly, 1999, 2002, 2005). The CAPS, however, is particularly incoherent, despite being more specific.

The NCS specifies the grade-appropriate levels for different aspects of the curriculum and how they should progress, but lacks other specification. The CAPS, on the other hand, attempts to be more highly specific and offers weekly plans. These plans, however, do not specify the depth to which different topics should be taught and are vague, confusing or illogical in places.

Both curricula offer a moderate degree of guidance for teaching and somewhat more for assessment. The guidance for formal assessment, especially examinations, is particularly clear. However, in the CAPS there are inconsistencies between what is taught and what is assessed. It is not possible to make a comparison here with the NCS, as it is left to the teacher to decide what to teach when.

Although both curricula claim to be integrated (both between topics within English and between the other subjects in the curriculum), with the NCS it is entirely up to the teacher or school how well that will be done (if at all.) With the CAPS, there is little practical advice on how this integration should occur and nothing in the weekly teaching plans that indicate integration with other subjects.

Overall, the rewriting of the English FAL curriculum has taken away most recognition of it as an additional language, operating within a multi-lingual, multi-cultural context. While the reasons behind this might be noble – presumably the curriculum developers made it more like a home language in order to raise the standard of learners' English and hence improve access to academic and employment success - it reveals a flawed understanding of how additional language is optimally acquired and goes against much current thinking and research.

4.14 RECOMMENDATIONS

- There is a pressing need to reduce the breadth of the curriculum. This, in turn, should facilitate the necessary slowing down of the pacing. Doc 2.1 should be rewritten to ensure steady progression across the three years of the Phase and to ensure that the depth of the curriculum is increased, incrementally, across the three years. There also needs to be progression within each year, from the first term to the fourth.

- As part of this rewrite, a consistent and explicit attempt should be made to make the curriculum genuinely integrated. Doc 2.1 should specify how and where this can be done.

- There is a case for separating English FAL into two subjects: one that focuses on literature and prepares the learner for further study in English. (At present, the FAL learner is at a disadvantage if they study English at university, not having studied some of the literary genres, not having written literary essays or been required to do much in-depth analysis.) The other (which should be compulsory) could focus more strongly on supporting the learner across the curriculum and assisting the learner to become a competent user of English for academic and social purposes, both orally and in written form.

- The CAPS should be very clear on the difference between revision and remediation. Time should be allocated for revision. Remedial elements, however, should be removed from the core curriculum and listed separately. (This would, in part, address the breadth issue.) Further, explicit guidance should be provided on how to support remedial learners in the classroom and to facilitate inclusivity.

- The CAPS' weekly teaching plans are a potentially very useful resource, but at present are misleading, incoherent and lack detail. The teaching plans should be rewritten so that they comprehensively reflect the whole curriculum, and so that they progress coherently and logically. Depth must be specified and develop across the three years of the Phase. Furthermore, it is essential that the teaching plans and the rest of the CAPS document are coherent and articulate accurately.

- With regards to assessment, the assessment plan should be reviewed concurrently with the teaching plan review, so that all tasks that are to be assessed have indeed been taught.

- Serious attention should be given to the reworking of the language section of the teaching plans, so that this develops logically, shows progression and so that it is possible to link items to be learned with the speaking, reading and writing tasks of that two-week cycle. Additional time should be allocated to language, so that teachers can do *remedial grammar from learners' writing* (Doc 2.2, pp 53-67, 74,75) as specified each week on the teaching plan for example. Examples/lesson plans should be provided, to show teachers how to do this.

- The range of speaking and listening tasks should be revisited. The frequency of these tasks should be reduced, to slow down the pace. In terms of types of tasks, an attempt should be made to restore the learners' own voice and put them back at the centre of the curriculum: There should be less reading of others' texts and more production of learners' own, authentic oral texts.

- It is also suggested that the pacing of the curriculum should be reviewed (although this should automatically be modified if the breadth is reduced.) Learners need time to learn from their errors and to practise a skill more than once. Time for regular revision should be built into the curriculum.

- Finally, from a more theoretical perspective, a sound additional language curriculum should remain underpinned by a socio-linguistic understanding of language acquisition: Issues like use of home language/multi-lingualism/language and power should not be side-lined as they currently are in the CAPS.

- Variation in levels of FAL need to be appreciated and made apparent in the curriculum, taking onto account diversity issues and access differences in South Africa. Critical language awareness should be developed more consistently and authentically across the three years of the Phase.

5 ENGLISH FIRST ADDITIONAL LANGUAGE: EXIT-LEVEL OUTCOMES FOR THE FET PHASE

Table 33 reflects the exit-level outcomes for the English First Additional Language CAPS for the FET Phase.

Table 33: Exit-level outcomes for language skills in the CAPS	
Language skill	**Exit-level outcomes for FET**
Speaking and Listening: Listening outcomes	**Learners will demonstrate the following pre, during and post-listening skills:** • Pre-listening: Strategies to prepare learners for listening, for example activating background knowledge, predicting, getting physically prepared • During listening: Listening for specific information and comprehension; listening for critical analysis and evaluation; listening for interaction; listening for appreciation • Post-listening: Answering questions, reviewing notes, using information (for example to label a diagram), summarising, drawing inference and conclusions, evaluating, responding critically.
Listening and Speaking: Speaking outcomes	**Learners will demonstrate the following speaking skills:** • Planning, researching and organising ideas and information • Practising and presenting: Showing awareness of audience, purpose, and context; using appropriate and accurate language structures and conventions; clear delivery, using appropriate verbal and non-verbal techniques **Learners will know the features and conventions of these oral communication texts:** • Informal speaking and group work: Discussion, conversation, dialogue, group work, unprepared reading aloud • Formal speaking and presenting: Prepared speech, unprepared speech, reading aloud and interview • Argument and viewpoint: Panel discussion and debate • Speaking for specific purposes/contexts: Giving directions, instructions, introducing a speaker, offering a vote of thanks.
Reading and Viewing	**Learners will be able to demonstrate the following pre, close and post reading and viewing skills:** • Pre-reading: Strategies to prepare learners for reading, for example activating background knowledge, predicting, skimming headings • Reading: Close reading of text supported by teacher's questions; development of strategies, for example inferencing; focus on word choice, use of language, imagery, etc. • Post-reading: Interpreting the text as a whole using strategies such as synthesising, summarising, comparing and contrasting, inferencing, evaluating, drawing conclusions, expressing opinions. • Intensive reading of literary and non-literary texts • Extended independent reading and viewing..

	Learners will be able to demonstrate the following writing skills:
	• Process writing:
	  o Planning/Pre-writing-analysing the structure and language features of the text type.
	  o Drafting, revising, editing, proof-reading, presenting.
	• Awareness and use of appropriate language structures and conventions during the writing process:

Table 33: Exit-level outcomes for language skills in the CAPS (continued)	

	• Text types – structures and language features:
	  o Cognitive academic: information report, procedures, explanation, persuasion/ argumentative, reflective/discussion/discursive, review
	  o Creative: narrative, descriptive
	  o Personal/interpersonal: diary/journal, personal letter, personal recount, invitation, obituary
	  o Business: business letter, pamphlet, CV, form-filling, agenda, minutes, flyer, advertisement.

Language Conventions	**Learners should know and be able to use the following language conventions:** Language structures and conventions are taught in the context of the above skills and also as part of a systematic language development programme. This should include word choice, spelling, sentence construction, punctuation, paragraph writing, revision of grammatical structures taught in earlier grades, and the introduction of new language structures(see Reference List (Doc 2.1, 46 - 48.) **Learners should have developed critical language awareness skills with regards to:** • Emotive and manipulative language • Bias, prejudice, and stereotyping • Assumptions and their impact • Implied meaning and inference • Denotation and connotation • Purpose of including or excluding information • Writer/producer's point of view.

The above outcomes, outlined in the *'Overview of language skills and content'* in the CAPS for English First Additional Language (Doc 2.1, p 10) suggests that learners completing Grade 12 will be fluent and competent users of the additional language, across a range of texts and contexts. It also suggests that learners will be able to write in a range of different modes; adapting their structure, style and diction for a variety of audiences and purposes. A strong critical language awareness is also indicated: learners should be able to critique language use in their own and others' speaking and writing, and recognise bias, stereotyping and implied power relations.

However, if one compares what is suggested in the teaching plans to these ideal outcomes, it becomes apparent that all of these outcomes are not going to be realised through the activities that learners engage in over the three years. Whilst it is acknowledged that the teaching plans are presented in the CAPS as merely 'an example', it is apparent that the majority of teachers are applying these weekly plans as they stand, without referring to the rest of the document. (Textbooks being used in the classroom are also based on these plans.)

This evaluation team has already strongly recommended that the current teaching plans be revised to reflect the whole intended curriculum. For now, it is beyond the scope of this report to conduct and present a detailed critique of the teaching plans and their omissions. However, to support the argument that the activities in the teaching plan will not lead to all of the intended outcomes, a number of specific examples are provided below, to illustrate this probability.

Listening and Speaking: A range of topics and skills introduced in the curriculum show that one of the exit outcomes is that learners will have been provided with balanced input and output skills within a range of contexts, purposes and audiences. There is a glaring omission of several core skills due to the lopsided attention given to receptive skills to the detriment of oral, productive skills. For example, core prosodic and supra-segmental skills such as eye contact, posture and gesture, voice projection have been omitted from the Teaching Plan in Grades 10, 11 and 12 (Doc 2.1, pp 53-76). Further, discourse features for specific purposes such as telling a story, congratulations, giving directions and giving instructions are missing in the Teaching Plan. Here, the curriculum reflects such significant omissions of both basic and applied skills in speech production that it would be difficult to imagine how the learners can present persuasive arguments and pitch their speech for specific purposes, audiences and contexts.

Reading and Viewing: The suggested reading process need not be applied in every reading lesson and therefore the intended reading strategies may not be taught in every grade. For example, *'skimming and scanning'* is only specified in the Grade 12 teaching plan (Week 1 and 2, p 69). *'Inferring'* (Week 1 and 2, p 61) and *'compare and contrast'* (Week 9 and 10, p 62) are only specified in Grade 11. Thus, coherent, incremental learning and practising of these skills is not realised by the current teaching plans. Even more seriously, some comprehension strategies such as 'making connections' and 'monitoring comprehension' are not specified at all in the teaching plan but they appear in the curriculum overview (Doc 2.1, p 28).

Four genres of literary texts are prescribed for formal study of literature: drama, novel, 6-8 short stories and 6-10 poems for each grade (Doc. 2.1, p 33). However, because the choice of genre is optional and limited to two texts per grade, the possibility exists that the more challenging genres, for example novel and poetry may be ignored completely for the duration of the Phase. In addition, the assessment of literary genres is limited to contextual questions, giving learners no exposure to intensive forms of literary analysis and academic writing that are required in institutions of higher learning. There are 14 instances in Grade 10 and 11 in which literary texts should be taught and 18 in Grade 12. This gives teachers and learners ample opportunities to engage with the formal study of literature. A summary of literary features for each genre are summarised in the curriculum overview. However, the vague specification of features of each text to be taught per cycle in the teaching plan, may lead to superficial engagement with the text if teachers are not provided with more detailed guidance on the teaching of specific literary genres.

Extended independent reading and viewing for pleasure and research is prescribed as part of the reading programme. However, because it is an additional requirement which is not assessed, teachers may not give the crucial guidance necessary to advance the learners' reading skills.

Writing and Presenting: Summary writing is covered in the teaching plan, but is not stated in the outcomes and overview under writing and viewing. It is however, mentioned under reading and viewing.

In the teaching plans, summary writing appears once in all three grades. The first time it is mentioned is in Grade 10 (Week 33/4 p 59) as *'summary writing revision for example full sentences, using synonyms and own words'*. This entry suggests that summary writing has been taught in earlier Grades and assumes that learners can use sentences and synonyms to condense information. What is puzzling though is that when summary writing next appears in Grade 11 (Week 5/6 p 61) learners are expected to *'write point form summary. Extend notes into full text for example paraphrasing main ideas from a text or interview'*, an activity which suggests the teaching of the basic skills of summary writing, yet in Grade 10 this skill was being revised. In Grade 12 (Week 13/14 p 72), summary writing is again mentioned as a revision of what was done in Grade 11.

An overall observation is that the summary writing skill is treated haphazardly and is not fully developed in the teaching plans; the progression from micro to macro skills is not immediately apparent in the teaching plans. Scanning through the CAPS document, no information is provided to guide teachers on a step by step process of teaching summary writing. In addition, no differentiation is made between how a summary for a review; a summary for an interview and a summary of a literary text and an explanatory text should written.

In terms of the broad outcomes, the CAPS document suggests that there should be a range of writing for different purposes, such as '*cognitive academic*' and '*creative*' (Doc 2.1, p 37), to name a few. Within the category '*cognitive academic*', such text types are reflective, argumentative, discursive, while '*creative*' consists of narrative and descriptive writing. These specifications suggest that, after completion of these writing text types, learners should be in a position to cope with any type of academic or creative writing on exiting the FET Phase. However, this is not the case.

Narrative and descriptive essays may be regarded as being of a lower cognitive level, and are generally done early on in the year (in Grade 10 during Weeks 7 and 8 (Doc 2.1, p 54)and Grade 11 during Weeks 7 and 8 (Doc 2.1, p 64). It is also noted that an argumentative paragraph is prescribed in Grade 10. However, the writing of argumentative essays is not developed later in Grades 11 and 12.

On the other hand, the cognitive academic writing is considered to be of a higher cognitive level, and is written in Grades 11 and 12, (Weeks 23/24 and 7/8 respectively) which is acceptable.

In setting some of the writing tasks in Grade 11 and 12, teachers have the option of choosing which specific type of writing to undertake (for example *'Write an essay: argumentative/ reflective/discursive/ narrative/ descriptive'* – Doc 2.1, p 75 Weeks 27/28). Having this choice could lead to certain types of writing not being carried out and this would then negate the idea that the learner has acquired the skills needed to write across the full range of tasks.

It was also noted under the *Writing and Presenting* tasks, that on p 11 of Doc 2.1, there is no reference to transactional writing relating to newspaper or magazine articles, yet

they are referred to in the overview on page 45 of the previously mentioned document, suggesting that they are also part of the broad outcomes. These tasks, along with speech writing (as mentioned on p 42 of Doc 2.1), are not found in the teaching plan, yet are examinable.

Language Conventions: The curriculum expects the learners to have a sound command of language forms, conventions and functions by the time they exit the FET Phase. Language is also positioned as playing an intermediary role for the learners to realise other broad FAL outcomes. However organisation of topics is sporadic and inconsistent for the FET learners to exit with this expected outcome. The teaching plan (Doc 2.1, pp 53-76) shows that there is no coherent language acquisition within and between grades. Instead of moving from word level to sentence level grammar, there are obvious omissions of sentence structure, types, and functions in Grade 12. For example, pronouns are only introduced in Grade 12.

Although language development does not take a linear progression, as a skill, the FET Phase fails to provide learners with the grounding of seeing language as a set of skills that are incremental. Treatment of language awareness (discourse analysis) and socio-cultural practices of language (pragmatics) is very scanty. For example, bias and manipulative use of language does not appear in the Grade 11 syllabus while implicature (implicit and explicit messages) and culturally appropriate forms are omitted in Grade 12.

To summarise, although the intended curriculum, as expressed in the first three sections of the CAPS, is generally appropriate (although too broad), the flawed weekly teaching plans lead to significant gaps and imbalances. Breadth overall should be reduced, to facilitate greater depth. Part one of the Umalusi evaluation report suggested that there are insufficient authentic speaking opportunities in the curriculum, and an excessive emphasis on listening to the target language and reproducing others' texts (both orally and in written form.) A shift which facilitates greater emphasis on development of the learners' voice is suggested. The writing programme should be structured to ensure that the more complex text types are engaged with, and not presented as options. The coherent and integrated language programme, which is promised but not delivered, needs to be developed and integrated into the weekly teaching plans. Finally, the curriculum should be reconceptualised to ensure that the specified language items are taught coherently and that a deeper engagement with the critical language outcomes is ensured.

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ANNEXURE A: ENGLISH HOME LANGUAGE SKILLS COVERAGE

Table 36 below identifies all the **content/concept/skill** areas represented for the phase in the curricula being evaluated, and lists these topics in the first column (Topic (content/skill).

A (**Y**) is placed in the appropriate column to indicate whether this content/skill is covered in the respective curriculum.

If the content is not dealt with in a particular grade, the cell is left blank.

If the content is not dealt with at all in any of the grades of that curriculum, the blocks are shaded.

The last row indicates the total number of topics per grade.

Table 34: Content/skills coverage						
Topic (content / skill)	Covered in the Curriculum (Y)					
	NCS			CAPS		
Grade	10	11	12	10	11	12
Listening and Speaking						
Pre-listening (activate context, interest, vocabulary and existing knowledge)				Y	Y	Y
Turn-taking conventions	Y	Y	Y	Y	Y	Y
Formal and informal speeches/prepared and unprepared speeches	Y	Y	Y	Y	Y	Y
Demonstration of planning and research	Y	Y	Y	Y	Y	Y
Dialogues	Y	Y	Y	Y	Y	Y
Interviews	Y	Y	Y	Y	Y	Y
Introduction of a speaker	Y	Y	Y	Y	Y	Y
Vote of thanks	Y	Y	Y	Y	Y	Y
Congratulations	Y	Y	Y			
Tribute	Y	Y	Y			
Debate	Y	Y	Y	Y	Y	Y
Discussions	Y	Y	Y	Y	Y	Y
Panel discussions		Y	Y	Y	Y	Y
Forums			Y	Y	Y	Y
Reports	Y	Y	Y	Y	Y	Y
Express/share own ideas/comment	Y	Y	Y	Y	Y	Y
Directions	Y	Y	Y	Y	Y	Y
Instructions	Y	Y	Y	Y	Y	Y
Defend a position	Y	Y	Y	Y	Y	Y
Tell a story/story telling	Y	Y	Y	Y	Y	Y
Group discussions	Y	Y	Y	Y	Y	Y

Table 34: Content/skills coverage (continued)						
Topic (content / skill)	Covered in the Curriculum (Y)					
	NCS			CAPS		
Grade	10	11	12	10	11	12
Review				Y	Y	Y
Rhetorical strategies (including verbal and non-verbal techniques. See Doc 1.2, p 43 and Doc 2.1, p18)	Y	Y	Y	Y	Y	Y
Critical analysis and evaluation	Y	Y	Y	Y	Y	Y
Reading and Viewing						
Strategies for pre-reading (including skimming, scanning, predicting, clarifying vocabulary)	Y	Y	Y	Y	Y	Y
Differentiating between fact and opinion	Y	Y	Y	Y	Y	Y
Differentiating between direct and implied meaning	Y	Y	Y	Y	Y	Y
Identifying the writer's/narrator's/character's viewpoint	Y	Y	Y	Y	Y	Y
Determining social, cultural and political background and setting	Y	Y	Y	Y	Y	Y
Identifying figurative and rhetorical language as well as literary devices	Y	Y	Y	Y	Y	Y
Identifying writer's conclusions and inferences	Y	Y	Y	Y	Y	Y
Interpretation of visual and graphic texts	Y	Y	Y	Y	Y	Y
Formulate a personal response to texts	Y	Y	Y	Y	Y	Y
Recognise values, attitudes and beliefs	Y	Y	Y	Y	Y	Y
Identifying bias, prejudice and discrimination	Y	Y	Y	Y	Y	Y
Explore the key features of different text types (literary, non-literary and visual) and explain how they contribute to meaning. See Doc 1.2, pp 46-47; and Doc 2.1, pp 23-27	Y	Y	Y	Y	Y	Y
Writing and Presenting						
Transactional texts						
Advertisements	Y	Y	Y			
Brochures	Y	Y	Y			
Curriculum Vitae	Y	Y	Y	Y	Y	Y
Dialogues	Y	Y	Y	Y	Y	y
Diary entries	Y	Y	Y			
Email messages	Y	Y	Y			
Faxes	Y	Y	Y			
Formal and informal letters to the press	Y	Y	Y	Y	Y	y
Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters	Y	Y	Y	Y	Y	Y
Filling in forms	Y	Y	Y			
Friendly letters	Y	Y	Y	Y	Y	y
Invitation cards	Y	Y	Y			
Magazine articles	Y	Y	Y	Y	Y	Y
Editorial	Y	Y	Y			

Topic (content / skill)	Covered in the Curriculum (Y)					
	NCS			CAPS		
Grade	10	11	12	10	11	12
Memoranda	Y	Y	Y			
Minutes and agendas	Y	Y	Y	Y	Y	Y
Newspaper articles	Y	Y	Y	Y	Y	Y
Obituaries	Y	Y	Y	Y	Y	Y
Pamphlets	Y	Y	Y			
Postcards	Y	Y	Y			
Reports (formal and informal)	Y	Y	Y	Y	Y	y
Reviews	Y	Y	Y	Y	Y	Y
SMS	Y	Y	Y			
Creative texts (including narrative, descriptive, reflective, discursive, expository, argumentative, responses to literature)	Y	Y	Y	Y	Y	Y
Directions	Y	Y	Y			
Instructions	Y	Y	Y			
Mind-maps and flow diagrams	Y	Y	Y	Y	Y	Y
Notes	Y	Y	Y	Y	Y	Y
Research project	Y	Y	Y			
Summaries	Y	Y	Y			
Oral, visual and multi-media texts						
Advertisements	Y	Y	Y			
Dialogues	Y	Y	Y	Y	Y	Y
Flyers	Y	Y	Y			
Formal and informal speeches	Y	Y	Y	Y	Y	Y
Interviews	Y	Y	Y	Y	Y	Y
Posters	Y	Y	Y	Y	Y	Y
Presentations with graphic/sound effects	Y	Y	Y			
Research projects	Y	Y	Y	Y	Y	Y
Slogans	Y	Y	Y			
Use of writing strategies and techniques for drafts (including proofreading and editing)	Y	Y	Y	Y	Y	Y
Language structure and conventions						
Spelling rules and conventions	Y	Y	Y	Y	Y	Y
Abbreviations and acronyms	Y	Y	Y	Y	Y	Y
Meanings and pronunciation	Y	Y	Y	Y	Y	Y
Root words, suffixes and prefixes	Y	Y	Y	Y	Y	Y
Parts of speech (including nouns, pronouns, verbs, adjectives, adverbs)	Y	Y	Y	Y	Y	Y
Semantics (including polysemes, homophones, homonyms, synonyms, antonyms and paronyms)	Y	Y	Y	Y	Y	Y

(Table 34: Content/skills coverage (continued))

Table 34: Content/skills coverage (continued)						
	Covered in the Curriculum (Y)					
Topic (content / skill)	NCS			CAPS		
Grade	10	11	12	10	11	12
Sentence construction and types (including subject, object and predicates, statements, questions, commands and instructions, simple, compound and complex sentences, the use of clauses, phrases and conjunctions, correct word order, active and passive voice, direct and indirect speech)	Y	Y	Y	Y	Y	Y
Punctuation	Y	Y	Y	Y	Y	Y
Figurative language (similes, metaphors, idioms, proverbs)	Y	Y	Y	Y	Y	y
Sounds devices (including alliteration, assonance)	Y	Y	Y	Y	Y	Y
Critical language awareness (including denotation and connotation, implicit and explicit messages, values and attitudes, speaker and reader positions, bias and stereotyping, emotive, persuasive and manipulative language)	Y	Y	Y	Y	Y	Y
Total number of topics	95	96	97	77	77	77
Total number of topics per Phase	288			231		

ANNEXURE B: ENGLISH HOME LANGUAGE TAXONOMY

Cognitive levels for assessment

Table 35: English HL taxonomy			
Barrett/Bloom Taxonomy	**Cognitive Levels**	**Activity**	**% of task**
Recognise or recall **To Identify information directly stated**	Literal (Level 1)	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	Levels 1 and 2: 40%
Apply or Re-organise **To organise or order the information in a different way from how it was presented**	Reorganisation (Level 2)	Questions that require analysis, synthesis or organisation of information explicitly stated in the text. • Summarize the main points/ideas/pros/cons/ • Group the common elements/factors • State the similarities/differences • Give an outline of	
Infer, interpret or analyse **To respond to information in a different way from how it is presented**	Inference (Level 3)	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/a situation …	Level 3: 40%
Evaluate or appreciate **To make judgements in light of the material**	Evaluation (Level 4)	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… • In your view, is the writer/narrator/character justified in suggesting/ advocating that … (Substantiate your response/Give reasons for your answer.)	Levels 4 and 5: 20%

15   As in the CAPS Doc 2.1 p 76
16   As in the CAPS Doc 2.1 p 76

Table 35: English HL taxonomy (continued)			
Barrett/Bloom Taxonomy	**Cognitive Levels**	**Activity**	**% of task**
		• Is the character's attitude/behaviour/action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/ motives … show about him/her in the context of universal values? • Discuss critically/Comment on the value judgements made in the text.	
To give an emotional or image-based response	Appreciation (Level 5)	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 …	

ANNEXURE C: ENGLISH FIRST ADDITIONAL LANGUAGE SKILLS COVERAGE

Table 36 below indicates the content topics covered per grade in each curriculum, and the degree of depth at which each topic is dealt with in the NCS and the CAPS. Level 1 represents the least depth and Level 4 represents the greatest depth. Where a sub-topic is not covered at all in a curriculum, the relevant blocks are shaded.

Table 36: Depth of topics per grade						
	Covered in the Curriculum (Y)					
	NCS			CAPS		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Listening and Speaking						
Turn-taking conventions	1	2	2			2
Formal and informal speeches	2	3	3	3	3	3
Dialogues	1	2	2	2		2
Interviews	1	2	2	2	2	2
Introduction of speaker				2		2
Vote of thanks	1	1	1			2
Congratulations	2	2	2			
Tribute	3	3	3			
Debates	3	3	3	3	3	
Discussions	2	2	2	2	2	2
Panel discussions (Grades 11-12)		2	3	3	3	
Forums (Gr.12):			3			
Reports	3	4	4			4
Express own ideas/comment	2	2	2	2	2	2
Directions	2	2	2			
Instructions	2	2	2			
Tell a story	2	2	2			
Group discussions	2	2	2	2	2	2
Research for oral presentation	2	3	3	3	3	3
Use of Visual, audio and audio-visual aids	3	3	3	3	3	
Rhetorical questions	2	2	2			
Pauses	2	2	2		1	1
Expression	2	2	2		2	2
Tone	2	2	2		2	2
Voice projection	2	2	2			
Pace	2	2	2		2	2
Eye contact	2	2	2			
Posture and gestures;	2	2	2		2	
Pronunciation of words	3	3	3		3	3

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			**CAPS**		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Notes, checklists, summaries, paraphrases	3	3	4	3	3	3
Retelling	3	3	3	3		
Explanations	2	3	3	3		
Questions for clarification.	3	4	4			
Styles and registers	3	4	4			
Language varieties	3	4	4			
Persuasion modes	3	4	4	3		
Listen for and offer Facts and Opinions	3	4	4	3	3	
Inferences and judgements	3	4	4			
Deliberate inclusion or exclusion of information	3	4	4			
Language forms such as technical language and jargon	2	2	2			
Relationship between language and culture, and language and power	3	4	4			
Emotive and manipulative language, bias, prejudice and stereotyping	3	4	4	3	3	3
Listen to Song				2	3	3
Listening Comprehension				2	3	
Listen to audio clip/text read				3		
Tell a joke				3		
Prepared reading aloud				2	2	2
Listen to radio drama/ recorded speech/ role play/ play reading/poetry	3	3	3	3	3	3
Meeting procedures				2	3	
View TV documentary				3		3
Unprepared reading aloud				3		3
Present Extended Reading project					3	3
Transfer information into another text form				3	3	3
Peer assessment of listening				3	3	
Reading and Viewing						
Demonstrate various reading and viewing strategies for comprehension and appreciation:	3	3	3	3	3	3
Skimming (main ideas, titles, introductions, first paragraphs and introductory sentences)	1	1	1			1
Scanning (supporting details)	1	1	1			1
Silent reading (according to purpose and task)	2	2	2			
Summary (main and supporting ideas in point form and sentences)	2			2		

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			CAPS		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Summary (main and supporting ideas in point form, sentences and paragraphs)		3	3			
Knowledge of grammar	2	2	2			
word attack skills	2	2	2			
contextual clues	2	2	2			
sound	1	1	1			
colour	1	1	1			
design,	1	1	1			
placement	1	1	1			
and using of senses;	1	1	1			
Rereading	1	1	1			
Reviewing	1	1	1			
Revising/Revision	1	1	1	1	1	1
Infer meaning	2	2	2		2	
Find information and detail in text	1	1	1			
Recognise selections and omissions in texts	2	2	2			
Explain selections and omissions in texts			3	3		
Distinguish between fact and opinion	2	2	2	2	2	
Distinguish between fact and opinion and motivate response		3	3			
Recognise direct and implied meaning	2	2				
Explain direct and implied meaning		3	3			
Recognise writer's/narrator's/character's viewpoint	2			2	2	
Explain writer's/narrator's/character's viewpoint		3	3			
Recognise Socio-political and cultural Background of texts	3	3				
Explain socio-political and cultural background of texts			4			
Recognise and explain the effect of figurative and rhetorical language and literary devices	3	4	4	3		3
Figurative language including euphemism and understatement				3		
Writer's conclusions	2	2	2			
Writer's inferences			3			
Interpret graphic texts	3	3	3			
Personal responses to texts	3	3	3			
Recognise socio-cultural and political values, attitudes and beliefs	2			2		
Recognise and explain socio-cultural and political values, attitudes and beliefs		3	3			
Explain and justify own attitude and opinion				3		

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			**CAPS**		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Recognise nature of bias, prejudice and discrimination	2			2		
Recognise and explain nature of bias, prejudice and discrimination		3	3			
Explore the key features of texts and explain how they contribute to meaning	2	2	2	2	2	2
Purpose, structure and language use in texts across the curriculum	3	3	3			
Impact of techniques such as the use of font types and sizes, headings and captions	2	2	2			
Describe development of plot, subplot, conflict, character, and role of narrator	2			2	2	2
Explain development of plot, subplot, conflict, character, and role of narrator		3	3	3	3	3
Explain and interpret development of plot, subplot, conflict, character, and role of narrator			4			
Identify and explain messages and themes	2	2				2
Interpret significance of messages and themes			3			3
Evaluate message				4	4	
Describe background and setting relating to character and/or theme	2					2
Explain background and setting relating to character and/or theme		3				3
Interpret background and setting relating to character and/or theme	4		4			4
Describe mood, time-line and ending.	2					
Explain mood, time-line, ironic twists and ending.		3	3			
Interpret mood, time-line, ironic twists and ending.		4	4			
Recognise word choices, figures of speech, imagery and sound devices affecting mood, meaning and theme	2					2
Explain word choices, figures of speech, imagery and sound devices affecting mood, meaning and theme		3		3		3
Interpret word choices, figures of speech, imagery and sound devices affecting mood, meaning and theme			4			4
Recognise lines, stanza forms, rhyme, rhythm, other repetition techniques and punctuation affecting meaning	2	2				2
Explain lines, stanza forms, rhyme, rhythm, other repetition techniques and punctuation affecting meaning			3			3
Recognise dialogue and action relating to character and theme;	2					
Explain dialogue and action relating to character and theme;		3	3	3		

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			CAPS		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Describe plot, subplot, character portrayal, conflict, dramatic purpose and (dramatic irony);		3				
Describe, explain and interpret plot, subplot, character portrayal, conflict, dramatic purpose and dramatic irony;		4	4	4		
Recognise dramatic structure and stage directions.	2					2
Explain dramatic structure and stage directions.		3	3	3		3
Explain and interpret dramatic structure and stage directions.			4			
Visual, audio and multi-media texts: Film study, television and radio drama:	3	3	3	3	3	3
Identify and describe message and theme;	2					
Identify and explain message and theme;		3				
Identify and interpret message and theme;			4	4		
Identify, analyse and evaluate the purpose and message in visual texts for information, for example graphs, tables, documentaries, charts, maps,				4		
Identify, analyse and evaluate the message and effectiveness of visual elements of advertisements and the relationship between the written and the visual elements				4		
Identify, analyse and evaluate the purpose and message in visual texts which show relationships, for example mind maps, diagrams, pie charts, maps, plans				4		
Identify, analyse and evaluate the purpose, aesthetic qualities and design of visual texts created for aesthetic purposes, for example photographs, film, design elements				4		
Identify, analyse and evaluate the purpose and message of visual texts created for enjoyment and entertainment, for example film, cartoons, music videos, comic strips				4	4	
Identify, analyse and evaluate the message and effectiveness of visual texts which support speaking, for example posters diagrams, data projection				4		
Recognise effect of visual, audio and audio-visual techniques	3					
Explain effect of visual, audio and audio-visual techniques		4	4			
Intensive reading of mass media shorter texts: notices, classified, advertisements, brochures, obituaries					2	
Intensive reading of autobiographical narratives, maps and diagrams, multimodal texts for example webpages, encyclopaedia, reference work/textbook	2	2	2			2
Intensive reading of an advertisement for a prospective job, bursary or tertiary institution.						2
Intensive reading of information text on interviews from magazine/internet						2

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			CAPS		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Extended independent reading				2	2	2
Access libraries and know book storage conventions				1	1	1
Provide evidence of extended reading and viewing in the form of speeches, discussions and book/film/programme reviews	2	2	2	2	2	2
Read/view a wide range of whole texts, for example books, magazines, newspapers, websites, films, documentaries, TV series both during and after class.					2	2
Extended reading and viewing of newscasts and newspapers				2	2	2
Extended reading of brochures, flyers of tertiary advertisements OR to look for jobs/bursary advertisements						2
Reading for critical language awareness				3	3	3
Critical language awareness of letters to the press for purpose, audience, facts and opinion, political speech and biased reporting					3	
Informative text					2	2
Informative written/visual text				2	2	2
Introduction to issues				1		
Identify features of a text				2	2	
Creating character in a novel/short story/drama/rhetorical device in a poem				3		
Explanation from a textbook				2	2	
Explanation of personal motivation				2	2	
Compare and contrast themes					3	
Compare and contrast character	3	3	3	3		
Reading humorous text and examine effect				2		
Resolution in humorous text				3	3	
Assumptions in literary text or media source				2		2
Identify, analyse and evaluate assumptions and explain impact				3		3
Visual text which illustrates viewpoint in photograph, film, cartoon, illustration and advert				2		
Summary of argumentative text				4	4	
Compare register, style and voice with similar text forms				4	4	
Enrichment texts for example fantasy, dream, science fiction in any medium				2	2	
Apply a variety of strategies to decode texts	3			3		
Evaluate how words from various origins impact on text, for example Latin- and Greek- based words, street slang, dialects, borrowed words (for example ubuntu, dorp, bunny chow).						2

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			CAPS		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Recognise a wide range of abbreviations and acronyms				1		
Identify the text and its purpose, for example an argument which seeks to persuade				2		
Identify and explain author's/poet's/producer's intention					3	
Compare and contrast the messages/style, rhythm of two songs					3	
Directions from a literary text					2	
Visual text on a place of public interest						2
Visual text for information related to the setwork study					2	
Bus or other travel timetables					2	
Multimodal advertisement					3	
Discursive text which balances argument/discussion for and against					3	
Identify and discuss effectiveness of features and style of text, theme and motif						3
Use previous examination papers to revise formal text study and intensive reading strategies in preparation for the external examination						3
Writing and Presenting						
Planning and writing for:						
Transactional texts:						
Advertisements	2	2	2	2	2	2
Brochures	2	2	2	2		
Curriculum Vitae	2	2	2			3
Dialogues	2	3	3	2	2	
Diary entries	2	3	3	2		2
E-mail messages	2	3	3	2		2
Formal and informal letters to the press	2	3	3	2	2	2
Faxes	2	3	3			
Formal letters of application, request, complaint, sympathy, invitation, thanks, congratulations and business letters	2	3	3	2	2	3
Writing a statement, for example to the police					2	
Filling in forms	2	3	3	1		
Friendly letters	2	3	3	2		
Invitation cards	2	3	3	2		
Magazine articles	2	3	3			
Memoranda	2	3	3			
Minutes and agendas	2	3	3	2	2	

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			CAPS		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Newspaper articles	2	3	3			
Obituaries	2	3	3			
Pamphlets	2	3	3			
Postcards	2	3	3			
Reports (formal and informal)	2	3	3			3
Reviews	2	3	3	2		2
Summary	2			2	3	3
SMS	2	3	3			
Creative texts:						
Narrative, descriptive, reflective, discursive, expository and argumentative compositions	2	2	3	2	3	3
Responses to literature	2	2	3			
Reference and informational Texts						
Dictionary entries (personalised spelling lists and word definitions)	2	3	3			
Directions	2	2	2		2	2
Instructions	2	2	3	2	2	3
Mind-maps and flow-diagrams	2	2	2	2		
Notes	2	2	3	2	3	
Research projects	2	3	3			
Oral, visual and multi-media texts:						
Advertisements	2	3	3	2	2	
Dialogues	3	3	3			
Flyers	2	3	3			2
Formal and informal speeches	2	3	3	2		
Interviews	2	2	2		2	2
Posters	2	3	3	2		2
Presentations with graphic / sound effects	2	3	3			
Research projects	2	3	3			2
Slogans	2	3	3			
Skills						
Interpreting of audience and purpose			2			
Identification of audience and purpose	2	2				
Research topics from familiar sources	2					
Research topics from a variety of sources		3				
Research topics from a wide variety of sources			3			

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			CAPS		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Convert information from one familiar form to another/tables	2	2	2		2	2
Develop and organise ideas using mind maps, diagrams, lists of key words and flow charts.	2	2	2			
Use some visual elements appropriately	2					
Use a range of visual elements appropriately		3				
Use a wide range of visual elements appropriately			3			
Main and supporting ideas	2	3	3	2	2	3
Format and style	2	2	2	2	2	3
Stylistic and rhetorical devices appropriately such as figurative language, word choice, vivid description, personal voice and style, tone, symbol, colour, placement and sound	2	3	3	2	2	2
Sentence types	2	3	3	1	1	1
Paragraph conventions ensuring coherence by using topic sentences, introduction and ending, logical progression of paragraphs, cause and effect, comparison and contrast	2	2	3	2	2	3
Conjunctions, pronouns and adverbs ensuring cohesion	2	2	2	2	2	2
Reflection, analysis and evaluation process:	2	3	3	2	2	3
Set criteria (rubric)	2	2	2			
Coherence and cohesion	2	3	3			
Content, style, register and effects appropriate to purpose, audience and context	2	2	2	2	2	3
Own point of view/perspective and arguments	2	2	3	2	3	3
Word choice and sentence and paragraph structure	2	2	3	2	3	3
Eliminate obvious errors, slang, offensive language and unnecessary jargon	2	3	3	2	3	3
Sensitivity to human rights, social, cultural, environmental and ethical issues such as gender, race, disability, age, status, poverty, lifestyles, ethnic origins, religion, globalisation, HIV and AIDS and other diseases	3	3	3			
Proofreading	2	3	3	2	3	3
Editing	2	3	3	2	3	3
Evaluate Content, style, register and effects appropriate to purpose, audience and context and adjust where necessary			3	2	3	3
Sustain own point of view with confidence.	2	2	3		3	3
Present final product paying attention to appropriate presentation style such as a neatly presented text or a striking, colourful poster.	2	3	3			
Literary writing on set works (paragraph writing)				2	3	3
Write a notice or announcement					2	3

Topic (content / skill)	Covered in the Curriculum (Y)					
	NCS			CAPS		
	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Table 36: Depth of topics per grade (continued)						
Write a short response to a visual, text or image					2	3
Rewrite a text to remove prejudice and bias					3	
Write a biased account (narrative)						3
Language						
Dictionary and thesaurus use	2	2	2	1	1	1
Spelling patterns, rules and conventions	2	2	2			
Abbreviations and acronyms	1	1	1	1	1	
Pronunciation	2	2	2			
Roots, prefixes and suffixes	3	3	3	1	1	1
Nouns: gender, plurals and diminutives	2	2	2		1	
Borrowed words	1	2	3			
Polysemes, homophones and homonyms	2	3	3			
Synonyms, antonyms and paronyms	2	2	2		1	
Determiners					3	
Verbs (verb forms and auxiliaries to express tense and mood, negative forms)	2	2	2	2	1	2
Pronouns	2	2	2			2
Adjectives	2	2	2	2	2	2
Adverbs	2	2	2	2	2	2
Sentence constructions and types:	2	3	4	2	2	2
Subject, object and predicate	2	2	2	2	2	
Statements, questions, commands and instructions	2	3	3		1	1
Correct word order	2	2	3			
Active and passive voice	2	2	3	2	2	2
Direct and indirect speech	2	2	3	1	1	1
Punctuation marks	4	4	4	1	1	
Idioms, idiomatic expression and proverbs	2	2	2	2	2	
Translations	2	3	4			
Denotation and connotation	1	3	3	1	1	
Implied meaning – Gr. 12			3		2	
Implicit and explicit messages, values and attitudes reflecting the position of the speaker/receiver/ reader/ viewer	2	3	4	2	2	
Bias and stereotyping, and emotive, persuasive and manipulative language	3	4	4	3		2
Alternative ways of expression to avoid bias/ stereotypes– Gr. 11-12			4			
Vocabulary: specific words in a given context				2	2	2

Table 36: Depth of topics per grade (continued)						
	Covered in the Curriculum (Y)					
	NCS			CAPS		
Topic (content / skill)	Grade 10	Grade 11	Grade 12	Grade 10	Grade 11	Grade 12
Remedial grammar from learners' writing				3	3	3
Prepositions				2	2	2
Concord	2	2	3	2	2	2
Conditional sentences				3		
Metalanguage				2	2	2
Modal verbs				2		2
Polite forms / culturally appropriate forms of address				1	1	
Register				2	2	
Sound devices (rhyme refrain rhythm alliteration)					2	
Contractions						2
Honorifics						2
Euphemism						2
Jargon						2
Total Level 1	18	13	13	13	15	10
Total Level 2	126	72	55	76	62	61
Total Level 3	31	79	91	37	41	47
Total Level 4	2	16	27	11	4	3
Total Topics	177	180	186	137	122	121

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