

## PORTUGUESE SECOND ADDITIONAL LANGUAGE

### A. MEANS OF ASSESSMENT

External Examination	Paper I	2 hours	[100]
	Paper II	2 hours	[100]
Continuous Assessment	School Based Assessment (SBA)		[100]
	Oral		[100]

**400 marks**

### B. REQUIREMENTS

**PAPER 1** **2 hours** **[100]**

#### READING AND VIEWING LANGUAGE

**SECTION A** **Reading for Meaning: Unseen texts** **[60]**

This section will divide into sub-sections as the examining panel decides, according to the texts chosen. Questions in this section will be based on a wide variety of authentic texts (at least two texts will be given). Texts can be in prose, visual and graphic form. Questions will require a variety of responses that will include identifying the main ideas, specific information, understanding and interpreting information contained in the texts, identifying opinions, feelings and attitudes expressed.

Questions will test comprehension only and not the candidates' ability to express themselves. Questions may require candidates to answer in the form of completing tables, true and false questions, ticking boxes, fill the gap, classifying information, or choosing the correct word/option.

Candidates may also be required to formulate short answers in Portuguese but the focus in this paper is on their understanding the given texts and not on formulating own texts.

Questions targeting language will be included. Candidates will require an understanding of the passage, grammar, punctuation and vocabulary – e.g., synonyms/antonyms, explaining in own words.

**SECTION B                    PRESCRIBED TEXTS** [40]

Texts in this section will be **literature texts** that have been **prescribed** for study.

Questions will be contextual in nature, testing the candidate's ability to understand the text/s and must be answered in Portuguese. Questions will target the relevant outcomes, but will not require sophisticated literary analysis.

**PAPER II** **2 hours** **[100]**

**WRITING AND PRESENTING  
LANGUAGE**

The focus of this paper is on formulating own text, therefore questions will avoid an over-emphasis on understanding of the given text/s, which is covered in Paper 1.

**SECTION A                    Writing a Descriptive/Narrative Text expressing Opinions,  
Ideas, and Feelings.** [30]

One or two texts (not exceeding 300 words) will be given as a point of departure. Candidates will be required to describe, inform and express their own opinion on the topic of/issues in the given text.

Candidates may draw on vocabulary and ideas in the text given, but must formulate their ideas in their own words; they must not simply recopy portions of the text. The candidates' response will be one continuous prose text.

Length: 150 – 200 words.

**SECTION B                    Writing a Transactional Text/Formulating Information** [30]

Four short texts and/or descriptions of situations from daily life will be given. Candidates will be required to react in writing to three of the situations, e.g. write short messages/ informal letter/e-mail/phone message). The responses will be of a communicative nature.

Each answer must be 3 – 5 lines in length ( $\pm$  150 words in total for this section).



Of the above (pieces written under controlled conditions and extended writing pieces), **ONE** piece may have used a literary text as a point of departure, drawn from the prescribed literature texts. Teachers should also consider other media such as music, film, television, advertisements, articles, reports, etc. as a springboard for creative writing.

## **SECTION B            Tests** [30]

A selection of **THREE** tests that reflect the outcomes required in the final examination (as in Paper I and II). The tests must cover a range of outcomes. The weighting of this section is 30 marks.

## **SECTION C            Preliminary Examinations** [20]

Both Paper I and Paper II must be included. Each paper is out of 100 marks but the weighting of this section is 20 marks. (2 x 10)

Preliminary Examinations must be based on original material and not taken from previous IEB examination papers.

**For more details**, see the Content section of the SBA: Learner File Guidelines.

Each candidate will be required to present his/her learner file in a special folder for assessment by the teacher and subsequent submission to the IEB for moderation purposes by 31 October each year.

Please note that candidates who do not submit pieces corresponding to the specified categories may be given no marks for this assessment or penalised in other ways at the discretion of the IEB.

1. Schools must certify that all work in each folder is the candidate's own work. This does not imply that all exercises must be done under test conditions or that homework may not be included, only that the school must be confident that the work has not been unduly influenced by others.
2. All work in the folder must be assessed by the teacher and given a mark. It is important to note that the pieces of work in each folder should, as a whole, give a representative picture of the ability, aptitude and application of the candidate.
3. Each candidate will be given a total mark by the teacher, expressed as a percentage. Where, in the opinion of the school, an aggregate mark does not adequately reflect the ability, aptitude and application of the candidate, the school must motivate an alternative mark.
4. In addition to completing the mark sheet provided, e.g. APPENDIX 2 each school must prepare a mark sheet giving the examination number and aggregate mark (%) of each candidate in rank order, e.g. APPENDIX 4 (still to be included). This must be included in the teacher's file.
5. The IEB will arrange for moderation of a sufficient number of folders to take place to determine whether the marks submitted for individual candidates or for the group as a whole should be accepted, scaled in some way, or re-marked in their entirety.

6. A teacher's file must be submitted for each centre. It will indicate how the centre tackled the Learner File, e.g. stimulus material, questions, rubrics, tests and exam papers).

## **ORAL AND AURAL ASSESSMENT**

**[100]**

### **LISTENING AND SPEAKING**

The evaluation of candidates' oral and aural proficiency should be continuous and proficiency in a variety of situations should be assessed. Candidates should be able to read, and communicate about what they read, and respond to other stimuli, pictures, tapes recordings or 'live' speech.

The marks for LO1: Listening and Speaking are broken down as follows:

- |       |   |      |
|-------|---|------|
| (i)   | Reading and discussion of a previously prepared document. | (20) |
| (ii)  | Role Play/Situations                                      | (10) |
| (iii) | Listening Comprehension                                   | (30) |
| (iv)  | Conversation  | (40) |

(Discussion of the prescribed oral texts and prescribed literature texts will be included in general conversation.)

#### **Listening Comprehension**

Listening Comprehension tasks should be done during the year to assess Listening and Speaking. These should be completed under controlled conditions, based on pre-recorded texts. Marks for this section are to be attained from tasks assessing three kinds of listening comprehension:

Type 1: Listening for main points; comprehension of the theme/gist of the text

Type 2: Listening for specific information

Type 3: Listening for detailed items of information contained in the text

## C INTERPRETATION OF REQUIREMENTS

### 1. GUIDELINES: SBA LEARNER FILE

**These guidelines should be read in conjunction with the examination requirements.**

#### 1.1 PRESENTATION

- A teacher's folder, containing a copy of the authentic documents, e.g. texts, planning schedule or a group of integrated activities, recordings used for assessment, requirements of each of the assessment tasks, question papers, rubrics/mark allocations and marking memoranda (desired content) should be provided for the guidance of the moderator.
- The SBA mark sheet for each individual candidate must be filled in.
- The folder submitted should be A4 in size, sturdy, but flat, light and not bulky.
- Work in the learner's file should be neat, legible and written in blue or black ink only. It may be typed or handwritten, but as a range of work must be submitted, some of the pieces should have been handwritten under controlled conditions. All work must be dated.
- There must be adequate margins, so that documents are visible **without** being removed from the folders.
- The learner file is intended to support the teacher's assessment of the candidate's ability in the target language. The teacher must therefore ensure that all categories of work required are correctly represented. Overall, the work in the learner file should be characteristic of the candidate's general level of competence at the time that the file is presented.
- The teacher must ensure that the same principles are used in selecting work for the SBA file of each candidate. While it is not necessary for samples of the same task to be included in each learner file, it is important that the same number of pieces of work, with the same weighting, be included for each candidate.
- Pieces of work in each of the required categories should be filed together, with clear dividers between each section, and in the order indicated by the official IEB mark sheet.
- Candidate's work must be in Portuguese.
- Each piece must reflect the required standard of work and number of words.
- The instruction for each task must be clearly indicated in front of each piece as well as in the teacher's folder.
- The candidate's examination number must be clearly written on the front of the folder. Candidates' names may appear on the pieces of work included in the folder.
- Please note that no credit will be given for decorated files or work.

## 1.2 CONTENT OF SBA (Section A)

The FIVE pieces of work submitted in Section A of the SBA file must fulfil the following requirements:

- Of the above, **ONE** piece may use a literary text from the prescribed literature as a point of departure.
- One piece must be **NARRATIVE**, e.g. story, description, dialogue, letter, one other piece must be **DISCURSIVE** where the candidate must put forward an opinion, argue a point of view or discuss an issue, the discursive piece may be in the form of a dialogue, a letter, an article.
- **The 2 process writing pieces should be presented as a draft as well as a final version.** These pieces must be edited **ONCE ONLY** by the candidate. Errors in the first draft should be underlined and coded by the teacher/peers, but **NOT** corrected. The teacher must include a symbol on the first draft. Only the final draft is assessed in full by the teacher, but the final mark must take both drafts into account. Both drafts **MUST** be included.
- All other pieces that will appear in the SBA file may **NOT** be edited/re-copied
- The tasks should integrate all the outcomes and involve the learners in activities around vocabulary building and using language in a variety of ways. As far as possible, the final piece of the task must assess learners in a way that is different from the type of responses that are expected in the external examination. A task that starts with a research activity, continues through some oral activities to a writing activity would be suitable. **(The final piece must be done under controlled conditions).**
- Pieces must be continuous prose pieces, i.e. not short questions and answers or contextual comprehension type questions.
- Different categories of writing could be submitted, e.g. friendly letters; formal letters; dialogues; faxes; stories; responses to authentic documents; texts; photos; cartoons; advertisements.
- At least **ONE piece must use an authentic text as a point of departure.** The stimulus must be presented with the learner's task. (The authentic text may, for example, have been discussed in class or used as a comprehension, and then a task set on it. It could be a literary text.) The bibliographic reference/source indication of authentic texts should preferably be included.

### **General comment on pieces that use a literary text as a point of departure:**

- The level of questioning and expectation should be appropriate to the candidates' ability to express themselves in Portuguese (recognition, identification and response to character, plot and theme, **NOT** literary analysis). While the objective of including literature is still to enrich candidates' experience of the language and culture, the task should focus on their ability to communicate in Portuguese.
- Assessment should take ideas and expression into account.

## 1.3 ASSESSMENT

### General points

Teachers should file and keep all work set and marked throughout the year. The original work should be submitted as is. Candidates **should not make a fair copy** of test pieces or of the final version of edited pieces.

Teachers would be well advised to set assignments like more general essays in the second half of the Grade 12 year.

### Recording the marks

Each piece of work in the SBA file should be converted if necessary so that a final mark out of 20 or 30 is also reflected on the task, making it possible to deal with a total of 100 for the whole SBA file. These marks must be realistic. (For example, 16 out of 20 means that the piece is worth an "A", and is not merely a rounded up "B").

The marks for the pieces included in the SBA file must be recorded on the mark sheet provided, according to the instructions, which accompany it. If, in an exceptional case, the mark derived for a particular candidate does not reflect a true assessment, the teacher may motivate a different mark. This cover sheet must be countersigned by the principal.

### Moderation of the LEARNER FILE

The purpose of the moderation is to ensure that the prescriptions of the syllabus and examination requirements have been followed and that standards are similar across different schools.

The SBA file must be ready to be submitted to the IEB for moderation by 31 October each year. Schools will be informed which learner files must go through to the moderation committee for moderation.

Prior to this final moderation, schools are expected to moderate in assigned clusters. Both the teachers' files and the learners' files should be moderated in the clusters so that the standard is monitored and discussed before the final submission of the SBA files to the IEB.



## 2. GUIDELINES: ORAL AND AURAL ASSESSMENT

The oral and aural assessment by individual teachers is an ongoing process throughout the year, and will be subject to moderation in the latter part of the year. The language skills contained in the CAPS for Second Additional Languages (Listening and Speaking) are expected to be assessed and the individual marks recorded by teachers.

### MARK ALLOCATION [100]

#### 1. Discussion of a previously prepared document [20]

- The IEB will send schools a selection of 8 – 10 texts each year. Candidates must prepare at least THREE of these, from which the moderator will select ONE for discussion. Teachers are encouraged to do more than the minimum.
- The candidate must introduce the document, and, through discussion and answering questions, demonstrate an understanding of the text and be able to express an opinion on the subject matter, and on related issues.
- This is NOT a prepared speech.
- Texts may be prepared together in class.

#### 2.1 Role Play [10]

Although candidates may prepare their role play in advance, notes may not be used when it is presented.

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker in order to be given 9 or 10.

It is suggested that the following criteria be used for evaluating role play:

Rating Code	Description	Marks %
7	Outstanding pronunciation, intonation and fluency; an occasional slight mistake or hesitation; but excellent communication.	80-100
6	Very good pronunciation and fluency; makes a good attempt at correct intonation and expression; some mistakes, but very good communication.	70-79
5	Good pronunciation and fluency; makes a fair attempt at correct intonation and expression; several mistakes and/or hesitation, but good communication.	60-69
4	A fair degree of fluency and accuracy in pronunciation; quite a number of errors; some attempt at intonation, expression and communication.	50-59
3	Lacks fluency; very many errors; pronunciation influenced by the home language; communication breaks down in places, but the learners struggles and keeps going.	40-49
2	Very poor; many gross errors; frequently incomprehensible; very little communication.	30-39
1	Incomprehensible.	0-29

**2. Listening Comprehension**

[30]

Listening tasks must be set with care so that the focus of the assessment is on listening and not on reading, writing or speaking.

More than one mark must be collected for listening as part of the continuous assessment of listening. At least one mark for Listening Comprehension in the oral component should come from a test of 30 minutes for 30 marks.

The use of tick boxes, true/false answers, matching names to facts and such like is encouraged so that the learners do not penalise themselves in written answers since what is being tested is the candidate's listening skills.

See Requirements above for details.

**3. Conversation**

[40]

General discussion with teacher about such topics as personal life, future plans, daily routine, interests. This will also include discussion around the themes or literature studied.)

Teachers are urged to use the full range of marks, bearing in mind that it is not necessary for a candidate to be a native speaker to obtain full marks. Decide first on the category into which the candidate falls (A, B, etc.) before awarding the exact mark. Do not inflate marks. Some candidates will fail. Be realistic. The mark must reflect the candidate's oral ability at the end of the Grade 12 year.

It is suggested that the following criteria be used for evaluating conversation:

<b>Rating Code</b>	<b>Description</b>	<b>Marks %</b>
7	Clearly expressed, accurate, to the point, fluent; very effective vocabulary; hardly any language errors. Interested and interesting. A real conversation is maintained.	80 – 100
6	Competent use of vocabulary; few language errors, most of the times fluent	70 – 79
5	Can communicate effectively, despite errors. Conversation maintained, but ordinary.	60 – 69
4	Can communicate reasonably effectively, despite errors. Conversation maintained most of the time.	50 – 59
3	Can at times communicate fairly comprehensibly, despite errors. Needs some help from the assessor.	40 – 49
2	Slow and laboured attempt at conversation. Often does not understand questions. Few full sentences, but some basic communication.	30 – 39
1	Does not understand questions. Almost no full sentences. Meaning impeded by constant errors and hesitation. So many mistakes that communication is broken. Frequent use of home language or LoLT.	0 – 29

## **MODERATION OF ORAL WORK**

The IEB will arrange for moderators to visit schools from September to mid-October for the purpose of standardising the school assessment for oral work.

Schools will be informed of the dates on which they will be visited. On his/her arrival, the moderator should be presented with:

- the correct forms as supplied by the IEB.
- a list of all candidates and the final mark (out of 100) for oral, arranged in order of merit, so that the moderator may select candidates from the entire range of ability.
- the mark-sheet/mark book for the class showing the breakdown of how the oral mark was composed.

The function of the moderator is to ensure that the prescriptions of the NCS and the IEB Assessment Guidelines have been followed and that standards are similar across different schools. On the basis of the interviews conducted, the moderator will make recommendations to the IEB whether the marks for the school as a whole should be accepted as they are; or adjusted in some systematic way.

**D. ADMINISTRATIVE AND SUPPORT DOCUMENTATION**

1. SBA cover sheet with declaration
2. IEB SBA rank order mark sheet
3. IEB Oral Moderation rank order mark sheet
4. Language Conventions and Structures
5. Assessment Design and Reporting Levels
6. Cluster moderation sheets

IEB COPYRIGHT

## 1. SBA COVER SHEET WITH DECLARATION



**NATIONAL SENIOR CERTIFICATE EXAMINATION  
PORTUGUESE SECOND ADDITIONAL LANGUAGE  
NON OFFICIAL LANGUAGES  
SBA FILE COVER SHEET**

NAME OF CANDIDATE: \_\_\_\_\_

EXAMINATION NUMBER: \_\_\_\_\_

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

		<b>Mark achieved</b>	<b>Converted Mark</b> <i>(out of 10 for each task)</i>
<b>SECTION A</b>			
1. Tasks under controlled conditions (200 – 300 words)	1		
	2		
	3		
<b>TOTAL FOR THIS SECTION</b>		<b>30</b>	
2. Extended writing (250 – 350 words)	1		
	2		
<b>TOTAL FOR THIS SECTION</b>		<b>20</b>	
<b>SECTION B</b>			
Test	1		
Test	2		
Test	3		
<b>TOTAL FOR THIS SECTION</b>		<b>30</b>	
<b>SECTION C</b>			
<b>Preliminary Examinations</b>	1	<b>100</b>	
	2	<b>100</b>	
<b>TOTAL FOR THIS SECTION</b>		<b>20</b>	
<b>TOTAL SBA MARK</b>		<b>100</b>	

I certify that all the work in this file is the candidate's own work.

Signature of Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

I certify that all the work in this file is my own work.

Signature of Candidate: \_\_\_\_\_

Date: \_\_\_\_\_





## 4. LANGUAGE STRUCTURES AND CONVENTIONS – REFERENCE LIST (FROM CAPS)

The following language structures and conventions will be taught in the context of reading and writing, and also as part of a systematic grammar programme. Some of the structures will have been introduced in earlier grades but may still need to be revised. Other grammatical structures are introduced in Grades 10-12.

NB: The unique features of the language must be taken into consideration. As a result, only features applicable to a specific language should be given attention in the text below.

LANGUAGE STRUCTURES AND CONVENTIONS	
<b>Vocabulary development and language use</b>	
Synonyms, antonyms, homonyms, homophones, one word for a phrase Figures of speech (simile, metaphor, personification, contrast, irony, sarcasm, anti-climax, pun) (Enrichment: <i>metonymy, onomatopoeia, hyperbole, symbol, euphemism, litotes, oxymoron, paradox, understatement, synecdoche</i> ) Idiomatic expressions/idioms/proverbs Borrowed, inherited, new words (neologisms), and etymology (origin of words) Parts of words: Prefixes, roots, and suffixes	

Sentence structures and conventions	Types
Nouns	Countable (e.g. <i>cadeira/cadeiras</i> ) and uncountable (ex. <i>mobília</i> ) nouns Number (singular and plural) ex. <i>cadeira/cadeiras</i> Nouns with no change in number in the singular form ex. <i>calças</i> Common (ex. <i>mulher</i> ) and proper nouns (ex.. <i>Ana</i> ) Abstract nouns ex. <i>amor, medo, respeito, honestidade</i> Possessive forms of nouns ex. <i>a mesa da Luísa, os brinquedos das crianças</i> Collective nouns and classifiers ex. <i>um enxame de abelhas</i>
Determiners	Indefinite article: <b>um</b> livro, <b>uma</b> maçã, <b>uns</b> livros Definite article: <b>o</b> livro, <b>a</b> mobília, <b>as</b> maçãs Demonstratives: <i>este, esta, estes, estas, esse, etc</i> <b>aquele, etc</b> (e.g. <b>Aquele</b> livro é meu.) Quantity 1: <i>todos, alguns, nenhuns</i> (ex. <b>Todos</b> os alunos compreenderam a lição) Quantity 2: <i>qualquer</i> (ex.. <b>Qualquer</b> aluno teria compreendido o que foi dito..) Quantity 3: <i>muito, um pouco, pouco</i> (ex. A escola tem <b>muitos</b> alunos.) Quantity 4: <i>tudo, nada, cada</i> (ex. Cada aluno tem computador.)
Pronouns	Personal pronouns as subject: <i>eu, tu, ele/a, nós, você eles/as</i> (ex. <b>Ela</b> está a ler um livro..) Personal pronouns as direct or indirect object: <i>me, te, lhe, nos, vos, lhes; o, a, os, as</i> (ex. Ela deu- <b>lhe</b> o livro; Ela deu- <b>lho</b> .) Reflexive pronouns: <i>me, te, se, nos, vos, se,</i> (ex. Ele lava- <b>se</b> .) Relative pronouns: <i>que, quem, onde, cujo</i> (ex. O homem <b>que</b> tu viste é meu professor.) Interrogative pronouns: <i>quem, o que, que, de quem,</i> (ex. <b>De quem</b> é este livro?)
Adjectives	Position of adjectives ex. <b>O pobre</b> homem (before a noun), o homem <b>pobre</b> (after a noun). O rapaz é <b>arrogante</b> , (after a verb) Adjectives ex. o vestido <b>vermelho</b> . Comparison of adjective ex. alto, mais alto do que, o mais alto, altíssimo (ex.. Foi o dia <b>mais feliz</b> da minha vida . / Ela é <b>inteligentíssima</b> .)
Adverbs	Adverbs of manner ex. <i>silenciosamente, cuidadosamente, educadamente.</i> Adverbs of time ex. <i>ontem, amanhã, a semana passada, anteontem.</i> Adverbs of frequency ex. <i>sempre, às vezes, nunca.</i> Adverbs of duration ex. <i>ainda, já.</i> Adverbs of degree e.g. <i>completamente, totalmente.</i> Adverbial phrases e.g. <i>no jardim, n a mesa.</i>



Prepositions	Place and direction ex. <i>em cima, debaixo, em, no/a, atrás, entre, ao lado</i> Adjective + preposition ex. <i>cansado de, aborrecido de/com.</i> Noun + preposition ex. <i>convite para,, razão para, respeito por.</i>
Verbs	Transitive and intransitive verbs ex. <i>Ele comprou o jornal./A rapariga sorriu.</i> Verbs with two objects (direct and indirect) ex. <i>Ele deu-me o livro.</i>
Verb tenses	Simple present tense ex. <i>Eu jogo futebol todas as semanas. .</i> Present progressive (or continuous) tense ex. <i>Ela <u>está a ver</u> televisão.</i> Present perfect tense ex. <i>Eu <u>tenho vivido</u> em Lisboa desde criança.</i> Present perfect progressive (or continuous) tense ex. <i>Ele <u>tem estado a estudar</u> para os exames esta semana.</i> Simple past tense ex. <i>Ele <u>acordou</u> cedo he <u>levantou-se</u> da cama.</i> Past progressive (or continuous) tense ex. <i>A família <u>estava a descansar</u>, quando o telefone tocou.</i> Past perfect ex. <i>Ele votou a casa porque <u>se tinha esquecido</u> das chaves.</i> Past perfect progressive (or continuous) ex. <i>Eu <u>tinha estado</u> à espera dele.</i> Expressing future time: Ir + verbo principal ex. <i>A professora <u>vai ensinar</u> essa matéria..</i> Futuro simples ex. <i>Eles <u>visitarão</u> o tio na próxima semana. /t <u>Choverá</u> amanhã.</i> Simple present tense used to talk about the future ex. <i>Vou a Portugal no próximo mês.</i> Future perfect ex. <i>Amanhã já <u>terei terminado</u> este relatório.</i>
Concord	Subject-verb concord ex. <i>Ele chegou ontem. / Eles chegaram ontem.</i>
Modals	To express ability/inability ex. <i>Eu <u>posso</u> fazer-te esse favor.</i> To express permission ex. <i><u>Posso</u> ajudar? <u>Posso</u> ir contigo? Claro que <u>podes</u>.</i> To express instructions/requests: <i><u>Pode(s)</u> abrir a janela, por favor?./<u>Pode(s)</u> entrar.</i> To express possibility/impossibility ex. <i>Isto <u>pode</u> ser difícil.</i> To express probability/improbability ex. <i><u>Podíamos</u> ter chegado mais cedo../<u>Devem</u> ter esquecido a lista das compras .</i>
Conditional sentences	First conditional to express a real possibility ex. <i>Se chover, cancelaremos a viagem.</i> Second conditional to express something that is unlikely or improbable ex. <i>Se ganhasse a lotaria comprava/compraria uma ilha!.</i> Third conditional to express something that is hypothetical ex. <i>Se tivesse estudado mais teria passado de ano.</i>
Passive and active voice	Simple present tense ex. <i>O portão <u>é fechado</u> às sete horas da noite..</i> Present progressive (continuous) tense ex. <i>A sala <u>está a ser limpa</u>.</i> Present perfect tense ex. <i>O supermercado <u>tem estado aberto</u> todos os fins de semana..</i> Simple past tense ex. <i>A biblioteca <u>esteve fechada</u> ontem.</i> Past progressive (or continuous) ex. <i>Eles tiveram de esperar porque o carro estava a ser limpo.</i> Past perfect ex. <i>O leão <u>tinha sido envenenado</u>.</i> Future time: ex. <i>A matéria vai ser ensinada pela nova professora.</i>
Reported speech	Reported questions ex. <i>Ele perguntou-me porque me tinha atrasado.</i> “That” clauses: <i>Ela disse que não sabia.</i>
Sentence structures	Statement Questions Command / imperative
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms

**Critical language awareness**

Implied meaning and inference

The writer's / producer's / narrator's / character's point of view and give some supporting evidence from the text

Emotive and manipulative language

Bias, prejudice and any stereotyping

Assumptions and explain their impact

Denotation and connotation

The purpose of including or excluding information

IEB COPYRIGHT

## 5. ASSESSMENT DESIGN AND REPORTING LEVELS

**BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES (ADAPTED BY THE IEB)**

Level	Description	Explanation	Skills demonstrated	Action verbs
7	Evaluation	Making judgments based on certain criteria	Compare and discriminate between ideas; assess value of theories, presentations; make choices based on reasoned arguments; verify value of evidence; recognize subjectivity	Assess, decide, rank, grade, test, measure, recommend, convince, select, judge, explain, discriminate, support, conclude, compare, summarize, critique, interpret, justify.
6	Synthesis	The ability to put elements together to form a new whole	Use old ideas to create new ones, generalize from given facts, relate knowledge from several areas, predict, draw conclusions	Combine, integrate, modify, rearrange, substitute, plan, create, design, invent, what if? Compose, formulate, prepare, generalize, rewrite, categorize, combine, compile, reconstruct
5	Analysis	The ability to break down a whole into its component parts. Elements embedded in a whole are identified and the relations among the elements are recognised	Seeing patterns, organization of parts, recognition of hidden meanings, identification of components.	Analyse, separate, order, explain, connect, classify, arrange, divide, compare, select, infer, break down, contrast, distinguish, diagram, illustrate
4	Application	The ability to use (or apply) information in new situations	Use information, use methods, concepts, theories in new situations, solve problems using required skills or knowledge	Apply, demonstrate, calculate, complete, illustrate, show, solve, examine, modify, relate, change, classify, experiment, discover, construct, manipulate, prepare, produce
3	Comprehension	First level of understanding, recall and understand information, describe meaning	Understanding information, grasp meaning, translate knowledge into new context, interpret facts, compare, contrast, order, group, infer causes, predict consequences	Summarise, describe, interpret, contrast, predict, associate, distinguish, estimate, differentiate, discuss, extend, comprehend, convert, defend, explain, generalize, give example, rewrite
2	Knowledge	Act of remembering facts. Only recall	Observation and recall of information	List, define, tell, describe, identify, show, know, label, collect, select, reproduce, match, recognize, examine, tabulate, quote, name
1	Fragmented knowledge	Recalls knowledge with errors	Unable to recall accurately or coherently; partial recall	-

## 6. CLUSTER MODERATION SHEETS



**SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA  
NATIONAL/CLUSTER MODERATION CHECKLIST: LEARNER'S  
SBA FILE**

Examination Centre : \_\_\_\_\_ Name of School : \_\_\_\_\_

Province: \_\_\_\_\_ Subject: \_\_\_\_\_

*Comments on particular numbers may be made overleaf.*

GENERAL ADMINISTRATION / PRESENTATION		YES	NO
1	IEB Cover Sheet – marks converted & totalled accurately?		
2	IEB Cover Sheet – signed by teacher & candidate?		
3	File dividers for each section?		
4	Correct number of tasks in each section (4 + 2 + 3 + 2 = 11)?		
5	Tasks filed in order of cover sheet?		
6	Requirements (questions/essay titles/etc.) filed before each task?		
7	Candidate's work all dated?		
8	SBA file easy to read (margins/no pockets or clips to undo/etc.)?		

CONTENTS : SECTION A (Controlled/Edited Pieces)		YES	NO
9	All continuous prose pieces (no short questions & answers)?		
10	Tasks different from those in final external examinations?		
11	Different categories of writing (letters/responses to texts/etc.)?		
12	Controlled pieces : all 200-300 words?		
13	Edited pieces : all 250-350 words?		
14	Edited pieces : one Narrative & one Discursive?		
15	Edited pieces : draft (only one) plus final version submitted?		
16	Edited pieces : draft coded (not corrected), with initial symbol?		
17	Edited pieces : final version assessed in relation to draft?		

CONTENTS : SECTION B (Tests)		YES	NO
18	Tests reflect sections of final external examinations?		
19	Each test is of appropriate length?		

CONTENTS : SECTION C (Preliminary/Trials Examinations)		YES	NO
20	Examinations set according to IEB criteria?		
21	Both Paper 1 & Paper 2 included?		

ASSESSMENT (GENERAL)		YES	NO
22	Level of questioning/expectation appropriate to 2 <sup>nd</sup> Add. Language?		
23	Assessment criteria clear & applied (e.g. rubrics/mark allocations)?		
24	Both ideas & expression taken into account?		
25	Assessment visible (corrections/comments/marks)?		
26	Marks still accurate after mathematical conversion (really A/B/etc.)?		
27	Evidence of internal moderation where more than one teacher?		
28	Level of assessment valid in relation to other centres? (high?/low?)		

**COMMENTS :** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Name of Moderator :** \_\_\_\_\_

**Signature of Moderator :** \_\_\_\_\_ **Date :** \_\_\_\_\_

IEB COPYRIGHT



**SECOND ADDITIONAL LANGUAGE: GRADE 12 SBA FILE  
NATIONAL MODERATION CHECK LIST: TEACHER'S FILE**

**Examination Centre :** \_\_\_\_\_ **Name of School :** \_\_\_\_\_

**Province:** \_\_\_\_\_ **Subject:** \_\_\_\_\_

*Comments on particular numbers may be made overleaf.*

<b>GENERAL ADMINISTRATION / PRESENTATION</b>		<b>YES</b>	<b>NO</b>
1	Contents page?		
2	File dividers for each section?		
3	Rank order list of all candidates (indicating different teachers)?		
4	IEB lists of candidates for moderation (cluster/final)?		
5	Correct learner files presented for moderation?		

<b>TASKS (GENERAL)</b>		<b>YES</b>	<b>NO</b>
6	Correct number of tasks set for each section?		
7	Copies of all tasks set in each section?		
8	Copies of all stimulus materials / authentic texts used for tasks?		
9	Requirements for all tasks clear?		
10	A variety of tasks covering requirements?		

<b>ASSESSMENT (GENERAL)</b>		<b>YES</b>	<b>NO</b>
12	Assessment criteria for all tasks clear & varied?		
13	Copies of rubrics/marking memoranda/etc. for each task?		
14	Both ideas & expression taken into account in criteria?		
15	Evidence of internal moderation where more than one teacher?*		
16	Level of assessment valid in relation to other centres? (high?/low?)*		
17	Full range of marks used (as appropriate)?*		

*\*To be completed after moderating learner files*

**COMMENTS :** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**Name of Moderator :** \_\_\_\_\_

**Signature of Moderator :** \_\_\_\_\_ **Date :** \_\_\_\_\_

7. LEARNER ORAL MARK SHEET

**PORTUGUESE SECOND ADDITIONAL LANGUAGE**

**LISTENING AND SPEAKING**

**Breakdown of oral marks – MARK SHEET**

LEARNER'S NAME: \_\_\_\_\_ SCHOOL: \_\_\_\_\_

Reading and discussion (previously prepared document – oral moderation texts)			Role Play			Listening Comprehension			Conversation		
Task			Topic			Task			Task		
		<i>20</i>			<i>10</i>			<i>30</i>			<i>40</i>
<b>Continuous Assessment Mark:</b>											
<b>Oral Examination Mark:</b>											
<b>Total for each component:</b>											
<b>Grand TOTAL for all components (mark out of 100):</b>											