

**ENGLISH HOME LANGUAGE
COMMON ASSESSMENT TASK (CAT)**

Time: Approximately 6 hours

100 marks

"Cartoonists are like an archer, an arrow that can never miss the very centre, the dark spot of the target, a long distance away."

(Ambassador Lechevallier on the occasion of bestowing the title of Chevalier des Artes et des Lettres to Jonathan Shapiro, November 2019)



[Source: <<https://www.dailymaverick.co.za/article/2019-11-14-zapiro-chevalier-des-arts-et-des-lettres-2/>>]

John Baldoni, in his article "Wanted: Millennials who can think critically" (Forbes Magazine, May 16 2018), describes that one of the emerging and ongoing challenges in education is to find effective means to develop critical and strategic thinking skills. The failure to engage and develop such thinking may, in the long run, result in a society that manifests "stunted growth and darkness" (<http://forbes.com/sites/johnbaldoni/2018/05/16>).

Quantitative skills, like in Mathematics and Sciences, while being essential, need to be balanced with the qualitative skills of the Humanities. Creating platforms and opportunities to think, question, reason and reflect, will foster and develop skills required for critical and strategic thinking. The creation of a thought experiment, for example, a "what if –" scenario, affords us to interrogate and critique while opening opportunities for discourse and high-order problem solving.

Cartoons (gag, editorial, political, three-panel cartoon strip and meme, etc.) invite such discourse. They encourage us to analyse our own beliefs and those of others, and by growing in our understanding of the techniques that cartoonists use to influence our thinking, we can become empowered to think critically and reflectively about a broad spectrum of issues. Cartoons have, however, also been vehicles of controversy with dire consequences to cartoonists globally.

2020 CAT Focus

The 2020 CAT will focus on encouraging discourse on pertinent issues of our time, both aural and written, prompted by analysing the different techniques cartoonists use. Analysis will focus on the role that cartoonists play in driving social change and the impact cartoons have as vehicles of social commentary. Teachers are encouraged to analyse cartoons in different contexts and are not confined to socio-political editorial/gag cartoons.

Overarching Questions

The open-endedness of this CAT encourages teachers to approach the assessment as a means to invite thinking and writing around some of (although not limited to) the following over-arching questions:

- Are cartoons still relevant in the 21st century Fourth Industrial Revolution?
- Are cartoons an expression of freedom of speech? Or do they constitute hate speech?
- Do certain cartoons amplify certain groups in a specific context while marginalising others?
- How do cartoons position power relations?
- How do cartoons shape and shift thinking?
- Should cartoons ever be censored? If so, under what circumstances?
- How do cartoons impact on a particular society and how has society reacted to a particular/series of cartoons?
- How have cartoons influenced your views on particular issues?
- Is the cartoon calling you to respond with logic and reason (your head) or with an emotional response (your heart), or both? How is this achieved?

The 2020 CAT consists of:

1. **Task 1:** an introductory and follow-up lesson which offers and provokes broad thinking around the world of cartoons as well as the techniques most often used in cartoons (**approximately 1–1,5 hour**)
2. **Task 2:** learners' independent research and thinking
3. **Task 3:** group/whole class discussion (**approximately 1,5 hours**)
4. **Task 4:** the controlled written task (**1,5 hours + 10 minutes reading time**)
5. **Task 5:** the formal oral task

TASK 1: INTRODUCTORY LESSONS

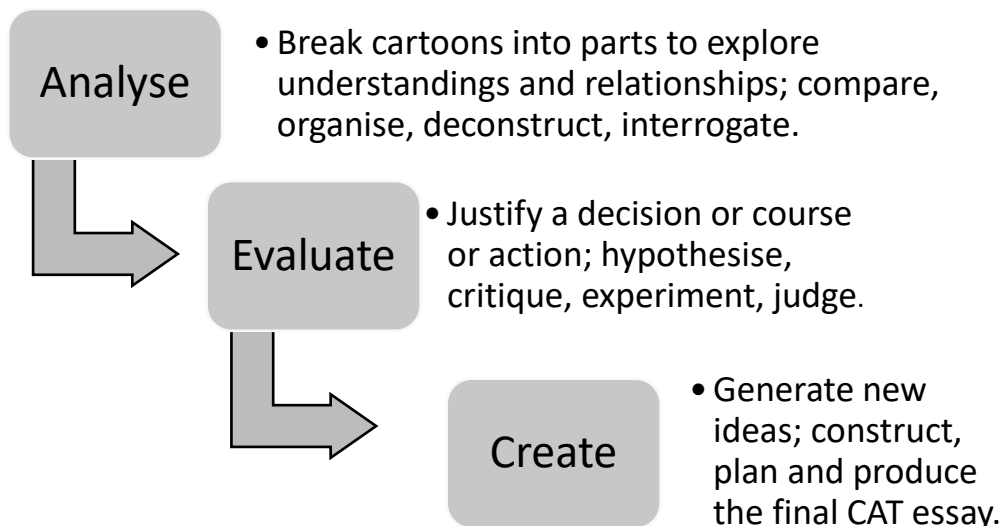
There are no marks allocated for this task.

In the introductory lesson, teachers should revise the techniques most often used in cartoons, particularly those that empower learners "to make meaning of texts", with particular focus on understanding "the function of, and reasons for, using certain...conventions across a range of texts" (English Home Language Subject Assessment Guidelines 11/1). These introductory lessons should prompt learners to engage in the different purposes of cartoons.

It would be of value to consider how Freedom of Speech (guaranteed in the South African Bill of Rights) both empowers and limits the subject matter and message of cartoons. For this purpose, it would be of further value to consider the definitions of hate speech: "no person may publish, propagate, advocate or communicate words ...with the intention to be hurtful, be harmful or include harm, promote or propagate hatred" (Promotion of Equality and Prevention of Unfair Discrimination Act, 2000).

For those who wish to extend thinking, it may be useful to refer to the cartoonist's declaration submitted to UNESCO, seeking recognition of their rights.

The objective of these introductory lessons is to provide a sound framework for developing thinking around the full CAT assessment. Thinking needs to be scaffolded by the introductory lessons in such a way that learners are afforded the opportunity to complete the final task effectively and meaningfully. In particular, learners will need to have the tools to:



TASK 2: LEARNERS' INDEPENDENT RESEARCH AND THINKING

The time frame of this task is dependent on the teacher. There are no marks allocated for this task as it forms the preparation for the class oral discussion (Task 3).

Learners must conduct individual research and find one cartoon that prompts their thinking. They may, if they wish, add one meme, but this is not mandatory. The learners are to complete this task in their own time and are encouraged **to analyse** the cartoon (and meme) selected, looking at **the techniques** employed by the cartoonist that may **either shift or limit thinking**. Learners should be encouraged to annotate their selected cartoon or make notes/create mind or concept maps on their individual analysis.

TASK 3: GROUP/WHOLE CLASS DISCUSSION

Total for this task: 10 marks

The group/whole class discussion may be used as the "one other" option in the Discussion/Conversation in the Oral Portfolio (please refer to the English Home Language Subject Assessment Guidelines, 11/16–11/17). The Rubric is attached as **ADDENDUM A**.

For the purpose of this task the teacher is to facilitate a discussion of the learners' findings, analysis and evaluations. **It should provoke thinking around the over-arching questions indicated on page 2 of this document.** Careful and close reference to the texts should display competencies of analysis and evaluation.

TASK 4: CONTROLLED WRITTEN TASK**Total for this task: 50 marks**

Tasks 1–3 should have provided each learner with a broad understanding of how cartoons challenge and/or shape entrenched beliefs. Additionally, some of the other over-arching questions (and further questions that may have been generated through the class discussion, or raised by the teacher or the learner) should provide impetus for the written response of the CAT.

Please note the following guidelines:

1. Each learner is to select **one pertinent current issue**. The learner will then select 3–5 cartoons (one of which may be a meme) to evaluate how the selected issue is positioned, and how certain perspectives on that issue are either entrenched or challenged by the cartoon. Some learners may be motivated to find an issue that will afford discussion on the fine line between hate speech and freedom of speech, for example.
2. The written CAT task will be a formal essay, that may be **argumentative, discursive, reflective (or a blended essay with characteristics of some or each)** in nature. The learner is to make an informed choice regarding which genre and structure would **best suit** the topic and purpose of the task. **The language needs to be formal with the purpose of analysing, evaluating and creating an essay that provokes thinking about the selected issue through an analysis of the techniques used by the cartoonists.**
3. The total length of the response must be **600–800 words**. **Please discourage essays longer than 850 words.**
4. Teachers will set the essay topic which must be broad enough to generate thinking. Topics must be moderated and approved by the Cluster Leader. Schools may select to write a common Cluster topic, but if they opt to do so, the essay must be written at a standardised set time. Evidence of pre-moderation must be included in the Teacher's SBA file.
5. The topic **may not be provided to the learners beforehand.**
6. Learners should prepare a **source page with their cartoons**, which will be referred to in their essay. **No other material may be brought into the venue.**
7. The deadline for setting and moderating the topic is the end of **May 2020**.
8. The essay must be written under **controlled conditions** before the end of **July 2020**.
9. Ten percent of the learners' responses (minimum 5 essays) must be moderated at cluster level.
10. **Five** sample essays, **representing the full range of marks** attained by the school's learners, must be placed in the Teacher's SBA File for Regional/National moderation.
11. **Please note that failure to include evidence of moderation processes or learner responses may necessitate the Teacher File being called to National Moderation.**
12. Moderators (at both school and cluster level) are to maintain high levels of professionalism and integrity to safeguard fairness at a level commensurate with other schools.
13. **Only the supplied rubric (ADDENDUM B) may be used to assess the learners' responses.**

TASK 5: ORAL TASK

Total for the task: 20 marks.

Task 5 must be completed as ONE of the FORMAL ORAL presentations required in Grade 12.

Length: 4–5 minutes

Please refer to ADDENDUM C for the rubric.

You feel strongly about the way in which cartoons are positioned in society (this may be either positive or negative). You are required to present a persuasive campaign speech to UNESCO (or a similar organisation) to campaign to ensure that the cartoonist's voice remains heard or, alternatively, that it should be censored in part. For the purpose of this oral, you should include two or three cartoons as visual aids. **Should teachers wish to vary this oral component, they may do so, provided that the revised task assesses critical thinking and reflection.**



CAT WORK SCHEDULE

Activity	Time	Assessment	Marks	Controlled Conditions	Portfolio Inclusion
TASK 1 Introductory lesson(s)	1–1,5 hours	Not assessed	N/A	N/A	None
TASK 2 Learners work independently to conduct research and collect cartoon resource	Teacher's discretion	Not assessed	N/A	N/A	None
TASK 3 Group/class discussion to debate and interrogate cartoons and their message(s)	1,5 hours	Conversation according to IEB rubric (ADDENDUM A)	10		Oral SBA to be included as conversation strategies.
TASK 4 Controlled written essay. Approximate length 600–800 words.	1,5 hours + 10 minutes reading time	Refer to rubric ADDENDUM B	50	Strictly controlled conditions. Learners must not receive the topic beforehand.	The written task (and pre- and post-moderated tasks) to be included in SBA Portfolio (Section 2).
TASK 5 Prepared persuasive speech	4–5 minutes per speech	Oral Assessed according to IEB Prepared Speech Rubric (see ADDENDUM C)	20		Include as one of the formal tasks in the prepared-speaking section of the oral portfolio.

Some useful Resources

1. Patrick Chappatte: The power of cartoons
Oct 21, 2010
<https://youtu.be/XzNlfw5IS4A>
2. The Stream – The power of political cartoons
Feb 21, 2017
https://youtu.be/kA0gzX_KCeI
3. A free world needs satire | Patrick Chappatte
Sep 18, 2019
<https://youtu.be/MIGtyaVb2Xc>
4. Guy Berger of UNESCO on Freedom of Expression vs Censorship
Oct 8, 2012
<https://youtu.be/r0w1XZymmkg>
5. Video Message from Director-General of UNESCO on the occasion of World Press Freedom Day
Apr 24, 2014
<https://youtu.be/TANBTC9XzYA>
6. Imagine a World Without Press Freedom
Apr 30, 2018
<https://youtu.be/1DHTvyzXlx8>

ADDENDUM A: CAT discussion (PTO)



NATIONAL SENIOR CERTIFICATE

ENGLISH HOME LANGUAGE

ORAL

RUBRIC FOR ORAL CONVERSATION

A suggested 10-point scale for the grading of oral conversation.

LEARNER'S NAME: _____

Point	Description	Symbol	Characteristics/criteria
10–9	Excellent	A	i. Spoken language at highest level. Excellent in all the positive characteristics listed below. ii. Makes interesting points. Challenges and defends a point of view effectively. Shows good judgement and critical ability.
8–7	Very good	A	i. Understands questions the first time round. Responds satisfactorily to expected and unexpected questions. ii. Makes good use of questions, challenges a point of view where appropriate and is able to sustain an argument. Has a wide knowledge of the topic, and introduces ideas appropriately. iii. Effectively uses a wide variety of structures, vocabulary and idioms. Speaks confidently.
7–6	Good	B	i. Understands questions but may experience problems with some unexpected questions. ii. Will initiate some questions and challenges, but is more inclined to respond than direct the conversation. Refers to relevant information, though in a narrow range. iii. Uses an adequate variety of structures, vocabulary and idioms. Speaks fairly fluently; sometimes hesitant.
6–5	Satisfactory	C	i. Experiences no problems with expected questions, and responds reasonably well to unexpected questions, especially after rephrasing. ii. Does not ask many questions or challenge points of view. Has limited knowledge, but uses relevant information. iii. Uses a limited variety of structures and vocabulary, with few idioms. Makes few mistakes within this range.
5–4	Adequate	D	i. Experiences some problems with questions, but manages after rephrasing of questions to respond adequately. ii. Does not ask questions or challenge points of view. Is passive on the whole, but, when pressed, can give information or knowledge – not always relevant however. iii. Uses a limited variety of structures and vocabulary, but very few idioms. Makes mistakes.
4–2	Poor	E	i. Experiences problems even with expected questions, but tries to answer. ii. Shows incomplete knowledge and understanding of topic under discussion, and sometimes gives faulty and irrelevant answers. iii. Has elementary, limited vocabulary and uses faulty sentence structures.
2–0	Very weak	F	i. Does not understand the majority of questions posed, and experiences serious problems in responding. ii. Has incomplete or faulty knowledge. iii. Has very limited vocabulary. Sentence structure very faulty.

ADDENDUM B (PTO)**Rubric for Written task – CAT 2020**

Level	Mark (30)	Purpose, Content, Argument, Reflection	Mark (20)	Structure, language, register
7+	30–27	Purpose of task is fully met; sophisticated writing; this is a piece of work that is significant; has depth and breadth; impressive detail. Ideas are fully developed ; thought-provoking, insightful . Writing is compelling, lucid and striking. Argument is credible and fully sustained from research . Evidence of strong individual voice .	20–18	Impressive use of language conventions; thoroughly engaging; sophisticated use of diction . Crisp, clear structure; excellent cohesion . Excellent understanding of appropriate register. Able to control tone and subtleties in language. Virtually error-free.
7	26–24	Writing provides comprehensive insight , understanding and reflective thought. Focused response; consistent voice . Original, sincere and creative. Shows clear development and commendable depth of argument that contains logical and considered substantiation from research.	17–16	Excellent use of language conventions . Language is precise and engaging . Effectively incorporates a range of sentence patterns. Diction and register are appropriate . Clear structure; excellent cohesion . Virtually error-free.
6	23–21	Writing provides a mostly consistent focus . Competent writing. Evidence of personal style and voice although depth and breadth may be lacking in places. Thoughtful reflection is provided. Argument contains sound substantiation from research.	15–14	Competent use of language conventions . Very good understanding of appropriate register although this may not always be sustained. Incorporates varied sentence patterns. At times the language may be too informal or too personal. Structure is generally logical and the piece of writing is sufficiently coherent . Minor language errors but do not detract from meaning .
5	20–18	An ordinary, predictable response that broadly meets with requirements. Makes an attempt to sustain focus but this is not always sustained . Evidence of personal voice and reflection in places . Some areas jar with the requirements of the task. Content requires further development . Argument is pedestrian and research needs to be more successfully integrated.	13–12	Language is pedestrian but not seriously flawed . Some attempt to include different sentence patterns but inconsistent in places. Errors detract from writing fluency in places. Register is not consistently used . Structure is logical and the piece of writing is adequately coherent .
4	17–15	Evidence of personal voice is limited . Superficial response. Development of ideas is limited. Argument is not sustained. Appropriate research is poorly synthesised . Reflection is not sustained. Purpose is fulfilled satisfactorily .	11–10	Limited awareness of appropriate register . Limited range of syntactical structures. Errors impede meaning . Transitions between paragraphs are awkward affecting cohesion . Pedestrian style with distinctive linguistic flaws.

3	14–12	The purpose of the task has not been successfully met . Content and argument lack depth and development. Vague in places. An inconsistent focus on the topic. Little evidence of research . Limited evidence of personal voice and reflection.	9–8	Language is flawed . Errors impede readability. Vague, confused sentences. Register is inappropriate . Cohesion is lacking . Expression is clumsy but language is still worthy of passing .
2	11–9	Individual ideas are generalised . No development or focus on the task's requirements. No evidence of voice or reflection . Reveals no awareness of the purpose of the task. Argument lacks substantiation from research .	7–6	Language is severely flawed . Sentences are rambling and vague. Demonstrates a lack of control of language conventions. Frequent errors impede understanding. The structure is haphazard . Almost no cohesion evident.
1	8–3	No evidence that the topic has been understood . No attention to purpose. Development lacking . A completely flawed response, no personal voice or reflection. No research evident . Does not address the question. Argument is fragmented and lacks clarity and conviction .	5–1	Incoherent language or inappropriate language . Illogical. Inappropriate register . Riddled with errors .

Feedback to learner:

Total: _____/50

ADDENDUM C



PREPARED-SPEECH RUBRIC

LEARNER'S NAME: _____

Criteria for assessing a prepared speech	Level 7 100–80	Level 6 79–70	Level 5 69–60	Level 4 59–50	Level 3 49–40	Level 2 39–30	Level 1 29–20
<p>STRUCTURE Demonstrates planning and research skills for oral presentation</p> <ul style="list-style-type: none"> Organises material coherently by choosing main ideas and relevant and accurate details or examples for support. Prepares effective introductions and conclusions. 	<p>The structure is flawless. There is a clear, riveting introduction and an insightful, relevant conclusion. Information is effectively organised and new ideas flow smoothly from one to the other.</p>	<p>The structure is clear and well developed, although there are times when transitions between ideas could be better. There is a clear introduction and a pleasing conclusion that fulfil the function of signposting the speech, and rounding off the speech effectively.</p>	<p>There is a sense of structure, but there are times when this is not well sustained. There is an introduction and conclusion, but these are functional and do not enhance the quality of the speech.</p>	<p>The structure has limited or incidental cohesion. While there may be a general sense of what the speaker means to convey, the points are disconnected and undeveloped. The speech may lack either an introduction or a conclusion.</p>	<p>The structure lacks cohesion. There is no clear distinction between new ideas. The speech lacks either an introduction or a conclusion.</p>	<p>There is little evidence of structure. The speech has been sequenced illogically and ideas do not follow on meaningfully from each other. The speech is without an introduction and/or conclusion.</p>	<p>There is no evidence of structure. The learner does not seem to have made any effort to prepare sufficiently and meanders through the speech without any real sense of purpose. There is no evidence of an introduction or conclusion.</p>
<p>Demonstrates planning and synthesis skills for oral presentation</p> <ul style="list-style-type: none"> Synthesises the content of a topic by including and referring to a wide range of sources. Incorporates visual aids/PowerPoint presentation to enhance the content of the speech. 	<p>The content has substance, is thought-provoking, persuasive and, at times, profound. The learner has selected appropriate and relevant content for the topic. The content has been effectively synthesised into the speech.</p> <p>Visual aids and/or a PowerPoint presentation are carefully chosen to enhance the impact and content of the speech. They are seamlessly integrated into the delivery of the speech.</p>	<p>The content has substance and is persuasive but this is not always sustained. The learner has selected relevant content that has been synthesised successfully into the speech.</p> <p>Whilst visual aids and/or a PowerPoint presentation have been carefully chosen, they do not totally enhance the speech. At times, they may distract from the delivery of the speech.</p>	<p>The content is competent and learner has made a concerted effort to be persuasive. There has been careful selection of content, but the content has not been fully developed and the synthesis is not always seamless.</p> <p>Visual aids and/or a PowerPoint presentation add to the content of the speech but are not totally convincing. The learner may battle to integrate them and they distract from his/her delivery.</p>	<p>The content is adequate. There is evidence of selection and an attempt to persuade the audience, but the synthesis is flawed at times and affects the overall quality of the content.</p> <p>Visual aids and/or a PowerPoint presentation are somewhat unsuccessful in enhancing the content of the speech and are a distraction.</p>	<p>The content is very superficial and there is very little evidence of persuasion. The synthesis is awkward.</p> <p>Visual aids and/or a PowerPoint presentation are mostly unsuccessful in enhancing the content of the speech and offer little to the presentation of the speech.</p>	<p>There is very little real content and the speech tends to be almost wholly narrative. It does not convey the sense of having been prepared and the marker has to trawl for content.</p> <p>Visual aids and/or a PowerPoint presentation are totally unsuccessful.</p>	<p>Some ideas relating to the topic are evident, but they are almost completely undeveloped and seem to emerge by coincidence rather than design. There is a great deal of irrelevant rambling. Alternatively, the speech is too short.</p> <p>Neither visual aids nor a PowerPoint presentation is used.</p>

<p>Appropriate use of register and vocabulary Demonstrates critical awareness of language use in oral situations</p> <ul style="list-style-type: none"> • Use and evaluate appropriate language varieties, styles and registers to suit purpose, audience and context. • Identify and use a wide range of persuasive techniques. • Make inferences and judgements and motivate with evidence. • Develop a personal voice appropriate to the situation. 	<p>The use of register is excellent and is sustained successfully throughout the speech. The level of vocabulary is sophisticated and the learner employs the vocabulary correctly and meticulously. An excellent interpretation of the purpose and context of the speech that allows for the development of a convincing personal voice.</p>	<p>The use of register is pleasing and very appropriate. However, the control of register is not consistently fluent. The level of vocabulary is rich and varied and the learner employs the vocabulary correctly. A personal voice is developed that targets the purpose of the presentation accurately and sincerely.</p>	<p>The use of register is correct, although some errors in register may occur. The vocabulary is correct but ordinary/or has minor flaws. Although a personal voice is developed that targets the purpose of the presentation sincerely, it is not entirely believable or convincing.</p>	<p>The use of register is not always appropriate and tends to be either too colloquial or too forced. While the learner uses vocabulary competently for the most part, errors in correct usage and context do occur. There is an attempt to develop a personal voice, but it is not sustained.</p>	<p>The use of register is too casual and can be deemed inappropriate. There are errors in vocabulary, context and grammatical structure that hamper communication. The context of the speech is not fully understood. There is an attempt to develop a personal voice, but it is unconvincing.</p>	<p>The use of register is incorrect and tends towards slang and an overuse of contractions. The learner makes numerous errors in grammar and the vocabulary is limited. The learner exhibits very limited success in developing a personal voice.</p>	<p>The use of register is incorrect and the learner is entirely too colloquial. The learner's use of grammar is flawed and the vocabulary is inappropriate or inaccurate. The learner is unsuccessful in developing a personal voice in response to the task.</p>
<p>DELIVERY Demonstrate the skills of listening to and delivering oral presentations.</p> <ul style="list-style-type: none"> • Use and evaluate rhetorical devices such as anecdotes, rhetorical questions, pauses and repetition. • Use tone, voice projection, pace, eye contact, posture and gestures correctly and respond appropriately. Pronounce words without distorting meaning. 	<p>The delivery is superior and displays flair and individuality. The learner has used pace, pause and varied intonation to enhance the quality of the speech. Eye contact is convincingly maintained and the audience is effectively addressed. The learner is spontaneous, fluent and sincere.</p>	<p>The delivery is of a high standard. However, there are some elements relating to pace, pause and intonation that could be improved. Eye contact is not always sustained. The learner is sincere but the delivery lacks the overall polish and flair.</p>	<p>The delivery is of a pleasing standard, but the learner is not able to alter the elements of pace, pause and intonation effectively. The learner tries to employ eye contact, but this is quite sporadic. There is often a dependence on key cards. This affects the learner's sincerity and conviction.</p>	<p>The quality of delivery is competent. The learner may be hesitant, or speak too fast. Pause, pace and intonation have not been given sufficient consideration, which impacts on the overall delivery. Eye contact is limited and the learner is tending towards relying heavily on key cards. The learner may move unnecessarily, which is distracting to the audience.</p>	<p>The quality of delivery is lacklustre. The learner lacks fluency. There is minimal attention to pause, pace and intonation. Eye contact is very limited and the learner is tending towards reading the speech. The speech does not reveal a sense of the learner's personality. The learner may employ distracting movement, which detracts from the overall quality of the speech.</p>	<p>The quality of delivery is less than adequate. It is difficult to follow the speech because of a halting delivery that is monotonous. The learner does not employ any eye contact and is reading the speech entirely or constantly looking for his/her place on cue cards. The learner may engage in excessive movement, which serves no specific purpose.</p>	<p>The delivery is very poor. The learner cannot use techniques of delivery with any success and is often inaudible and inarticulate. The delivery is hesitant and stumbling with distracting movements. Consequently, the speech is generally muddled and nonsensical.</p>

FEEDBACK TO THE LEARNER
