



2017 TRAINING WORKSHOP NO.8  
**ISIZULU HL & EFAL**



**FOUNDATION PHASE**



education

Department:  
Education

PROVINCE OF KWAZULU-NATAL

**Foundation phase  
Just-in-Time Training Workshop 8  
February 2017**

**Facilitator's Guide**

**isiZulu Home Language  
and  
EFAL**

Endorsed by:



**Jika iMfundo**  
what I do matters



**Programme: Focus on GRR, Paired and Independent Reading and SA SAMS**

Number	Session Name	Time Guide	Real Time / Notes
1	Introduction	5 min	
2	Session 1: Group Guided Reading	180 min	
3	Tea	30 min	
4	Session 2: Paired and Independent Reading	60 min	
5	Session 3: SA SAMS	60 min	
6	Closure	5 min	
<b>Total Working Time:</b>		<b>5 h 40 min</b>	

**THINGS YOU NEED FOR THIS WORKSHOP: CHECKLIST**

NO.	ITEMS FOR WORKSHOP:	TOTAL NUMBER	CHECK
1	Facilitator's Guide		
2	Participants' Handout		
3	Readers: Musa! (Grade 1 Term 1); Living Things (Grade 2 Term 1); Izinyo (Grade 2 Term 1)		
4	Flashcards of the 'Look and say' words: Fana, musa, bona-ke, yebo, uyalalele - 1 of each		
5	DBE workbook Grade 1 Term 1		
6	Flip chart and pens		

<b>Introduction</b>	
<b>TIME GUIDE</b>	5 minutes
<ul style="list-style-type: none"> <li>• Give each HoD a Participants' handout at registration.</li> <li>• Welcome the HoDs and teachers.</li> <li>• Explain the following:               <ul style="list-style-type: none"> <li>○ The first session focuses on:                   <ul style="list-style-type: none"> <li>○ Group Guided Reading</li> </ul> </li> <li>○ The second session focuses on:                   <ul style="list-style-type: none"> <li>○ Paired and Independent Reading</li> </ul> </li> <li>○ The third session focuses on:                   <ul style="list-style-type: none"> <li>○ SA SAMS</li> </ul> </li> </ul> </li> </ul>	

## SESSION 1: Group Guided Reading

<b>TIME GUIDE</b>	180 minutes
<b>RESOURCES</b>	Facilitators' Guide; Participants' handout; Musa! (Grade 1 Term 1); Living Things (Grade 2 Term 1); Flashcards of the 'look and say' words - Fana, musa, bona-ke, yebo, uyalalele; DBE workbook Grade 1 Term 1.

### Introduction

The purposes of this session are to help teachers facilitate GGR lessons according to the lesson plan methodology, to give them more confidence in using this methodology, to practically show them how to facilitate a lesson and to help them understand the rationale for key aspects of the methodology.

#### • Activity 1: Sharing experiences of GGR (20 minutes)

Ask the participants to talk to the person sitting next to them about how they facilitate GGR in their classrooms in isiZulu and EFAL. They should talk about:

- If they use the Vula Bula and READ readers, or other texts
- How they organise the groups – how many learners are in the groups? Do they use mixed or same ability groups; or do they do reading with the whole class?
- How often in a week does each group read (or the whole class reads) and for how long
- If learners read individually, or as a group
- What the rest of the class does while the group reads.
- any problems they have facilitating these lessons

Ask a few participants to share what was said in their buzz groups with the whole group.

Tell the group that you will now demonstrate and explain how GGR should be facilitated according to the lesson plans. Explain that you will look at the introductory GGR lesson for a new book and the follow up reading activities in turn.

#### • Activity 2: Description and demonstration of the methodology for the introductory GGR activity (20 minutes)

**Input:** In the first GGR lesson of the week or of a new book, which lasts 30 minutes, the teacher reads the story to the learners and the 'look and say' words are learnt. The 'look and say' words are words that learner will not be able to sound out for themselves – because they have not yet learnt the sounds, or because, some of the words in EFAL are not phonetic words. Learners have to read these words by recognising the whole word when they see it.

The methodology for teaching the 'look and say' words is as follows:

- First, the teacher shows the class each word and reads the word herself.
- Then she asks the whole class to read the word.
- Then she asks groups to read the word  
Finally individuals read the word
- She repeats this with each 'look and say' word.
- The learners practise reading these words each day at home. A photocopiable list is provided in the printable resources section of the Lesson Plans. Learners should be given the sheet, and should circle or tick the new words they must practise.

**Note:** an example of a 'look and say' word list is provided on page 7 of the participants' handout; page 11 of the facilitator's guide)

**Demonstration:** Grade 1 Term 1 *Musa! Pages 2 – 8* “Look and say” words: *Fana, musa, bona-ke, yebo, uyalalele*

Use the methodology below to demonstrate the teaching of the ‘look and say’ words and show the participants the Reading sheet that gets stuck in the homework books. (There is an example of an isiZulu and an EFAL reading sheet on pages 7 and 8 of the participants’ handout and pages 11 and 12 in the facilitator’s guide.)

### **Activity Description/Methodology**

- Settle the learners so that you have their attention.
- Read the whole book to the learners.
- Hold up one flashcard at a time and clearly say the word twice, whilst learners look and listen.
- Explain the meaning of any word if necessary by using an action, the object or a picture of it.
- Ask the whole class to read the word, then ask different groups and individual learners.
- Introduce the next word in exactly the same manner.
- Then flash between the two words, asking different learners to read the words.
- Continue in the same way until all the words for this lesson have been covered.
- Tell the learners to take out their Reading Sheets or to open their Homework Books to their Reading Sheets.
- Learners must use one colour to tick the words that they have learnt to read.
- For homework, they must practise reading these words aloud to someone at home or in their community.

### **Activity 3: Input on and demonstration of how to manage the follow up group reading activities (30 minutes)**

#### **Input**

- In all subsequent isiZulu GGR lessons (there are 4 more lessons of 30 minutes each) ability groups read the same text under the direction of the teacher.
- Learners are placed in ability groups so that weaker learners are not teased by stronger learners; stronger learners can be challenged and read more; the teacher can spend more time helping the learners in the weaker groups and weaker learners can be helped when the teacher helps other weaker learners in the group as these learners are likely to have similar difficulties.
- There should be between 6 to 10 children in a group.
- **Every** child in that group (e.g. Group 1) must read two sentences from the reader on their own and answer the comprehension question relevant to the two sentences. For example the learners in Group 1 are Thabo, Thandi, Lesedi, Themba, Ayanda and Unathi. Each of these six learners must get a turn to read the two sentences on their own.
- The teacher helps the learners when necessary by helping them sound out the words, reminding them of any ‘look and say’ words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading.

**NB:** It is important that each individual in the group gets a turn to read as this is the time for the teacher to take note of the level of each learner’s reading and comprehension and what difficulties s/he may be having. It is also the time when the teacher can help the learners with their individual difficulties. In Shared Reading the teacher reads the story to the class and also with the whole class. In GGR each individual learner reads a few sentences on

their own. It is not whole class reading. In Shared Reading the teacher spends time on talking about the cover of the book, about pictures in the book and also discusses sentences, paragraphs and other language structures. This is not done in GGR. Shared Reading stories often contain vocabulary and language concepts that are above the level of the learners' reading ability. This is to extend the learners and develop their language and thinking skills. The stories read in GGR contain vocabulary and language concepts that the learners should be familiar with and find easy to understand.

- While one group is reading with the teacher the rest of the class is either doing written work from the DBE workbook or is doing paired or independent reading.
- **Demonstration:** Ask 6 participants to join you in the front of the room. Give them each a copy of the reader, *Musa!* Have a set of flashcard words with you. Before listening to the group read tell the rest of the participants to open their DBE Workbooks to pages 6, 7. Tell them that they must put their left or right hand on page 6 or 7 depending on which hand they draw with and draw around it. Right handed participants will put their left hand down and draw their left hand and left handed participants will put their right hands down and draw their right hand. Then they must colour in their hand.

Ask each participant in your reading group to read 2 sentences from pages 2- 8. Ask the relevant question from the following once the participant has read the 2 sentences:

- Kungabe ubonani ekhaveni yale ncwadi? (Umfana ozama ukudlala ibhola emgwaqeni.)
- Ubani igama lalo mfana? (Igama lakhe uFana.)
- Kungabe ubani lona omunye ombonayo kulesi sithombe? (Intombazane engu dadewabo kaFana)
- Intombazane yona ibonakala yenzani? (Ibonakala yethukile)
- Ngokubona kwakho ucabanga ukuthi le ntombazane yethuswe yini? (Indlela umfowabo aphuma ngayo esangweni. Noma umbono womfundi.)

Then call 6 different participants to come to the front and ask each one to read 2 sentences and answer the comprehension questions. Before asking the participants to read, quickly check that the class is doing what you have asked them to do. It is important that you demonstrate the whole lesson, using 2 groups as the LPs ask the teachers to work with 2 groups in a 30 minute session.

- **Activity 4 Reflecting on implementing the methodology (30 minutes)**

**Discussion in a group:**

- What difficulties do you think you may have or have had when you follow this methodology?
- How can you overcome them or how have you overcome them?
- Has the demonstration made the methodology clearer for you?

Ask a few groups to report back.

If participants don't raise the following issues raise them yourself, and facilitate discussion on strategies:

- I will have difficulty controlling the learners who are not reading (learners have been given work to do in the Lesson plans; they will get used to doing this and discipline will become easier;

make sure that you look at the learners every now and again when the group is reading so that the rest of the learners know that you are watching them;

- there are not enough books (each class has been given 12 copies of each reader – groups should not be bigger than 12);
- I have too many learners in my class and the groups will be too big (make more groups and hear the stronger groups read less, may be only every two weeks and the weaker groups each week);
- it is difficult in multigrade classes (ability groups can consist of learners from different grades except for Term 1 keep the Grade 1 learners together).

**NB: Facilitator, please make a note of problems, and ways teachers have found to address them. Include these in your reports.**

• **Activity 5: Input on and demonstration of a GGR lesson in EFAL (25 minutes)**

**Input:** In EFAL the same methodology is followed for GGR. The teacher reads the story and teaches the learners the 'look and say' words in the first GGR session. In subsequent GGR lessons (there are 2 more lessons of 30 minutes each) ability groups read the same text under the direction of the teacher. There should be between 6 to 10 children in a group. **Every** child in that group e.g. Group 1 must read two sentences from the reader on their own and answer the comprehension question. For example the learners in Group 1 are Thabo, Thandi, Lesedi, Themba, Ayanda and Unathi. Each of these six learners must get a turn to read the two sentences on their own. The teacher helps the learners when necessary by helping them sound out the words, reminding them of any 'look and say' words on the page they are reading, and suggesting they use the pictures to assist them in understanding what they are reading.

While one group is reading with the teacher the rest of the class is either doing written work or is doing paired or independent reading.

- **Demonstration:** Ask 6 participants to join you in the front of the room. Give each of them a copy of the reader, *Living Things*. Before listening to the group read tell the rest of the workshop to draw a picture of the boy runs and write the boy runs underneath it. (Write The boy runs. on flip chart paper and point to this after you have given the instruction.)

Ask each participant in your reading group to read 2 sentences from pages 2, 3, 4 (*Living Things*). Ask the following question:

- **Why are flowers and trees called living things?** (Because they can grow; all living things grow and die.)

➤ **Activity 6: Practise facilitating a GGR activity (40 minutes)**

Ask the participants to get into Grade groups and to practise facilitating GGR in EFAL and in isiZulu. In groups of about 7, one participant must role play being the teacher and the others learners. The teacher facilitates the reading of 2 sentences and asking of a comprehension question. If there is enough time, another person in the group can be the teacher. They can use the GGR reading books *Living Things, Musa!* and *Izinyo* or any readers that the participants have brought with them. Walk around and help when necessary.

➤ **Activity 7: Thinking about reasons for the methodology (15 minutes)**

Tell the participants that the features of the GGR methodology are designed to assist learners to learn to read. Ask them to think about why the following aspects are important. Then take feedback and facilitate discussion so they see the value of each.

1. Each learner must have a turn to read individually/alone
2. The groups are made up of learners of similar reading ability – not mixed ability
3. The teacher helps learners by reminding them to sound words out, remember the ‘look and say’ words and look at the pictures to help them understand what they are reading about
4. The teacher asks questions about what each learner has read.

**Conclude** by ensuring that the key reasons for the methodology are known and understood:

- Individual reading is important so that learners experience reading by themselves not just in a group or class – each learner has to read, can’t just hide behind others; and it helps the teacher to know the level of all the children in her class.
- Learners are placed in same ability groups so that weaker learners are not teased by stronger learners; stronger learners can be challenged and can read more; the teacher can spend more time helping the learners in the weaker groups and weaker learners can be helped when the teacher helps other weaker learners in the group as these learners are likely to have similar difficulties.
- Pointing out and helping children with the ‘look and say’ words reinforces the necessity for the learners to go home and learn these words. They will soon realise that learning these words will help them develop more fluent reading.
- Learners need to be fluent readers – so they need good decoding skills- in a small group, teachers can help learners who are struggling to develop these skills.
- It is important that readers understand what they have read. They need to do more than decode the words. By asking questions, teachers encourage learners to pay attention to what they are reading and also can check their comprehension and work on this. Apart from when they are learning to read, learners do not read to practise decoding – they read to gain meaning from the text - to enjoy a story they are reading or to get information they need. A range of questions should be asked – factual and those that require prediction and interpretation as well.

Extra information: Refer participants to the CAPS isiZulu p14 - 16 and EFAL p 13 – 15 for more information on Group Guided and Paired and Independent Reading. In isiZulu. Also suggest they read the whole of Section 2.6 in the IsiZulu HL CAPS for more information on the teaching of reading generally.

## SESSION 2: Paired and Independent Reading

<b>TIME GUIDE</b>	30 minutes
<b>RESOURCES</b>	Facilitators' Guide, Participants' Handout

**Introduction and input: The purposes of this session** are to help teachers facilitate paired/independent reading lessons according to the lesson plan methodology, to give them more confidence in using this methodology and to practically show them how to facilitate a lesson.

### **Input (5 minutes)**

Paired and independent reading lessons give learners more time for reading practice. Children sit together in pairs or on their own inside or outside the classroom. Both these kinds of reading take place while the teacher is taking a group for GGR.

**In Independent Reading** learners sit on their own reading a book; this is not the same as the independent reading they do in GGR when they have a turn to read the group reader while the rest of the group listens.

**In Paired Reading** two children sit together, each with a copy of the same book, or reading one copy between them. They can read the pages or the whole book together or they can take turns, each reading a page. Teachers must think carefully about which two children to put together.

- Sometimes it is a good idea to put a good or average reader with a learner who is having difficulty reading because then the good or average reader can help the other child. However, children need to be told that they are there to help and to tell the slower reader the word or to help him/her to sound out the word. You need to practise these skills with the better readers. Don't put a child who you know will tease a slower reader with a child in paired reading. Rather let this child read on his/her own or pair with a reader who is at the same level as him/her.
- Sometimes it is better to have weaker readers together and give them a book that is at their level. The book must be one that they can read. You can use a book from the previous grade or term. They must be able to read on their own so that you can listen to the GGR group read.
- Sometimes it is good to have learners who are good readers paired together so they can enjoy a book at their level and discuss it.

In both paired and independent reading, learners can read the previous terms' readers or any other book that you have in your classroom, or which they bring from home. You must, however make sure that they can read the book you give them or that they choose; do not agree to or give them any book, just to keep them busy. They need to be able to read the words on their own or with a partner without coming to you for help. You need to concentrate on listening to the GGR group read. Remember the African Storybooks that your school has copies of, and which can be downloaded from the website and printed.

### ➤ **Activity 8: Thinking about how to organise pairs of readers (20 minutes)**

Discuss with a partner:

- How will you make decisions about which children you will put together for paired reading – a good reader and a weaker reader? An average reader and a weaker reader? 2 weaker readers? Friends? Any other combination that you think will be effective?
- Why you would choose this option or options?

Ask a few pairs to report back to the whole group.

**Conclusion (5 minutes): Say:** This is how the paired and independent reading sessions should happen. While the teacher is listening to individuals in a GGR group read, the rest of the learners are sitting in the corridor outside the classroom or on a piece of grass reading in pairs or on their own. Between listening to the GGR groups read, the teacher should quickly check that the children are reading outside and not playing around. With practise they will get used to doing what they are meant to do. Don't give up - your learners will learn what to do in these lessons.

### SESSION 3: SA SAMS

<b>TIME GUIDE</b>	60 minutes
<b>RESOURCES</b>	Facilitators' Guide, Participant's handout

**Introduction: The purpose of this session** is to assist teachers with the entry of the marks for assessment in the lesson plans in SA SAMS.

#### ➤ **Activity 10: Input into the alignment of SAMS and the lesson plans**

**Input about SAMS** – ask participants to refer to Gr 1 isiZulu – Term 1 at the end of their handout (p 9 and 10) as you discuss the information below. The tables are on pages 11 and 12 of this facilitator's guide.

- In SA SAMS, schools enter marks for activities that are parts of tasks. Tasks in SA SAMS are named according to the component of language teaching in the CAPS – e.g. Reading; Writing and Handwriting.
- Each task has one or more assessment activity; the minimum number of assessment activities and what each activity should assess is given in the CAPS.
- However, teachers can have more assessment activities if they like. The SA SAMS automatically has a place for the prescribed number to be entered – but teachers can make provision for more marks for more activities to be entered if they wish.
- In languages, the assessment activities can be out of any mark teachers like– the CAPS does not prescribe the mark allocation; teachers enter the mark that their activity is out of in SA SAMS when they set it up for their subject and grade. For example, in Gr 1 isiZulu, the teacher's exemplar set up shows 10 marks for Phonics, 10 marks for Listening and Speaking; 10 marks for Writing and so on. Teachers can change this 'out of' mark when they use SA SAMS.
- SA SAMS works out the mark for each component, and weights it as it should be weighted, automatically whatever 'out of' mark has been used. Teachers do not have to adjust the weighting – although they can if they want to – unless it is in red in SA SAMS.
- SA SAMS converts the learners' mark for a task to levels – teachers do not have to do this themselves.

**Input about how the lesson plans align to SA SAMS** Refer participants to the **Grade 1 exemplar on p 10 of their handout.**

- In the lesson plans, the formal assessment activities are called tasks; this will change in the revised lesson plans in 2018. For 2017, the assessment record sheet has tried to show how the LPs and SA SAMS tasks align.
- Generally, the lesson plans have the same number of activities as are shown in SA SAMS. However, sometimes one assessment activity in the CAPS has more than one bullet showing different aspects of a component that must be assessed; sometimes it is very difficult to assess them all at once. Where this is the case, there will be more assessment activities in the LP than in SA SAMS; teachers can either add activities to SA SAMS or add up marks for the activities to enter only 1 into SA SAMS.

**For example:**

In Grade 1 Term 1, the following bullets (slightly abbreviated) are given under one activity in Listening and Speaking:

- **Talks about personal experiences such as tells news, describes weather and other topics events**
  - Listens to stories, rhymes, poems and songs and acts out part of the story, song or rhyme
  - Sequences pictures of a story, communicating through retelling the sequence of ideas
  - Describe objects in terms of colour, size, shape, quantity using correct vocabulary.
- You can see that it would be very hard to assess all of these different aspects in one activity; so in the LP there are two assessment activities:

The first, called (Task 1 part 1) assesses:

- Talks about personal experiences such as tells news
- Sequences pictures of a story communicating through the retelling the sequence of ideas

The second, called Task 1 part 2, assesses

- Describes objects.

Teachers must add all the marks up to get one mark for the Listening and Speaking Task in SA SAMS – or they can add activities to SA SAMS.

- Note that in only one case in all terms and grades, the LPs do not have as many assessment activities as there are in SA SAMS. This is in Gr 1 term 1 where SA SAMS has a space for an assessment activity mark for Emergent Reading as well as for Group Guided and Shared Reading. In this case, we suggest teachers enter their mark for Shared Reading as the bullets given for assessment for Emergent Reading are in fact assessed in Shared Reading. (See the extract from the CAPS below, also in the Participant's handout p7.) and the Shared Reading bullet is a description of an activity, not a performance on which learners can be assessed.

Extract from CAPS, English HL, p 57 (for Grade 1) (same in IsiZulu HL)

Note – this extract is also in the participant's handout p7

**Formal Assessment Activity 1:**

**Reading (oral and/ or practical)**

***Emergent reading skills.***

- Uses pictures to predict what the story is about. For example, reads picture books
- Listens to and discusses stories and other texts read aloud

***Shared Reading***

- Reads as a whole class with teacher enlarged texts such as poems, posters, big books and class stories developed in shared writing sessions

***Group Guided Reading***

- Reads aloud from own book in a guided reading group with teacher, that is, the whole group reads the same story

- **Activity 11: Looking at an example of a SA SAMS and the Assessment record sheets** in the trackers for isiZulu Term 1 Grades 1, 2 and 3.

Organise participants into small groups to look at the examples of SA SAMS record sheets and the record sheets in the trackers for isiZulu Grades 1, 2 and 3 for Term 1 (provided at the end of the handout)

**Each group should answer the following questions, and report back:**

1. What are the tasks named in SA SAMS? (The names of the components – Phonics, Reading; Writing etc.)
2. For the grade you are looking at, which tasks have more than 1 assessment activity in the SA SAMS set up in the extract you have been given? Say how many activities each has.  
Grade 1 – Reading has 3  
Grade 2 – Reading has 2  
Grade 3 – Reading has 2
3. For the Grade you are looking at, which tasks have more activities in the Lesson Plans than in SA SAMS?  
Grade 1: (Handwriting and Listening and Speaking)  
Grade 2: (Handwriting and Listening and Speaking)  
Grade 3: (Listening and Speaking)
4. What must teachers do to align the LP activities to SA SAMS where there are more activities in the Lesson Plans than in SA SAMS? Either add activities to the SA SAMS set up, OR add up the marks for the activities and enter one mark for the Task in SAMS.

**NOTE:** The principles highlighted here are the same for EFAL.

### CLOSURE

<b>TIME GUIDE</b>	5 minutes
<b>RESOURCES</b>	
<ul style="list-style-type: none"> <li>• Ask the HoDs if there are any questions.</li> <li>• Remind them that they must take what they have learnt back to their teachers. Give them a copy of the facilitators' guide to help them do this.</li> <li>• Thank them for attending.</li> </ul>	

## Reading sheets: Homework look-and-say words

Grade: 3

Term: 1

Read from left to right →

esimnyama	mhlawumbe	Useshiywe
umpotsho	ubatshela	njengotshani
utshela	esiwumpotsho	yindlovu
indlovu	umhlambi	wezindlovu
Baphethwe	otshanini	nomndeni
indlu	entsha	amatshe
etsheni	umndeni	endleleni
ezinhle	emndenini	otshanini
esisegatsheni	esimnyama	mhlawumbe
useshiyiwe	emhlanganweni	nomntwana
wumdlalo	ngaphandle	Hheyi
anhlanhlatheke	emgwaqweni	umshayeli
emgqeni	umugqa	emgqonyeni
limtshela	amakhrayoni	enhlabathini
Okusemqoka	Umthengisi	elaseMzansi
esikhwameni	umndeni	

Reading sheets: Homework look-and-say words			
Grade: 2	Term: 1	First Additional Language: English	<i>Living Things</i>
Read from left to right →			
Are	living	things	
flowers	Yes	fires	
No	trees	tyres	
rats	rocks	snakes	
socks	pigs	pans	
doves	we	Monday	
was	sunny	day	
We	outside	to	
play	Tuesday	windy	
Wednesday	cloudy	Thursday	
misty	inside	stayed	
Friday	rainy	Saturday	
stormy	Sunday		

**SA SAMS EXTRACT 1: ISIZU2LU GRADE 1 TERM 1**

Maintain Learner Task Assessments (12.3.12)

Marks Security: Off  Max View

Grade:  Subject:

Class:  OR Subject Group:

Term:  Sorting:

Learner Filter:

Subject Total:  Learners #:

IsiZulu Home Language (Gr 01) Class : GASA TP Term1 : 2016/01/13 - 2016/03/18				TASKS	TASK Nemisindo	TASK Ukulalela nokukhuluma	TASK Ukubhala	TASK Provincial test 1	TASK Ukubhala ngesandla	TASK Ukufunda						
				Activities						Ukufunda ngamaqemb	Ukufunda ngokuhlanga	Ukuqala ukufunda				
				Weighting	20	40	10	0	10	33.34	33.33	33.33	20			
Marks: -1 = Absent, -2 = Not Captured				Total Mark	10	10	10	15	5	10	10	10	30			
Include in SBA Year Mark				Yes	Yes	Yes		Yes				Yes				
Term /Date				Term1 2016/02/25	Term1 2016/02/25	Term1 2016/02/29	Term1 2016/03/01	Term1 2016/03/01	Term1 2016/03/01	2016/03/16	2016/03/16	2016/03/16	Term1 2016/03/02	TOTAL Weighted Mark	Term %	Level
No	Acc No	Learner	Gender	T1	T2	T3	T4	T5	T6:A1	T6:A2	T6:A3	T6				
1	9304	CEBEKHULU, Amahle	Female									-2				
2	9032	CHAMU, Nduduzo	Female	8	9	8	13	4	9	9	9	27	86.00	86.00	7	
3	8956	DLADLA, Sethulo	Female	8	9	9	13	4	9	9	9	27	87.00	87.00	7	
4	9002	DUMINI, Mthandazo	Female	7	7	8	10	4	7	8	7	20	74.29	74.29	6	



**SA SAMS EXTRACT 2: ISIZULU GRADE 2 TERM 1**

Maintain Learner Task Assessments (12.3.12)

Marks Security: Off.  Max View

Grade:  Subject:

Class:  OR Subject Group:

Term:  Sorting:

Learner Filter:

Subject Total:  Learners #:

IsiZulu Home Language (Gr 02) Class : BHENGU M.C. Term1 : 2016/01/13 - 2016/03/18				TASKS	TASK Nemisindo	TASK Ukubhala ngesandla	TASK Ukulalela nokukhuluma	TASK Provincial test 1	TASK Ukubhala	TASK Ukufunda					
				Activities					Ukufunda ngamaqemb	Ukufunda ngokuhlanga					
				Weighting	29	9	19	0	14	60	40	29			
Marks: -1 = Absent, -2 = Not Captured				Total Mark	5	5	5	10	5	5	5	10	TOTAL Weighted Mark	Term %	Level
Include in SBA Year Mark				Yes	Yes	Yes		Yes				Yes			
Term /Date				Term1 2016/02/25	Term1 2016/02/25	Term1 2016/02/25	Term1 2016/02/26	Term1 2016/02/29		2016/02/29	2016/02/29	2016/02/29			
No	Acc No	Learner	Gender	T1	T2	T3	T4	T5	T6:A1	T6:A2	T6		100		
1	8848	BLOSE, Malwande	Female	2	1	1	2	1	1	1	2	25.80	25.80	1	
2	8780	BLOSE, Snethemba	Female	4	4	4	9	4	5	4	9	82.90	82.90	7	



**SA SAMS EXTRACT 3: ISIZULU GRADE 3 TERM 1**

Maintain Learner Task Assessments (12.3.12)

Marks Security: Off.  Max View

Grade:  Subject:

Class:  OR Subject Group:

Term:  Sorting:

Learner Filter:

Go

Subject Total:  Learners #:

IsiZulu Home Language (Gr 03) Class : BIYELA BV Term1 : 2016/01/13 - 2016/03/18		TASKS		TASK Ukufunda	TASK Ukulalela nokukhuluma	TASK Nemisindo	TASK Provincial test 1	TASK Ukubhala	TASK Ukubhala ngesandla					
		Activities	Ukufunda ngamaqemb	Ukufunda ngokuhlanga										
		Weighting	80	20	26	16	21	0	21	16				
Marks: -1 = Absent, -2 = Not Captured		Total Mark	10	10	20	10	2	10	4	4	TOTAL Weighted Mark	Term %	Level	
Include in SBA Year Mark					Yes	Yes	Yes		Yes	Yes				
Term /Date			2016/02/25	2016/02/25	Term1 2016/02/25	Term1 2016/02/25	Term1 2016/02/26	Term1 2016/02/26	Term1 2016/02/26	Term1 2016/02/26				
No	Acc No	Learner	Gender	T1:A1	T1:A2	T1	T2	T3	T4	T5	T6		100	
1	8478	BHENGU, Sdongakonke	Male	3	3	6	4	1	3	1	1	33.95	33.95	2
2	8404	BLOSE, Oluhle	Male	3	2	6	3	1	1	1	1	32.35	32.35	2
3	8476	BLOSE, Wandile	Male	6	7	12	8	2	9	3	3	77.15	77.15	6
4	8480	BULOSE, Njabulo	Male	9	9	18	10	2	10	4	4	97.40	97.40	7
5	8481	BULOSE, Njabulo	Male	9	9	18	10	2	10	4	4	97.40	97.40	7

