



ST STITHIANS COLLEGE

POLICY: ADDITIONAL LANGUAGES

Introduction

1. St Stithians College is committed to the promotion of language equity and language rights as required by a democratic dispensation. This is dependent on the availability of adequate resources and the demand for languages made by the learners. Languages will be offered in the context of the National Language Policy framework. It is the College's aim that by Grade 12 learners should be proficient (speaking, reading, writing) in at least one of the additional languages.

The College Policy

2. The medium of instruction at the College is English.
3. Afrikaans, Southern Sotho and isiZulu are offered as additional languages.
4. All learners will offer two SA languages for the Senior Certificate examination:
 - 4.1 English First Language as the medium of instruction.
 - 4.2 One other additional South African language (Afrikaans, Southern Sotho, isiZulu.)
 - 4.3 Both languages may be offered at First Language level.
5. Foundation Phase (Grade 0 – 3. Grade 3 learners are taught at the Girl and Boy's Preparatory Schools): All three additional languages are taught. The approach is conversational and informal in nature.
6. Intermediate Phase (Grade 4 – 6). All learners do two out of the three additional languages. The assessment is based on the assessment standards of a second additional language (see definition below).
7. Senior Phase / GET (Grade 7 - 9) and FET Phases (Grade 10 - 12 for those who will matriculate in 2005, 2006 and 2007): Learners choose one of the two additional languages they chose to do in the Intermediate Phase. The assessment is based on the assessment standards of a first additional language (see definition below).
8. FET Phase (grade 10 – 12 for those matriculating from 2008): Learners will have to choose two official languages, provided that one of the two official languages is offered on the Home Language level, and the other, on First Additional Language level, and provided that one of the two languages is the language of learning and teaching.

Additional Languages

9. The Revised National curriculum Statement makes a distinction between a first additional language and second additional language:

- 9.1 “The first additional language assumes that learners do not necessarily have any knowledge of the language when they arrive at school. The curriculum starts by developing learners’ ability to understand and speak the language. On this foundation it builds literacy. The learners are able to transfer the literacies they have acquired in their home language to their first additional language.
- 9.2 By the end of Grade 9 learners should be able to use their home language and first additional language effectively and with confidence for a variety of purposes”
- 9.3 “The second additional language is intended for learners who wish to learn three languages. The Assessment Standards ensure that learners are able to use the language for general communicative purposes. It assumes that less time will be allocated to learning the second additional language than to the home language or first additional language.”
- 9.4 For first additional language learners, a pass rate of 40% (level 3) will be required.

Immigrant Status (candidates matriculating in 2005, 2006 and 2007)

10. The definition of an “immigrant”, as amended in the Government Gazette dated 27 November 1998, is as follows:
 - 10.1 A child or a dependent of a diplomatic representative of a foreign government accredited in South Africa; or
 - 10.2 Any other person who:
 - 10.2.1 Having begun his or her schooling at a South African school, has attended school outside South Africa for two or more consecutive years after Grade 6 or its equivalent.
 - 10.2.2 First entered a South African school in Grade 7 or a more senior grade.
11. Immigrant status and the Senior Certificate (non-University endorsement): A candidate who has been granted Immigrant Status can obtain a Senior Certificate by offering six subjects, but they only need to pass one of the official languages, First or Second language.
12. Immigrant status and a University endorsement: In order to obtain an endorsement, an immigrant must offer and pass a language chosen from Group D in place of one of the languages from Group A, or his or her mother tongue on the Advanced Level instead of the compulsory First Language Higher Grade.

Immigrant Status (candidates matriculating from 2008)

13. GET Phase: In Grade 9, an immigrant must offer a minimum of two official languages, one of which must be the language of learning and teaching. A learner must obtain an achieved rating in only one of these languages.
14. FET Phase: The rules for Immigrant Status in the FET phase remain the same. In order to obtain an FETC a learner with immigrant status need offer only one language but must still have seven subjects. As yet, there are no additional provisos for endorsement.
15. Learners with barriers to learning may be exempt from some of the measures mentioned in the above policy.

**APPROVED BY THE COLLEGE EXECUTIVE COMMITTEE: 12 SEPTEMBER 2005
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