

GEC
2026

Teacher Guide

**Languages
Supplementary**





LO Anchor Integrated Project



This infographic shows how all your school subjects link together in one big **Life Orientation–Anchored Integrated Project**. The project helps you understand **yourself**, **your future career options**, and the **skills** you need to succeed.

Life Orientation (LO) – The Centre of the Project

Life Orientation is the main subject that connects everything.
It focuses on:

- Understanding **yourself**
- Exploring **careers and formal letters**
- Seeing different **opportunities**

All the other subjects support what you learn in LO.

How Each Subject Connects to LO

1. Languages (HL & FAL)

You will:

- Do **research**
- Write **reports**
- Give **presentations**

These skills help you communicate your ideas clearly.

2. Social Sciences

You explore:

- **Apartheid** and past laws
- **History of careers**
- How your **community** shapes opportunities

This helps you understand the context of your future.

3. Creative Arts

You use:

- **Drama, dance, music, and visual arts**
- To express identity, culture, and ideas

This builds creativity you can use in any career.



4. EMS (Economic & Management Sciences)

You learn about:

- **Business and economics**
- **Entrepreneurship**
- **Marketing and finance**

These skills help you understand money and careers in business.

Integration: All Subjects Working Together

Your project combines **all skills from all subjects**.

This means:

- ONE project
- MANY subjects helping you develop real-life skills
- You learn how school subjects connect in real life

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In this project, the Language teachers will guide learners through different focus areas in **Home Language (HL)** and **First Additional Language (FAL)**, while both levels follow the same three stages: **Research, Writing, and Oral Presentation**.

These allocations are aligned to the GEC Grade 9 Integrated Project design, where HL focuses on **Careers** and FAL focuses on **Business Opportunities**.

Home Language (HL): Career Focus

Learners investigate a **career** that matches their strengths, interests, and LO Inclinations results. They complete:

- **Research:** Interview a career professional and gather information from various sources.
- **Writing:** Produce a **Formal Research Report** that answers their research question using evidence from LO, SS, and EMS.
- **Oral:** Present their career findings, supported by Creative Arts elements (posters, props, visuals).

Why HL focuses on Careers:

Home Language expects a higher level of reading comprehension, detail and extended writing. The **Formal Report** demands more complex academic language and structured reasoning, making it best suited for HL.

First Additional Language (FAL): Business Opportunity Focus

Learners explore a **business idea** that could work in their community. They complete:

- **Research:** Interview a business owner and gather information on market needs and business functions.
- **Writing:** Produce a **Formal Letter** based on their research.
- **Oral:** Present their business idea clearly and persuasively, supported by simple visual aids.

Why FAL focuses on Business Opportunities:

FAL emphasises practical, functional communication. A **Formal Letter** allows learners to apply language in real-life, community-based situations that require clarity, purpose and simple formal structures.



Stage 1: Research [Home Language]

Home Language (HL): Career Research

HL learners investigate a **career** that aligns with their inclinations and personal strengths. In the research stage, they:

- Gather information specifically about the **roles, requirements, training pathways, and workplace expectations** of their chosen career.
- Interview someone working in that career to collect authentic insights that will inform their **Formal Research Report**.

HOME LANGUAGE (HL): CAREER RESEARCH TASK

STEP 1: Research a Career

Investigate a career you are interested in.

STEP 2: Develop a Research Question

Your question must guide your investigation.

Example: *“What are the key requirements and responsibilities of being a firefighter?”*

STEP 3: Prepare an Interview Questionnaire

Create clear questions that will help you answer your research question.

STEP 4: Conduct Interviews

- Complete the **IGO Inclination assessment** on WhatsApp
- Interview someone currently working in your chosen career (face-to-face, WhatsApp, email, or questionnaire)

STEP 5: Keep a List of Sources

Record all references used.

STEP 6: Write Your Report (WRITING STEP)

Your report must:

- answer your research question
- include findings from your interview
- show correct structure and language
- include a reference list

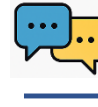
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STEP 7: Oral Presentation (ORAL STEP)

Present a summary of your career findings.

A. Home Languages



Worksheet 1: Home Language

My Inclinations: Understanding Myself

1. Identify Your Inclination Types

(Use your TeacherConnect inclination results.)

My top two inclination types are:

a. _____

b. _____

These inclinations mean I enjoy or do well in:

- _____
- _____
- _____

2. My Strengths, Weaknesses, Interests & Values

A. Strengths

Tick ✓ the strengths that describe you and add your own.

Strengths	✓
Good communicator	
Creative	
Good problem-solver	
Team player	
Fast learner	
Organised	
Leadership skills	
Patient	
Hard working	
Other:	



B. Weaknesses

Tick ✓ the weaknesses that apply to you.

Weaknesses	✓
Easily distracted	
Shy to speak	
Disorganised	
Procrastinates	
Lack confidence	
Gets stressed easily	
Other: _____	

C. Interests

Write three things you enjoy doing or learning about.

1. _____
2. _____
3. _____

D. Values (What is important to me?)

Choose two:

- ☐ Helping people
- ☐ Creativity
- ☐ Stability
- ☐ Leadership
- ☐ Financial security
- ☐ Independence
- ☐ Teamwork
- ☐ Innovation
- ☐ Other: _____

3. My Future Career Match

A. A Career That Fits My Inclination Profile

A suitable career for me is:

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People in this career usually:

- _____
- _____
- _____

The subjects I need to focus on in Grade 10–12 are:

4. Why This Career Suits Me

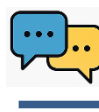
Complete the sentence stems:

- This career fits me because

- My strengths will help me in this career because

- My inclination results show that I succeed in environments where

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Reading: Renewable Energy Technician

South Africa's rising energy needs and frequent power interruptions have created strong demand for people who can design, install, and maintain renewable-energy systems. A renewable energy technician works with solar panels, inverters, batteries, wiring, and sometimes small wind turbines to help homes, schools, clinics, and businesses generate their own electricity safely. This career is practical and hands-on, but it also requires careful thinking, attention to detail, and respect for safety rules.

A typical day may begin with checking a client's rooftop solar system. The technician tests each panel, inspects the cabling, and makes sure the inverter is converting sunlight into usable electricity efficiently. If the system includes batteries, the technician measures voltage and health so the client has power during load-shedding. In rural areas, technicians might set up stand-alone solar kits for households that are far from the national grid. In cities, they could install larger systems for apartment blocks or small factories. Because customers rely on their systems daily, technicians must communicate clearly, arrive on time, and fix problems quickly.

Renewable energy also supports the environment. By using sunlight and wind, communities reduce pollution and lower monthly electricity costs. Many young people are interested in this field because it offers steady work, opportunities for entrepreneurship, and the pride of improving local life. A small team can start by installing systems in the neighbourhood, then grow into a registered company that trains others.

How does a learner prepare for this career? From Grade 9 onwards, it helps to focus on Technology, Mathematics or Mathematical Literacy, and Physical Sciences where possible. After Grade 9, learners can choose technical-vocational pathways at TVET colleges, or complete short accredited courses in solar photovoltaic (PV) installation, basic electrical safety, and fault-finding. Some technicians begin as assistants and learn on site before writing trade-related assessments. Others study further in electrical engineering and specialise later.

Success in this career relies on three habits. First, accuracy: a loose connection can waste power or cause damage. Second, problem-solving: systems fail for many reasons, and good technicians test methodically to find the cause. Third, ethical customer care: explaining costs honestly, offering safe solutions, and recording everything builds trust. As South Africa invests more in clean energy, renewable energy technicians will continue to play a vital role in powering homes and protecting the planet—one rooftop at a time.

AI Generated resource

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1. What do renewable energy technicians mainly work with?

- A. Generators, boilers, and transformers
- B. Solar panels, inverters, batteries, and wiring
- C. Satellite dishes and signal cables
- D. Wind farm control rooms

2. What is one task a technician performs when checking a rooftop solar system?

- A. Painting solar panels to prevent heat
- B. Testing panels and checking cabling
- C. Adjusting satellite connections
- D. Cleaning air conditioner

3. According to the text, why might a technician install stand-alone solar kits?

- A. To promote new cellphone networks
- B. To help households far from the national electricity grid
- C. To replace large coal power stations
- D. To test new battery brands

4. Which subjects help learners prepare for this career?

- A. Geography, History, and Life Orientation
- B. Technology, Mathematics/Math Lit, Physical Sciences
- C. Business Studies, Economics, and Tourism
- D. Life Sciences, Accounting, and Computer Applications

5. What can we infer about the importance of communication in this job?

- A. Technicians must write long essays for clients.
- B. Clients depend on technicians to explain problems and solutions clearly.
- C. Technicians mostly work alone and avoid customers.
- D. Communication replaces the need for technical skills.

6. Why might this career be attractive to young people?

- A. It requires no training at all.
- B. It guarantees high salaries immediately.
- C. It offers steady work and opportunities to start a business.
- D. It only requires indoor office work.



7. Which statement best explains the need for accuracy in this career?

- A. Accurate work makes solar panels look more modern.
- B. A loose connection can waste power or cause damage.
- C. Accuracy is only needed for big companies.
- D. Batteries will not charge unless accuracy is ignored.

8. What can be inferred about the growth of this field in South Africa?

- A. It is shrinking because fewer people use solar energy.
- B. It will grow as the country invests more in clean energy.
- C. It is only useful in urban cities.
- D. It will be replaced completely by nuclear power.

9. How does the writer feel about renewable energy technicians?

- A. The career is unimportant in modern society.
- B. The field is dangerous and should be avoided.
- C. The job is essential and has a positive future in South Africa.
- D. Only highly educated people can enter this career.

10. Why is the ending phrase “one rooftop at a time” effective?

- A. It suggests technicians work slowly.
- B. It shows they only install panels on houses.
- C. It emphasises steady, meaningful impact on communities.
- D. It means technicians replace roofs as well.



ANSWER SECTION

Question	Options			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D



Stage 1: Research [First Additional Language]

First Additional Language (FAL): Business Opportunity Research

FAL learners explore a **business idea** suitable for their community.
In the research stage, they:

- Investigate the **feasibility, community need, market and basic business functions** relevant to their chosen idea.
- Interview a **business owner** to gather real-world information to support their **Formal Letter**.

FIRST ADDITIONAL LANGUAGE (FAL): BUSINESS OPPORTUNITY TASK

STEP 1: Research a Business Idea

Investigate a business concept suitable for your community.

STEP 2: Develop a Research Question

Example: *“Would a community laundry service be profitable in my area?”*

STEP 3: Prepare an Interview Questionnaire

Create questions to ask a business owner.

STEP 4: Conduct Interviews

- Complete the **IGO Inclination assessment** on WhatsApp
- Interview a business owner (face-to-face, WhatsApp, email, or questionnaire)

STEP 5: Keep a List of Sources

Record all references used.

STEP 6: Write Your Business Letter (WRITING STEP)

Your letter must:

- be a formal business letter
- use information gathered from your research and interview
- be professionally written and correctly formatted

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STEP 7: Oral Presentation (ORAL STEP)

Present your business idea and what you discovered.

Worksheet 1: First Additional Language

1. My Inclinations: Understanding Myself

A. Identify Your Inclination Types

(Use your TeacherConnect inclination results.)

My top two inclination types are:

1. _____
2. _____

This means I enjoy / do well in:

- _____
- _____

2. My Strengths, Weaknesses, Interests & Values

A. Strengths

Tick ✓ the strengths that describe you.

Strengths	✓
Good communicator	
Friendly	
Creative	
Hard working	
Organised	
Good at solving problems	
Good with hands	
Patient	
Other: _____	

B. Weaknesses

Tick ✓ the weaknesses that apply to you.

Weaknesses	✓
Shy to speak	
Disorganised	
Easily distracted	
Procrastinates	
Gets stressed easily	
Not confident	
Other: _____	

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C. Interests

Write **three** interests:

1. _____
2. _____
3. _____

D. Values (What is important to me?)

Choose two:

- ☐ Helping the community
- ☐ Creativity
- ☐ Earning money
- ☐ Stability
- ☐ Independence
- ☐ Teamwork
- ☐ Business success
- ☐ Other: _____

3. A Business Opportunity That Fits Me

A. Community Need

People in my community struggle with / need help with:

B. My Business Idea

A business I could start is:

People in this business usually:

- _____
- _____
- _____



4. Why This Business Fits Me

Complete the sentences:

- This business fits me because _____

- My strengths will help me in this business because _____

- My inclination results show that I enjoy / am good at _____



Reading For Meaning: First Additional Language

The Teenager Who Launched a Thrifting Business

Thandi never considered herself a business person. She simply enjoyed fashion and loved finding hidden treasures in second-hand stores. Every Saturday, she and her aunt visited charity shops in their town, searching for clothes that were still in excellent condition. Thandi noticed that many of the items looked almost new but cost a fraction of the original price.

One day at school, she overheard her classmates talking about how expensive clothing had become. Most learners wanted stylish outfits but couldn't afford brand-new items from popular stores. That conversation planted a seed in Thandi's mind. She wondered whether she could select a few high-quality second-hand items, style them nicely, and resell them at affordable prices.

She started small. She bought five T-shirts and two jackets, washed them carefully, ironed them, and took bright photos using her phone. She posted the pictures on her WhatsApp status with the caption "Affordable Thrift Clothing Available!" Within an hour, three items were sold. She delivered them during lunch break and made a small profit.

Encouraged by her success, Thandi expanded her collection. She paid more attention to trends — oversized shirts, denim jackets, vintage sneakers, and winter coats. She organised her items neatly in labelled bags and kept a small notebook to track what she bought and sold.

But what really helped her business grow was her creativity. She recorded short styling videos showing how to mix and match thrifted items to create fashionable looks. Her classmates began admiring her confidence and unique style. Soon, learners from neighbouring schools were messaging her for orders.

Over weekends, Thandi began selling at small community markets where she connected with more customers. This helped her understand which items sold best and which ones she should avoid buying again.

Although her business was growing, Thandi faced challenges too. Sometimes she struggled to find stock in good condition. Other times, customers asked for items in specific sizes she didn't have. But she learned quickly that every business experiences challenges — the important thing is to adapt and stay positive.

Thandi now dreams of starting an online thrift store one day. Her story shows how young entrepreneurs can turn creativity and passion into real opportunities.

1. Why did Thandi and her aunt visit charity shops every Saturday?

- A. To look for good-quality second-hand clothing
- B. To look for good-quality second-hand clothing
- C. To buy expensive brand-new outfits
- D. To volunteer at the shops

2. What sparked the idea for Thandi's business?

- A. A school project about saving money
- B. Seeing a sale at a clothing store
- C. Hearing classmates complain about high clothing prices
- D. A TV show about fashion designers

3. How did Thandi advertise her first set of thrifted clothes?

- A. She created a website
- B. She handed out flyers at school
- C. She posted photos on WhatsApp Status
- D. She printed a catalogue

4. Which items did Thandi focus on as she expanded her business?

- A. School uniforms and sportswear
- B. Oversized shirts, denim jackets, vintage sneakers, and winter coats
- C. Designer handbags and jewellery
- D. Only children's clothing

5. What can we infer about why Thandi's first items sold quickly?

- A. The clothes were brand new
- B. She priced them in a way learners could afford
- C. Her classmates already had similar clothes
- D. She used advanced photography equipment

6. What does Thandi's use of styling videos suggest about her?

- A. She prefers working alone
- B. She enjoys teaching others and is creative
- C. She struggles to communicate clearly
- D. She dislikes using social media

7. Why did selling at community markets help Thandi's business?

- A. She was able to find cheaper stock there
- B. She could avoid interacting with classmates
- C. She reached new customers and learned what items sell best
- D. She wanted to sell only to adults

8. What can we infer about the challenges she faced (e.g., sizes, finding good stock)?

- A. They discouraged her from continuing
- B. They were unusual and only happened to her
- C. They helped her learn how real businesses operate
- D. They were small problems she ignored completely



1. Q-Anchor Integrated Project

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9. Which statement BEST reflects the message of the passage?

- A. Young people should avoid starting businesses while in school.
- B. Fashion businesses are easy and require no effort.
- C. Creativity and effort can turn a simple idea into a real opportunity.
- D. Only wealthy people can start successful businesses.

10. Why is Thandi's story inspiring to readers?

- A. She earned a large income immediately.
- B. She turned her interest and community needs into a successful business.
- C. She never faced any challenges.
- D. She copied other entrepreneurs.

ANSWER SECTION

Question	Options			
1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D



Research Question Framework

A **research question** guides your entire project. It tells you what to investigate, what information to collect, and how to organise your ideas.

Use this framework to develop **your own strong, effective research question**.

1. What Makes a Good Research Question?

A good Grade 9 research question must be:

✓ CLEAR

Easy to understand; no vague words like “things”, “stuff”, “many”.

✓ FOCUSED

Not too broad (e.g., “*All jobs in South Africa*” is too big).

✓ OPEN-ENDED

Cannot be answered with *Yes/No*.

Must require research, reading, or interviewing.

✓ RESEARCHABLE

You must be able to find information from:

- interviews
- books/websites
- experts
- local data

✓ PURPOSEFUL

It must link to your **GEC project topic**:

Career, business idea

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2. Question Starters (Use These for Guidance)

Choose ONE type of question below.

These are safe, strong academic stems for Grade 9 research:

A. How...?

- *How does a renewable energy technician solve problems on the job?*
- *How does my community benefit from a small tutoring business?*

B. What...?

- *What skills are needed to succeed as a paramedic?*
- *What challenges do small businesses face in my area?*

C. Why...?

- *Why is entrepreneurship important for young people?*
- *Why do customers prefer certain clothing styles?*

D. In what ways...?

- *In what ways does load shedding affect local businesses?*

3. Build Your Question: 3-Step Formula

STEP 1 — Choose a Topic

- ☒ A career
- ☒ A business idea
- ☒ A community problem
- ☒ A volunteer organisation

My topic is:

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STEP 2 — Choose the focus of your question

Tick ONE that matches your project.

What do you want to find out?	☒
Skills needed	☐
Challenges	☐
Benefits	☐
Impact on community	☐
Training/subjects	☐
How something works	☐
Why something is important	☐

STEP 3 — Put your ideas together into one question

Use a structure:

How / What / Why / In what ways + your focus + your topic

Example:

“What skills does a renewable energy technician need to work safely and effectively?”

Now create your own:

My Research Question: (HL & FAL)

HL _____

(Check that it is open-ended, clear, and researchable.)

FAL: _____

(Check that it is open-ended, clear, and researchable.)

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4. Test Your Question (Quick Checklist)

Tick ✓ if the statement is true.

Statement	✓
My question is open-ended (NOT yes/no).	
My question is focused on ONE topic.	
I can find answers from reading or interviewing.	
The question fits my GEC project (career/business).	
The question will help me learn something meaningful.	

If you ticked **all 5**, your research question is strong.



Stage 2: Writing [Home Language]

During Stage 2 (Writing), the **HOME LANGUAGE** learners:

1. **Plan their writing** using a **flow-map graphic organiser** to structure their **Formal Research Report**.
2. **Write the Report**, explaining the research process they followed and presenting the findings about their chosen career.

Reading For Meaning – Report

TITLE

Exploring a Future in Electrical Engineering

RESEARCH QUESTION

Is Electrical Engineering a suitable career choice for me when considering my strengths, South Africa's history, and workplace expectations?

INTRODUCTION

This report explores whether Electrical Engineering matches my personal abilities and long-term goals. It draws on my Life Orientation inclinations results, historical information from Social Sciences, and workplace insights from EMS.

METHOD

I used my inclinations results, conducted an interview with a local electrical engineer, and read summaries on the Group Areas Act and EMS business functions.

FINDINGS

1. LO Insights

My inclinations profile shows strengths in problem-solving, accuracy, and practical tasks. These abilities match the technical and detailed nature of Electrical Engineering.

2. Social Sciences Link

The *Group Areas Act* restricted where people lived and studied, limiting access to skilled careers. Although the law has ended, understanding its effects helps me appreciate current opportunities.

3. EMS Link

Two important business functions in this field are **Human Resources**, which supports training, and **Financial**

Management, which ensures projects are funded responsibly.

CONCLUSION

Electrical Engineering aligns with my strengths, awareness of historical inequalities, and interest in technical problem-solving. It is a suitable and achievable career choice.

REFERENCES

(Interview, LO results, SS and EMS notes)

TEXT FEATURES (REPORT STRUCTURE)

1. TITLE

a) What is the title of the report

b) Why must a report have a clear, specific title?

2. RESEARCH QUESTION

a) Write down the research question used in the report.

b) Give one reason why including a research question is important in a report.

3. INTRODUCTION

a) What is the purpose of the introduction section in a report?

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b) State two pieces of information included in the model introduction:

1. _____

2. _____

4. METHOD

a) According to the report, list **two sources** the writer used to gather information:

1. _____
2. _____

b) Why is it important to mention the method used?

5. FINDINGS

The Findings section is divided into three sub-sections.

A. LO Insights

a) Which strengths from the inclinations profile support this career choice?

B. Social Sciences Link

b) Which apartheid law is discussed?

c) Describe one effect this law had on career opportunities.

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C. EMS Link

d) List the two business functions mentioned in the report:

1. _____
2. _____

e) Explain why **ONE** of these business functions is important in this field:

6. CONCLUSION

a) What final decision does the writer make about the suitability of this career?

b) Why must the conclusion link back to the research question?

7. REFERENCES

a) Why must a report include a references section?

b) Give one example of a reference used in the model report:



Stage 2: Writing [First Additional Language]

During Stage 2 (Writing), the FIRST ADDITIONAL LANGUAGE learners:

1. **Plan their writing** using a **tree-map graphic organiser** to prepare their **Formal Letter**
2. **Write the Formal Letter**, using information gathered during research to motivate their request

Reading For Meaning: Formal Letter

129 Silversands Avenue
Wesbank, Blue Downs
7100
25 February 2026

Open Line

The Coordinator
Blue Downs Local Enterprise Hub
45 Hindle Road
Blue Downs
7100

Open Line

Dear Sir/Madam

Open Line

Request for Support for Small Business Idea

Open Line

I am writing to request guidance and support for a small business idea that my group and I are developing. The purpose of this letter is to explain our idea and enquire about possible assistance that your organisation may offer.

Open Line

My business idea is to produce affordable reusable snack bags for learners in local schools. It will help customers by reducing plastic waste while encouraging healthier and more organised lunch habits.

The business function that is important here is *pricing and budgeting*, as we need to plan our costs carefully so that the product remains affordable.

Open Line

Your organisation will benefit because supporting young entrepreneurs helps build responsible, environmentally aware community members.

As a result, your hub strengthens its reputation as a centre that develops practical business skills and promotes sustainable living.

Open Line

I would appreciate your support with mentoring, financial guidance and advice on marketing. Thank you for considering my request. I look forward to hearing from you soon.

Open Line

Yours faithfully

Open Line

(Signature)

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Thando Jacobs

Contact number: 062 555 1937

Email: thando.jacobs@example.com

Activity 1: Text Features of a Formal Letter

Label each section with the correct name

(Sender Address, Date, Receiver Address, Greeting, Subject Line, Body Paragraph, Closing & Signature).

Section	Label
12 Silver Street Khayelitsha 7784	
23 February 2026	
Manager Khayelitsha Community Library Khayelitsha 7784	
Dear Sir / Madam	
Request for Permission to Use the Community Hall	
I am writing to request permission to use the community hall for my business presentation...	
Yours faithfully (Your Signature) Your Name	

Activity 2: Business & Letter Vocabulary Builder

Complete the meaning of each word in your own words or home language (bilingual glossary).

sponsor: _____

product: _____

service: _____

customer: _____

finance: _____

support: _____

proposal: _____

per _____

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mission: _____
equipment: _____
meeting: _____

Activity 3: Sentence-Starters (FAL)

Complete the sentence frames using your chosen topic.

Purpose: I am writing this letter to _____

_____.

Purpose: The purpose of this letter is to _____

_____.

Business Idea: My business idea is about _____

_____.

Business Idea: This idea is important because _____

_____.

Business Idea: The business function that is important here is _____

_____.

Benefits: Your assistance will benefit this project because _____

_____.

Benefits: As a result, _____

_____.

Closing: I kindly request your support because _____

_____.

Closing: Thank you for considering my request. I look forward to _____

_____.

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Activity 5: Paragraph Writing Frame

Paragraph 1 – Purpose (3–4 sentences)

Hints: I am writing to... / I would like to request... / The purpose of this letter is...

Paragraph 2 – Business Idea (EMS Integration)

Hints: My business idea focuses on... / It will help people by... / The business function needed is...

Paragraph 3 – Benefits to Sponsor / Receiver

Hints: This will benefit your organisation because... / As a result, your company will...

Paragraph 4 – Closing

Hints: I would appreciate your support... / Thank you for your time... / I look forward to hearing from you...

Activity 6: Integration (LO + EMS + SS)

Write ONE sentence for each area:

LO Strengths: My strengths that will help me with this business are _____

EMS Functions: The business function important for my business is _____

because _____

SS Context: Businesses help communities by _____



Stage 3: Oral [Home Language]

In this Integrated Project, **Home Language** focuses on **Careers**, while **First Additional Language** focuses on **Business Opportunities**.

Learners in both language levels complete three stages: **Research, Writing, and Oral Presentation**.

In **Home Language**, learners research a **career** that matches their strengths, interests, and LO inclination results. They collect information from interviews and other sources and use this research to write a **Formal Research Report**.

For the oral, they present their career findings clearly and confidently, supported by simple visuals such as posters or props.

Why is this career the best fit for me?"

In your oral presentation, you must include:

1. Introduction

- State the career you are focusing on.
- Give a clear, engaging opening that captures interest.
- Briefly mention how you researched the career.

2. Your Personal Profile

Explain:

- your top strengths,
- your interests,
- your personality traits,
and how each one supports your suitability for the career.

You must use **clear, confident Home Language vocabulary** to describe yourself.

3. Career Requirements

Explain what the career involves:

- daily tasks
- key responsibilities
- required skills and personal qualities

Then match these requirements with your own strengths to show why you're a good fit.

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4. Research Evidence

Include **at least one** of the following:

- a short quote or insight from someone you interviewed
- an interesting fact from your research
- a statistic or detail from a credible source
- a reference to a real workplace or real-life example

This shows academic honesty and strengthens your argument.

5. Visual Support (Optional but encouraged)

You may use:

- a single slide,
- a printed picture,
- a logo or symbol of the career,
- the same visual used in the Integrated Project.

6. Conclusion

End with a strong statement that answers the question:

“Why is this career the best fit for me?”

Use confident, persuasive language.



Stage 3: Oral [First Additional Language]

In **First Additional Language**, learners explore a **business idea** suitable for their community. They interview a business owner and gather information about the market and basic business functions. They then write a **Formal Letter**, such as a sponsorship or enquiry letter.

For the oral, they present their business idea and explain why it could work in their community, again using helpful visual aids.

Across both languages, the oral presentation allows learners to show what they have learned, communicate their ideas effectively, and demonstrate 21st-century skills like confidence, organisation and clear communication.

Languages: refer to rubric

Skills for a changing world

You will present a **2–3 minute oral** where you explain:

“The business opportunity I have identified, and how my research shows it can succeed.”

This oral presentation must draw on the **same research process** used for the integrated project.

WHAT LEARNERS MUST INCLUDE

1. Introduction

- State your **business opportunity** (e.g., mobile car wash, tutoring service, health snack kiosk, Wi-Fi hotspot, cleaning service, sewing/alterations, etc.).
- State your **research question** in simple FAL language.
Example: “My research question was: Is a mobile car wash a good business opportunity in my community?”

2. Method

Briefly explain how you gathered information:

- LO inclinations (e.g., strengths in leadership, organisation)
- **One interview** (entrepreneur/teacher/community member)
- SS research (apartheid law → historical access to business opportunities)
- EMS notes (business functions + opportunity analysis)
- A text or website
(This keeps the core structure aligned with the HL report.)

3. Key Findings

The oral must include **three evidence points**:

A. LO Finding — “Why this business suits me”

- Use 1–2 strengths/interests that support running this business
- E.g., “I am organised and enjoy helping people. This helps me run a cleaning service.”

B. SS Finding — “How history still shapes opportunity”

- Choose **one apartheid law**
- Explain **one cause–effect** and how it still affects access to business spaces, capital, or markets today.

(This mirrors the same SS expectation as in the HL report.)

C. EMS Finding — “How the business would work”

- Explain **two business functions** and why they matter for your business
e.g., Marketing & Finance, Production & Human Resources, etc.

4. Visual Support (during Findings)

Show **one small visual** (e.g., your CA poster, logo sketch, or a single slide) and explain why it strengthens your pitch.

5. Conclusion

Answer your research question directly:

“Therefore my research shows that this **is / is not** a good business opportunity because...”

6. Source Acknowledgement

Name at least:

- your **interviewee**, and
- **one information source** (notes, textbook, website)



HOME LANGUAGE: CAREERS RESEARCH RUBRIC

Criterion	Advanced	Proficient	Developing	Beginning
Research Question (3)	3	2	1	0
	Sharply focused, answerable, career-specific; clearly guides the investigation	Clear and relevant but not sharply formulated.	Present but vague, broad, or unfocused.	Missing OR unrelated to the investigation.
Method & Research Process (4)	Advanced	Proficient	Developing	Beginning
	4	3	2 - 1	0
	Comprehensive method referencing all required sources : LO inclinations, one interview , SS apartheid-law research, EMS business functions, additional sources; process is transparent.	Includes most required sources, some detail missing.	Limited method with missing sources or unclear process.	No method; little or no evidence of research.
Findings & Interpretation (7 marks)	Advanced	Proficient	Developing	Beginning
	7 – 6	5 - 4	3 – 2	1 – 0
	Findings are accurate, well-interpreted and show clear understanding; information is synthesised and relevant to the research question.	Findings are generally accurate and relevant, with some interpretation.	Findings are basic, mostly descriptive, with limited relevance or accuracy.	Findings are inaccurate, off-task or missing.
Criterion	Advanced	Proficient	Developing	Beginning
Referencing & Academic Honesty (6)	6	5 - 4	3 - 2	1 - 0
	Accurate, consistent referencing using simplified formats; includes ≥1 interview + ≥1 other source; clear paraphrasing and ethical source use.	Mostly accurate referencing with minor errors; sources acknowledged.	Inconsistent referencing; weak paraphrasing; reliance on copying.	No referencing OR evidence of plagiarism; major inaccuracies.

COMMENT:

Signature: _____



FIRST ADDITIONAL LANGUAGE: BUSINESS OPPORTUNITY RESEARCH RUBRIC

Criterion	Advanced	Proficient	Developing	Beginning
Research Question (3 marks)	3	2	1	0
	Research question is sharply focused, clear, relevant and fully guides the investigation.	Research question is clear and relevant but not sharply focused.	Research question is present but vague or broad.	No research question / unrelated to the topic.
Method / Research Process (4 marks)	Advanced	Proficient	Developing	Beginning
	4	3	2 - 1	0
	Detailed explanation of how information was gathered using multiple sources; method is logical, transparent, and appropriate.	Method is mostly clear and uses more than one source, with minor detail missing.	Limited explanation of method; few sources used or unclear process.	No method explained; little or no evidence of research.
Findings & Interpretation (7 marks)	Advanced	Proficient	Developing	Beginning
	7 - 6	5 - 4	3 - 2	1 - 0
	Findings are accurate, well-interpreted and show clear understanding; information is synthesised and relevant to the research question.	Findings are generally accurate and relevant, with some interpretation.	Findings are basic, mostly descriptive, with limited relevance or accuracy.	Findings are inaccurate, off-task or missing.
Use of Sources & Referencing (6 marks)	Advanced	Proficient	Developing	Beginning
	6	5 - 4	3 - 2	1 - 0
	Uses a range of sources effectively; accurate paraphrasing; consistent referencing; clear evidence of academic honesty.	Sources mostly used well; referencing mostly correct; minor errors.	Limited or inconsistent use of sources; attempts at referencing but with errors; paraphrasing weak.	No references; major inaccuracies; evidence of copying or plagiarism.

COMMENT:



Signature: _____



HOME LANGUAGE: CAREERS

ORAL RUBRIC

Criterion	Advanced	Proficient	Developing	Beginning
A. Content & Insight (5 marks)	5	4	3 – 2	1 – 0
	Deep insight into the career; clear, well-organised argument; strong personal reflections supported by research.	Clear explanation; logical structure; some insight shown.	Basic explanation; little detail or weak personal connection.	Ideas unclear, off-topic, or very limited.
B. Language Use (HL Standard) (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 – 2	1 – 0
	Excellent vocabulary; confident HL register; very few errors.	Mostly accurate language; appropriate vocabulary.	Frequent errors; limited vocabulary.	Significant language errors; difficult to follow.
C. Delivery & Presentation Skills (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 – 2	1 – 0
	Confident, clear voice; strong eye contact; controlled pace; highly engaging.	Clear voice; some eye contact; generally good pacing.	Hesitant; reads too much; limited engagement.	Very unclear; reads everything; little or no audience engagement.
D. Research Integration & Preparedness (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 – 2	1 – 0
	Clear evidence of research; source acknowledged; visual used effectively; well-prepared.	Some evidence of research; visual may be simple; mostly prepared.	Minimal research; weak structure; over-reliance on notes.	Unprepared; no research; no structure; no visual.

COMMENT:

Signature: _____

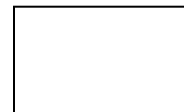


FIRST ADDITIONAL LANGUAGE: BUSINESS OPPORTUNITY

ORAL RUBRIC

Criterion	Advanced	Proficient	Developing	Beginning
Content & Research Integration (5 marks)	5	4	3 - 2	1 - 0
	Business opportunity clearly explained; integrates LO + SS + EMS evidence effectively; visual strengthens the argument.	Clear explanation; evidence mostly correct; visual used but not fully integrated.	Some evidence but descriptive rather than analytical; visual mentioned briefly.	Little/no research integration; unclear or incorrect information; no visual.
Language Use (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 - 2	1 - 0
	Language mostly accurate; appropriate vocabulary for FAL; errors do not block meaning.	Some errors but meaning is still clear.	Frequent errors; meaning sometimes unclear.	Many errors; communication difficult.
Pronunciation, Fluency & Delivery (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 - 2	1 - 0
	Confident speaking; clear pronunciation; steady pace; good audience engagement.	Mostly clear; some hesitation; some reading.	Hesitant; pronunciation sometimes blocks meaning; heavy reading.	Very unclear; little/no eye contact; reads everything.
Preparedness, Structure & Source Use (5 marks)	Advanced	Proficient	Developing	Beginning
	5	4	3 - 2	1 - 0
	Clear intro → method → findings → conclusion; acknowledges sources; well prepared with structured cue cards.	Mostly logical; notes used appropriately; sources mentioned.	Some structure; disorganised in places; sources mentioned vaguely.	No clear structure; unprepared; no source acknowledgement.

COMMENT:



Signature: _____

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RUBRIC FOR REPORT WRITING

Criterion	Competencies			
	Excellent	Moderate	Limited	
Planning & Process (3)	3	2	1	
	Clear, complete planning; draft shows meaningful revisions; changes improve clarity	Minimal planning; revisions superficial or unclear	No planning submitted; no visible drafting process	
Report Format & Cohesion (6)	Excellent 6 - 5	Moderate 4 - 3	Basic 2	Limited 1
	Fully correct report format; smooth logical flow; excellent cohesion; consistent formal register	Mostly correct format; generally logical; some weak links between ideas	Format partly incorrect; sequence unclear in places; weak cohesion	Incorrect format; ideas disorganised; inconsistent or inappropriate register
Research Question → Conclusion (5)	Excellent 5 - 4	Moderate 3	Basic 2	Limited 1
	Research question focused and insightful; argument well developed; conclusion directly answers the question	Question clear; argument mostly logical; conclusion generally relevant	Question vague; argument incomplete; conclusion weak or unrelated	No clear question; argument absent; conclusion missing
Integration of Subject Insights (8)	Excellent 8 - 7	Moderate 6 - 5	Basic 4 - 3	Limited 2 - 1
	All 3 subjects integrated accurately and meaningfully; links well explained	2 subjects integrated well; one weaker or missing detail	1 subject integrated; basic or inaccurate links	No subject links; or content unrelated / incorrect
Sources & Referencing (3)	Excellent 3	Moderate 2	Limited 1	
	Interview + source included; referencing consistent; selective quoting	Sources included; inconsistent referencing; over reliance on quotes	No valid sources; no interview; referencing absent	
Language Use (5)	Excellent 5 - 4	Moderate 3	Basic 2	Limited 1
	Language highly accurate; wide vocabulary; consistently formal; within word limit	Mostly accurate; minor errors; tone appropriate; word limit slightly exceeded/met	Frequent language errors; tone occasionally informal; word limit not fully met	Serious language errors; meaning unclear; tone inappropriate; word limit ignored

COMMENT: _____

Signature: _____



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FORMAL LETTER RUBRIC



Criterion	Competency Levels			
	Excellent	Moderate	Limited	
Planning & Process (3)	3	2	1	
	Detailed plan + clear revision choices	Plan present; some evidence of revision	No plan; no drafting process	
Format & Layout (6)	Excellent	Moderate	Basic	Limited
	6 - 5	4 - 3	2	1
	All conventions correct; polished layout	Mostly correct; 1–2 minor errors	Several errors; parts missing	Format incorrect; layout not followed
Purpose, Audience & Tone (5)	Excellent	Moderate	Basic	Limited
	5 - 4	3	2	1
	Purpose very clear; tone consistently formal	Purpose mostly clear; tone mostly appropriate	Purpose vague; tone sometimes informal	Purpose unclear; tone inappropriate
Content & Coherence (7)	Excellent	Moderate	Basic	Limited
	7 - 6	5 – 4	3 – 2	1
	Very clear ideas; strong flow; well-developed paragraphs	Ideas mostly logical; some lapses; paragraphs adequate	Ideas repetitive or off-topic; weak links	Disorganised; ideas unclear or irrelevant
Language Control (6)	Excellent	Moderate	Basic	Limited
	6 - 5	4 – 3	2	1
	Highly accurate; strong vocabulary; errors minor	Mostly correct; some recurring errors	Frequent errors; meaning sometimes unclear	Persistent errors; meaning often unclear
Word Limit (3)	Excellent	Moderate	Limited	
	3	2	1	
	Within limit; excellent control	Slightly above/below limit	Far outside limit; ignores requirement	

COMMENT:

Signature: _____





GEC PROJECT

MAPPING OF THE LANGUAGES ACTIVITIES ACCORDING TO THE ANNUAL TEACHING PLAN

2026 GRADE 9 TERM 3 LANGUAGE

WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
Listening and Speaking Listen to a negotiation scene between two people and discuss (led by teacher) - Structure and development of ideas - Using negotiation skills to reach consensus - Language style Conversation - Appropriate use of voice, tone and pace - Punctuation in reading - Body language - Contact with audience - Introduce HL Career Project Complete Worksheet 1: My Inclinations / Strengths / Interests		Listening and Speaking Discussion – Employment vs Own Business [Owner/Self-employed] Discuss effective research techniques Listen and take notes on information about the project Asks and answers questions for clarity on research to be done - Teach Research Question Framework - Learners identify: - interview source - textbook/source - website/source - Start bibliography - Prepare source list		Listening and Speaking Interview of business/career person Discuss questions and answers for clarity - Topic guidance - Listen to information on the topics - Ask questions and give answers - Understand the expected outcomes of the topic Provide guidance to learners on the expectations of the oral presentation		Listening and Speaking ORAL PREPARATION: PROPOSAL (FORMAL LETTER) FAL <i>Plan (for your presentation)</i> using a graphic organiser to verbally share a business proposal requesting Sponsorship ORAL PRESENTATION REPORT: (HOME LANGUAGE) <i>Plan (for your presentation)</i> using a graphic organiser to verbally share the Report on the research process for a suitable career		Listening and Speaking Storytelling - Pay attention to speaking skills, tone, pronunciation, tempo, intonation, eye contact, posture, gestures - Conventions and features of a story Prepared reading aloud Use relevant speaking skills such as tone, volume, pace, voice projection, pronunciation, fluency	
Reading and Viewing - Read a literature text, e.g. drama - Specific focus on literarytext features - Show comprehension of development of plot and conflict, characterisation, turning point		Reading and Viewing HOME LANGUAGE - TEXT: Renewable Energy Technician: Teacher's Supplementary Notes page 15 FIRST ADDITIONAL LANGUAGE - TEXT: The Teenager Who Launched a Thrifting Business: Supplementary Notes page 18 - Do research on a career path / business venture you want to pursue		Reading and Viewing - Read and view multiple resources to understand the requirements needed for the specific topic and presentation required. Reading/viewing for comprehension (written texts) - Skimming for main ideas		Reading and Viewing Poetry Key features of poem - Internal structure of a poem: Figures of speech/ imagery, rhyme, rhythm - External structure of a poem, lines words, stanzas, typography - Figurative meaning		Reading and Viewing - Read literature text such as drama - Key features of literature text such as character, action, dialogue, plot, conflict, background, setting, narrator, theme - Reading process	

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- background/ milieu, role of narrator, - theme, conclusion and ending Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Reading for comprehension: Visual text - Cartoon - Skimming for main ideas - Scanning for supporting details - Making predictions - Inferring the meaning of unfamiliar words and images - The influence of selections and omissions on meaning of text - The effect of figurative and rhetorical devices Impact of visual	- Read for information based on the topics selected. Read a literature text, e.g. drama - Specific focus on literary text features - Show comprehension of development of plot and conflict, characterization, turning point, background/ milieu, role of narrator, theme, conclusion and ending Reading process - Pre-reading (Introduce text) - During reading (Features of text) Post-reading (Answer questions)	- Scanning for supporting details - Intensive reading - Making predictions - Inferring the meaning of unfamiliar words and images - Main and supporting ideas - Influence of selections and omissions on the meaning of text - The effect of figurative and rhetorical devices Read a literature text, e.g. drama - Specific focus on literary text features - Show comprehension of development of plot and conflict, characterization, turning point, background/ milieu, role of narrator, theme, conclusion and ending Reading process - Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions)	- Mood - Theme and message	- Pre-reading (Introduce text) - During reading (Features of text) - Post-reading (Answer questions, compare, contrast, evaluate) Poetry Key features of poem - internal structure of a poem, figures of speech/imagery, rhyme, rhythm - external structure of a poem, lines, words, stanzas, typography, figurative meaning, mood, theme and message
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Writing and Presenting • Transactional Texts e.g Dialogue • • Word choice ○ Personal voice and style ○ Vivid description ○ Tone ○ Main and supporting ideas ○ Mind maps to organize coherent ideas • Focus on process writing ○ Planning ○ Drafting ○ Revision ○ Editing ○ Proofreading ○ Presenting Write a dialogue, following the process approach to writing	Writing and Presenting Research Question Framework Refer to Teacher's Supplementary Notes pages 21-31 Respond to topic, driving question, hypothesis in writing Drafting the text by referencing the research findings on Career Choice (HL) Business Idea (FAL) Focus on the following: Correct format Paragraphs coherences Main and supporting ideas Language conventions required in a report/ formal letter Personal voice Tone Planning to organize ideas	Compile information from the research done on selected topics [Assessment tool: checklist] No mark Compile a bibliography of the resources used [Assessment tool: checklist] No mark	Writing and Presenting FAL <u>Plan</u> (for writing) using a graphic organiser to write a Formal Letter HL <u>Plan</u> (for writing) using a graphic organiser to write a Report on the research for a suitable career process • Draft the text by referencing the research findings (notes) Focus on the following: ○ Correct format and features ○ Paragraph / visual conventions ○ Logical progression of paragraphs / ideas to ensure coherence ○ Main and supporting ideas ○ Language conventions as required by the selected topics ○ Personal voice and style ○ Planning to organise ideas Write a Business / Formal Letter: FAL Write a Report about the research process for a suitable career and the findings thereof.HL	Writing and Presenting FAL <u>Write a Business / Formal Letter</u> (5 options given)) HL <u>Write a Report</u> about the research process for a suitable career and the findings thereof	Writing and Presenting • Transactional texts, e.g. emails/ ○ Correct format ○ Purpose ○ Main and supporting ideas ○ Language use ○ Register ○ Logical order of sentences ○ Use conjunctions to ensure cohesion ○ Use a variety of sentence types, lengths and structures • Focus on process writing ○ Planning ○ Drafting ○ Revision ○ Editing ○ Proofreading ○ Presenting • Write an email
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Language Structure and Conventions Reinforcement of language structures and conventions covered in previous weeks Word level work Concrete and abstract nouns, conjunctions and transition Sentence level work Speech, tenses, sentence types, paragraph types, voice, clauses and phrases Word meaning: Paronyms, polysemes, homonyms, homophones Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Language Structure and Conventions Word meaning: Literal and figurative, denotative and connotative, figurative language, critical language usages, colloquial and jargon Vocabulary in context as required by the type of text to be produced Product, sponsor, service, customer, finance, support, proposal, permission, equipment, meeting	Language Structure and Conventions Reinforcement of language structures and conventions covered in previous weeks Word level work: As required by the topic selected for the project. Sentence level work: As required by the type of topic selected for the project. Word meaning: As indicated by the type of topic selected for the project. Punctuation and spelling: spelling patterns Vocabulary in context Remedial grammar from learners' writing	Language Structure and Conventions Reinforcement of language structures and conventions covered in previous weeks Word level work Adjectives: attributive Sentence level work Description paragraph, choice paragraph, classification paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing	Language Structure and Conventions Reinforcement of language structures and conventions covered in previous weeks Word level work Verbs, pronouns: interrogative, demonstrative and indefinite Sentence level work Procedure, spatial order, order of importance, concluding paragraph Word meaning One word for a phrase Punctuation and spelling Spelling patterns Vocabulary in context Remedial of grammar from learners' writing
TERM 3 ASSESSMENT				
GEC INTEGRATED PROJECT: CAREERS OPPORTUNITY: HL& BUSINESS IDEA: FAL [50 marks]			U8: RESPONSE TO LITERATURE [30 marks]	
RESEARCH 20 marks FINAL PROJECT (Formal Letter) FAL: 30 marks (Report) HL: marks 30 marks			Question 1 (Compulsory): Poem (10 marks) <u>AND</u> Question 2: Novel or Drama (10 marks) or Question 3: Short story or Folklore (10 marks)	
ORAL PRESENTATION – 20 marks [FOR TERM 4]				

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