



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC TEST ITEMS GRADES 6 AND 9

**FIRST ADDITIONAL LANGUAGE
ENGLISH**

QUESTIONS AND MEMORANDA

1. INTRODUCTION

The diagnostic test items aims to improve the relationship between assessment and classroom instruction. Assessment for learning is the process of gathering information about a learner's learning from a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting that evidence to enable both the teacher and the learner to determine where the learner is in his or her learning; where the learner needs to go; and how best to get there. Teachers can adjust instructional strategies, resources, and environments effectively to help all learners achieve grade specific outcomes only if they have accurate and reliable information about what their learners know and are able to do at a given time.

When findings of assessment results are used to improve classroom practice, learner performance in general can improve. The diagnostic assessment tests/questions are designed to fulfill three purposes of assessment: namely to,

- reveal the misconceptions learners bring as prior knowledge to a class;
- measure the conceptual gains of a class as a whole; and
- identify concepts that are weak areas of understanding for the individual learner or as a class/grade.

A traditional multiple choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The DBE has embarked on the design of diagnostic assessments using MCQs and assessment rubrics (for Languages) that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skill acquisition.

MCQs designed for the diagnostic questions included in this package, include a breakdown of learners' understanding through the incorrect responses. All distractors are written not only to focus the attention of the teacher on those learners who are able to identify the correct response, but also to assist the teacher in identifying and understanding the misconceptions captured in the incorrect responses.

2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

This diagnostic test items should be used in conjunction with the requirements as stipulated in the CAPS document. It therefore does not replace the curriculum or the Annual Teaching Plan (ATP). The content therefore includes coverage from terms one to four. However, teachers may include questions from the resource bank into the ATP to facilitate assessment for learning.

These diagnostic assessments/questions are a phase based assessment. It also includes questions from four grades. There are questions set on the critical skills from the two earlier grades, the current grade and the next grade. The selection of

questions from the four grades was done by looking at those concepts that were taught in the two earlier grades and were then extended in the next two grades as well. This would enable the teacher to identify at which specific grade the knowledge gap is.

The assessment guidelines per subject and grade have a detailed explanation of the topics/skills that are in this category. The spread of questions in the composite assessment is weighted to facilitate a phase based assessment and is broken down into the four composite grades as illustrated below:

Table 1: Percentage spread of questions (Languages and Mathematics)

	Spread of Questions			
Weighting	±10%	±20%	±60%	±10%
Grade 6 OR 9	1	2	3	4

The purpose of including the content of the other grades is to diagnose the skill/concept acquisition at the earlier grade, the current grade as well as to ascertain whether the learner is ready to make the transition to the next grade. Once the teacher has identified the gaps in the conceptual knowledge/ skill acquisition it would be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent grades/topics.

These diagnostic questions should be used as a tool for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner.

This assessment should not be used for grading a learner; as the intended purpose is to facilitate learning.

3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

The diagnostic test items is divided into sections or questions. Questions are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension. Each paper has a spread of the content areas and skills that span the entire phase and is extended into the next phase. The texts/topics that have been selected for the Languages questions indicate the concept/skill progression from one grade to the next. The Mathematics questions are clustered according to content areas.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a

misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 3 for further clarity.

Short questions are constructed to assess writing skills, mental computations, knowledge recall and application of rules or theorems.

Longer responses are constructed so that thought process, writing skills and consolidation and application of content areas and concepts across the subject are consolidated to arrive at the intended response.

LANGUAGE

4. PROPOSED USE OF THE LANGUAGE RESOURCE BANK

- 4.1 Parts of the resource bank may be used independently at different intervals e.g. as revision activities, informal assessment activities and baseline assessments.
- 4.2 Certain questions, per skill assessed, may be selected from a section to compile a shorter activity, e.g.

	Spread of Questions			
Weighting	$\pm 10\%$	$\pm 20\%$	$\pm 60\%$	$\pm 10\%$
Grade 6	4	5	6	7
Grade 9	7	8	9	10

- 4.3 Questions may be selected according to levels of difficulty and can be used to support learning according to different cognitive demands or be used to support progressed learners. e.g.

	Spread of Questions			
Weighting	$\pm 10\%$	$\pm 20\%$	$\pm 60\%$	$\pm 10\%$
Grade 6	4	5	6	7
Grade 9	7	8	9	10

- 4.4 Diagnostic tests may also be used as a baseline assessment if administered prior to teaching a particular topic/skill/grade. A teacher may want to establish whether learners meet the basic skills and knowledge levels required to learn a specific topic or content aspect. This will assist the teacher to know the learners' level of proficiency in a particular topic prior to lesson preparation.
e.g.

Grade 6:
(Grade 1 and 2 questions - Reading and Phonics)

Text 4: Table of Contents
No: 1; 2; 3; and 4

- 4.5 The questions may be used at the beginning of a grade/phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

Grade 6: (Grade 1 and 2 questions on visual text)
Question 2: Graph No: 1 and 2

4.6 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

5. DESIGN

Table 6 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the language diagnostic test. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The cognitive levels, difficulty levels and taxonomies as stipulated in CAPS are incorporated into the levels of understanding to provide the teacher with holistic information about the level of performance.

A more detailed unpacking of the nature of the misconceptions is addressed in the marking guidelines of each diagnostic question.

Table 6: Levels of Performance for Language MCQs

Levels of Performance	Possible Learner Error
Level 1	<ul style="list-style-type: none"> • Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. • Learner invokes prior knowledge related to the general topic being tested, but response is not text-based. • These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked.
Level 2	<ul style="list-style-type: none"> • Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question. • They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference. • The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.

Levels of Performance	Possible Learner Error
Level 3	<ul style="list-style-type: none"> • Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. • A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.
Level 4	<ul style="list-style-type: none"> • Correct response.

Each level of performance is captured in the distractors of all the multiple-choice questions. A question will include distractors that correspond to each level of understanding set out in the table above.

When learner responses are analysed, the diagnostic distractors will reveal patterns in their understanding of the content being tested. The teacher is thus guided towards instruction that specifically addresses a learner's understanding of a concept or specific content aspect.

6. MARKING GUIDELINES: LANGUAGE

6.1 LANGUAGE

6.1.1 MULTIPLE CHOICE QUESTIONS (MCQs)

Marks are allocated according to the levels of understanding of the question. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to achieve/not achieve. The marking guideline has columns indicating an answer per question, the grade level at which a question and its answer are pitched, the level of understanding, the level of performance and the mark allocation. The mark allocation is merely a guide for the learner response and should not be the focus of the task.

6.1.2 OPINION QUESTIONS

These questions require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.

6.1.3 TRANSACTIONAL AND ESSAY WRITING DIAGNOSTIC RUBRIC

The diagnostic rubric is designed to span the grades as depicted in Table 1. The assessment criteria are Content, Language Construction and Format, Length and Planning. The competency descriptors have been developed according to grade levels and is useful in informing the teacher of how learners should be scored and awarded scores for each criterion and grade level separately. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would for e.g. be able to say that learner X is able to write an essay with the appropriate grade level content but the language competency of this Grade 9 learner is still at Grade 7 level. The teacher would then be able to pay more attention to integrating language skills during the writing lessons.

The teacher is able to diagnose the strengths and weaknesses of the learners according to the assessment criteria set out in the rubrics. Teachers can then focus on those aspects of writing that are problematic.

6.1.4 LANGUAGE STRUCTURES AND CONVENTIONS

These questions require learners to apply grammar skills in context to demonstrate their level of knowledge and understanding of all language aspects assessed. This stems from the assumption that grammar is taught for constructing texts in their context of use where real language is required. As a result, the application of grammar is not restricted to the analysis of isolated sentences as it explains the way in which sentences are structured to construct whole texts that learners learn to read and write. The marking guidelines provide insight on how to mark the test using scoring guides. The learner performance levels would assist the teacher to identify learners' strengths and weaknesses and thus provide corrective measures and interventions for improved grammar usage.

Table 7: Example of the Marking Guideline (for a MCQ)

1.1 What is the main idea of the article?

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
1.1	A	It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.		2	

NO.	EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	B Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	M	4	9
	C 13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.		3	
	D The Internet is required to connect to Facebook.		The response is not text-based.		1	

Table 8: Levels of Understanding that incorporate the two Taxonomies

Level of Understanding	Bloom's Taxonomy	Descriptors (Incorporation of both taxonomies)	Barrett's Taxonomy	Types of Questions
Easy	Remembering and Understanding	Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate	Literal comprehension/ Reorganisation	MCQ, Closed response Short response Fill in the blank Choose correct response
Moderate	Application and Analysis	Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose	Inferential comprehension	Short response MCQ Matching Directed response Closed response Open response
Difficult	Evaluating and Creating	Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise	Evaluation and Appreciation	MCQ Essay writing Transactional writing

7. MODERATION

Internal moderation is important in assuring that the marking criteria/guideline is consistently applied, and that there is a shared understanding of the academic standards learners are expected to achieve. There should be processes in place for assuring comparability of marks for alternative assessments. Schools may therefore determine the format for moderation as a standardisation and quality-assurance measure.

8. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class, a grade or for the entire grade and report at each level. Further data can be collected per topic/skill/content area. The teacher is also able to use the phase test and identify at which grade the knowledge deficit is. Since this is an exercise in assessment for learning targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

8.1 Purpose of the data analysis

After administering a test the teacher can do own diagnostic analysis to identify:-

- a) The overall level of performance of the class or school;
- b) Individual learners or schools that need special intervention;
- c) Groups of learners or schools who need special support and
- d) Subject content areas that require priority attention in teaching and learning.

8.2 Use of basic statistics for analysis

Basic statistics that can be used to summarize the data from a test include the following:-

- i. **Mean** (often called average) – calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarize all the scores obtained by learners in a test. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform.
- ii. **Median** (or middle score) – calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into two equal halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below

the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e. $(57 + 49)/2 = 106/2 = 52$. As can be observed, 52 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45. The median does not show what the extreme scores, i.e. the highest and the lowest scores, are.

- iii. **Maximum** is the highest score obtained by a learner in a test.
- iv. **Minimum** is the lowest score obtained by a learner in a test.
- v. **Range** is the difference between the **Maximum** and the **Minimum** scores. The larger the range, the more diverse the ability levels of the test takers while a relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.

8.3 Available tools for data analysis

Tools that are available for analysis of data include pre-programmed computer software such as the SA-SAMS in schools, the Microsoft Excel programme and even hand calculators. The Microsoft Excel programme, which comes with almost every computer software, is a reasonably easy-to-use tool for performing item-level diagnostic analysis of test data. An Excel spreadsheet is arranged in columns and rows.

8.4 Preparing data for analysis on Excel

Excel makes available useful formulae to calculate basic statistics. To prepare for analysis of data from an administered test, do the following:-

- i. Mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
- ii. Enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
- iii. Enter test item numbers in the columns, one after another;
- iv. Enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
- v. Check if all data has been entered correctly (i.e. do thorough data cleaning);
- vi. Use correct formulae to calculate the statistics that you want to use to

- summarize and analyse the test data; and
- vii. Interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

8.5 Analysis and interpretation

To summarise the data calculate the average percentage score, the median, maximum and minimum score percentages and you may do this separately for boys and girls. To make sense of the analysis it is recommended that different colour codes be used to mark specific observations (Excel provides a wide range of colour codes) and also represent findings with appropriate graphs to enhance visual impressions to aid decision-making on where to focus improvement interventions. For instance, the following observations can be made from the analysis that has been done:

a) Overall performance

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvement. The median score for the class may be 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

b) Performance spread

Although the mean and median scores were both above 50%, learner scores may range between eight percent (8%) and 100% which is a fairly wide range that suggests diverse abilities in this class. This implies that intervention strategies will have to be diversified in order to meet the learning needs of different learners, i.e. a one-size-fits-all improvement strategy will not work in this class.

c) Individual learner differences in performance

Individual learners who were identified to be particularly at risk have been indicated with e.g. red colour coding. They obtained scores below 40% and thus fall within the “Not achieved” and “Elementary achievement” levels. They require special attention in terms of teaching strategies and learning opportunities.

d) Group differences in performance

Analysis was done at two group levels, viz. boys and girls. All the summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49,3% against the 60% mean score obtained by girls. The median score for the boys was four percent (4%) lower than of the girls, viz. 52% as against 56%. Boys' scores ranged between eight percent (8%) and 88% while the lowest score for the girls was 32% and the highest was 100%. It is evident that in this class boys require a different or more focused intervention than the girls.

e) Performance in specific topics or skills

The percentage scores per item indicate the items and, therefore, the topic or skill where interventions must focus. The analysis and diagnosis (from 'a' to 'e' above) identifies:-

- i. Which learners need special attention?; and
- ii. Which content areas require special focus?

The analysis also suggests what materials will be required to improve on the identified areas, what extra support the teacher will need (if necessary), whether additional time will be required, who else should be involved in the interventions and a host of other possibilities that the data analyser may see fit in their context.

8.6 Diagnostic or error analysis

Error analysis is the study of errors in learners' responses with a view to look for possible explanations for these errors. It provides specific information about the relative skill proficiency or misconception a learner has in his/her response, in order to understand what the learner can or cannot do. It is a multifaceted activity, for the teacher, because it involves analysis of the correct, partially correct and incorrect thought processes of the learners' individual responses and thinking about possible remediating interventions that might work well.

Understanding the errors a learner or a group of learners make will determine how learners are grouped in a certain subjects to enhance effective teaching.

REFERENCES

1. Kelly V. King et al (2004), *The Distractor Rationale Taxonomy: Enhancing Multiple Choice Questions in Reading and Mathematics*, Pearson Education
2. The Cardiff University Assessment Strategy
(<http://www.cf.ac.uk/learning/themes/assess/strategy/index.htm>)

**GRADE 6 FAL
LANGUAGE
DIAGNOSTIC
QUESTIONS & MEMO:**



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**DIAGNOSTIC RESOURCE BANK
INTERMEDIATE PHASE
ENGLISH FAL GR 6**

Note to the teacher:

1. These “tests” are designed as a diagnostic assessment tool.
2. Please study the teacher guidelines before you administer these tests.
3. You may administer the tests according to the sections/questions.
4. You may further break down the questions from the different sections/ questions according to the skills/difficulty levels/terms/grades.
5. The selection of the sections/questions will depend on the purpose of the assessment, e.g. You may want to check whether the Grade 6 learners in your class are competent in the Grade 5 and 4 reading and phonics component. Hence you will select all the Grade 5 and 4 items from Question 1. This may form a baseline assessment which can be administered at the beginning of the year. You can then plan your lessons for your Grade 6 learners based on your diagnostic analysis of the baseline assessment. In a similar manner you can select questions according to the different CAPS components and the purpose of your assessment.

Please note that the tag above each question, as shown below, provides the following information in this order: type of context, skill, sub-skill, cognitive level, grade, difficulty level and term (in which the content/skill is taught) e.g.:

Context	Skill	Sub-skill	Cognitive Level	Grade	Difficulty Level	Term
Instructional text	Reading and Viewing	Key features of the text.	Knowledge	4	Easy	1,2,3,

It is thereafter written in the following format above each question:

Instructional text	Reading and Viewing	Key features of the text.	Knowledge	4	Easy	1,2,3,
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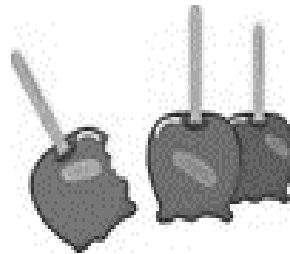
TEXT 1

Read the recipe below and answer the questions.

Toffee Apples

Ingredients

- 10 small apples
- 4 cups white sugar
- 1 cup water
- $\frac{1}{2}$ teaspoon vinegar
- 2 teaspoons red food colouring
- 10 wooden sticks



Method

1. Wash and dry apples. Remove stems and push sticks into the base. Set aside on a baking tray lined with baking paper.
2. In a saucepan add sugar and water over a low heat. When sugar is dissolved, stop stirring the mixture and bring it to a boil.
3. Stir in vinegar and food colouring.
4. Reduce heat to low and simmer toffee for 20 minutes until it gets to a too hard to crack stage.
5. Turn off the heat and tip your pan to dip apples in toffee. Place apples head-down on the baking paper and leave to cool at room temperature.

Notes

- You need to work fast with this toffee as it becomes hard quickly.
- After you roll the apples in the toffee give them a good tap before leaving them to set.
- It is a good idea to wear gloves when dipping the apples as you do not want to get the toffee on your skin. It will burn you faster than you can get it off.

[<http://www.kidspot.com.au/kitchen/recipes/toffee-apples>]

QUESTIONS

Context	Skill	Sub-skill	Cognitive Level	Grade	Difficulty Level	Term
Instructional text	Reading and Viewing	Key features of the text. Identify the heading of an instruction text.	Knowledge	4	Easy	1,2,3,

1. What will be made, if you follow this recipe?

- A dipped apples
- B green apples
- C toffee apples
- D sugar apples

(1)

Instructional text	Reading and Viewing	Identify specific details in text.	Conceptual	6	Moderate	3
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2. When should you stop stirring the mixture? When ...

- A the mixture is room temperature.
- B sugar and water are added.
- C the sugar is dissolved.
- D the mixture is boiling.

(1)

Instructional text	Reading and Viewing	Identify specific details in text.	Conceptual	6	Moderate	1,2
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3. Which two ingredients are first added into the saucepan?

- A vinegar and food colouring
- B apples and white sugar
- C sugar and water
- D pan and toffee

(1)

Instructional text	Reading and Viewing	Identify specific details in text.	Conceptual	6	Moderate	3,
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4. How will you know that the toffee is ready?

- A The toffee has simmered for twenty minutes.
- B The toffee is at the too hard to crack stage.
- C The apples are dipped in the toffee.
- D The toffee has been stirred.

(1)

Instructional text	Reading and Viewing	Sequence instructions in the correct order	Conceptual	6	Moderate	3
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5. Which sentences gives the correct sequence of instructions for step 5?

- A Line the tray with baking paper.
- B Turn off the heat. Tip your pan.
- C Tip your pan. Turn off the heat.
- D The sugar will dissolve.

(1)

Instructional text	Reading and Viewing	Make inferences using contextual clues	Conceptual	7	Easy	3
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6. What colour will the toffee apples be?

- A Put the apples head down on the baking paper.
- B The food colouring is stirred in.
- C The toffee apples will be white.
- D The toffee apples will be red.

(1)

Instructional text	Reading and Viewing	Find supporting details using contextual clues	Conceptual	5	Difficult	3,4
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7. What should you use to protect your hands when you are dipping the apples?

- A You don't want toffee on your skin.
- B When dipping the apples.
- C You should wear gloves.
- D Use a wooden spoon.

(1)

Instructional text	Reading and Viewing	Draw conclusions using contextual clues	Application	6	Difficult	3
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8. Why should you work fast with this toffee? It ...

- A simmers for only twenty minutes.
- B will melt and become unusable.
- C sets very quickly.
- D contains water.

(1)

Instructional text	Reading and Viewing	Identify specific details in the text	Knowledge	4	Easy	3,4
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9. What material are the sticks made of?

- A ten wooden sticks
- B from sugar
- C wooden
- D wood

(1)

Instructional text	Reading and Viewing	Draw conclusions from the given information	Conceptual	6	Moderate	3
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10. How many toffee apples can be made with this recipe?

- A twenty
- B small
- C ten
- D six

(1)

Instructional text	Language Structure and Conventions	Break long words into smaller chunks	Application	6	Difficult	1
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11. Which is the correct way to break the word 'colouring' into syllables?

- A co – lour –ing
- B co – lou – ring
- C col – our – ing
- D col –ou – ring

(1)

Instructional text	Language Structure and Conventions	Identify an uncountable noun	Knowledge	5	Moderate	2,4
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12. Which of the following words is an uncountable noun?

- A mixture
- B water
- C apple
- D small

(1)

Instructional text	Language Structure and Conventions	Spelling rules – can identify the initial sound of a word.	knowledge	6	Moderate	1,2
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13. Which word starts with the 'k'-sound?

- A colouring
- B awkward
- C attack
- D knot

(1)

Instructional text	Language Structure and Conventions	Spelling rules add -s	Knowledge	4	Easy	3
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14. Choose the plural form of the underlined noun.

'Tip your pan.'

- A pannes
- B panes
- C pan's
- D pans

(1)

Instructional text	Language Structure and Conventions	Use demonstrative pronoun	Knowledge Conceptual	6	Difficult	1,2,3,4
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15. Complete the sentence by using a suitable pronoun.

Use these apples over here, not _____ apples over there.

- A those
- B that
- C ten
- D the

(1)

Instructional text	Language Structure and Conventions	Identify synonyms from context	Conceptual	7	Easy	1,3
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16. Find a synonym, in the text, for 'boiling slowly'.

- A the toffee
- B low heat
- C cooking
- D simmer

(1)

Instructional text	Language Structure and Conventions	Identify compound words	Knowledge	4	Difficult	1,4
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17. Which is the correct combination of the words 'sauce' and 'pan'?

- A saucepots
- B saucepan
- C panning
- D saucer

(1)

Instructional text	Language Structure and Conventions	Identify the conjunction that best connects two sentences	Conceptual	6	Difficult	1,2,3,4
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18. Which is the best option to join the two sentences below?

'Tip the pan.'

'The toffee drips over the apples.'

- A Tip the pan so that the toffee drips over the apples.
- B Tip the pan and the toffee drips over the apples.
- C Tipping the pan will drip toffee over the apples.
- D The sentences are best joined with apples.

(1)

Instructional text	Language Structure and Conventions	Phrasal verbs	Conceptual	6	Easy	2
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19. What is the phrasal verb in the sentence below?

‘Turn off the heat and then you can tip your pan to dip the apples in the toffee.’

- A turn dip tip
- B turn off
- C can tip
- D to dip

(1)

Instructional text	Language Structure and Conventions	Sentence structures command form	Application	6	Moderate	1,4
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20. Write the following sentence in the command form:

‘In a saucepan add the sugar and water over a low heat.’

- A Should the sugar and water be added to the saucepan over low heat?
- B The sugar and water must be added in a saucepan over low heat.
- C Sugar dissolves into water if heated in a saucepan over low heat.
- D Add the sugar and water in a saucepan over a low heat.

(1)

TOTAL 20

TEXT 2

Read the story below and answer the questions.

- 1 One evening my granny was very ill and my parents were called to the hospital. I couldn't go with them and wanted to stay at home instead of waiting at the neighbour's house. My father made sure that all the windows and doors were securely locked when they left. At nine o' clock I made myself a chocolate drink and went to bed with a good book. After a while I became sleepy and switched off the bedside lamp.
- 2 I don't know how long I had slept, when I suddenly woke up with a start. I instinctively knew that something was wrong, and for a moment I was terrified. I reached for my cricket bat in the corner, and with my heart beating at a terrible rate; I tiptoed into the dark passage.
- 3 I heard noises at my parents' bedroom window. When I reached the window the scraping and scratching could be heard clearly. The burglar was rattling the window loudly, breaking a pane in the process. Suddenly I saw a hand coming through the hole to lift the catch.
- 4 I brought the bat down onto the hand as hard as possible. A loud yell followed and I heard my mother's voice crying anxiously, "Frank, what happened?" In a flash I realised that I had hit my father! I switched on the lights and ran to open the front door.
- 5 My parents had forgotten to take a key and didn't want to wake me up at two o' clock in the morning. The result of my "brave" deed was that my dad had four broken fingers.

QUESTIONS

Story	Reading and Viewing	Key features of the text	Conceptual	5	Moderate	1,2,3,4
-------	---------------------	--------------------------	------------	---	----------	---------

1. Choose the most suitable title for the text.

- A One evening my granny was very ill
- B The title is the name of the story
- C My brave deed
- D The burglary

(1)

Story	Reading and Viewing	Making inferences about characters	Application	6	Difficult	3
-------	---------------------	------------------------------------	-------------	---	-----------	---

2. How do you know that the family thought of their neighbours as friends?

- A They would leave their child with the neighbours in an emergency.
- B He stayed at home instead of waiting at the neighbour's house.
- C The people that live next door like to take care of children.
- D They went to the emergency room at the hospital.

(1)

Story	Reading and Viewing	Making inferences related to atmosphere	Application	4	Difficult	3
-------	---------------------	---	-------------	---	-----------	---

3. What happened right after the child broke his father's fingers with the bat?

- A They went to the emergency room at the hospital.
- B It happened that the father's fingers were broken.
- C They phoned the police to catch the burglar.
- D His dad had four broken fingers that hurt.

(1)

Story	Reading and Viewing	Making inferences about characters	Application	6	Difficult	3
-------	---------------------	------------------------------------	-------------	---	-----------	---

4. How do you know that the child's father was worried about his safety?
- A He phoned the hospital and told them that the grandmother was ill.
 - B He securely locked all the doors and windows before they left.
 - C He asked the neighbour to come and look after the child.
 - D He gave the child a cricket bat to defend himself. (1)

Story	Reading and Viewing	Draws conclusions	Application	6	Moderate	3
-------	---------------------	-------------------	-------------	---	----------	---

5. Complete the sentence.
- If the parents did not forget their key then...
- A the father's fingers would not have been broken.
 - B the granny would not have become very ill.
 - C they would not have needed a locksmith.
 - D the boy would not have had a cricket bat. (1)

Story	Reading and Viewing	Key features of a text setting	Knowledge	6	Moderate	1,2,3,4
-------	---------------------	--------------------------------	-----------	---	----------	---------

6. What is the setting of the story?
- A child with the bat
 - B setting the table
 - C the family home
 - D the hospital (1)

Story	Reading and Viewing	Scanning for supporting details	Conceptual	6	Difficult	3,4
-------	---------------------	---------------------------------	------------	---	-----------	-----

7. Which sentence tells you that the child was scared?

- A I couldn't go with them and wanted to stay at home.
- B The burglar was rattling the window loudly.
- C My heart was beating at a terrible rate.
- D I woke up with a start.

(1)

Story	Reading and Viewing	Text structures description	Conceptual	6	Difficult	1,3
-------	---------------------	-----------------------------	------------	---	-----------	-----

8. How would you describe the boy? He is ...

- A a good cricket player.
- B very good looking.
- C quite foolish.
- D very brave.

(1)

Story	Reading and Viewing	Scanning for supporting details	Conceptual	4	Moderate	3,4
-------	---------------------	---------------------------------	------------	---	----------	-----

9. The name of the child's father is _____.

(1)

Story	Reading and Viewing	Vocabulary	Conceptual	6	Moderate	1,2,3,4
-------	---------------------	------------	------------	---	----------	---------

10. What is a window pane?

- A Something that cricket is played with.
- B The glass inside a window frame.
- C Broken pieces of window glass.
- D The frame around a window.

(1)

Story	Language Structure and Conventions	Tenses present tense	Conceptual	4	Easy	1,2,3,4
-------	------------------------------------	-------------------------	------------	---	------	---------

11. What is the present tense of the sentence?

'My granny was very ill.'

- A My parents took Granny to the hospital.
- B My granny has been very ill.
- C My granny will be very ill.
- D My granny is very ill.

(1)

Story	Language Structure and Conventions	Nouns possessive form	Conceptual	6	Difficult	1,2,3,4
-------	------------------------------------	--------------------------	------------	---	-----------	---------

12. What is the possessive form of

'the bat belonging to the child'?

- A the bat of the child
- B the children bat
- C the child's bats
- D the child's bat

(1)

Story	Language Structure and Conventions	Parts of speech adjectives	Knowledge	6	Difficult	1,2,3,4
-------	------------------------------------	-------------------------------	-----------	---	-----------	---------

13. An adjective can be placed before or after a noun.

Which option shows 'sick granny' with the adjective behind the noun. My ...

- A granny has a sickness.
- B very sick granny.
- C granny is sick.
- D sickly granny.

(1)

Story	Language Structure and Conventions	Plurals -y change to -ies	Knowledge	5	Moderate	3
-------	------------------------------------	------------------------------	-----------	---	----------	---

14. 'Granny visits us regularly.'

What is the plural of 'granny'?

- A grannies
- B granny's
- C gogos
- D grans

(1)

Story	Language Structure and Conventions	Parts of speech prepositions	Application	6	Moderate	1,4
-------	------------------------------------	---------------------------------	-------------	---	----------	-----

15. 'I tiptoed into the dark passage.'

Identify the part of speech of the underlined word.

- A preposition
- B adjective
- C speech
- D adverb

(1)

Story	Language Structure and Conventions	Modal verbs	Conceptual	6	Easy	1
-------	------------------------------------	-------------	------------	---	------	---

16. Identify the sentence that implies you have permission to stay at home.

- A I did not stay at home.
- B I must stay at home.
- C I may stay at home.
- D I can stay at home.

(1)

Story	Reading and Viewing Language Structure	Key features of a text mood	Application	7	Easy	2,3,4
-------	---	--------------------------------	-------------	---	------	-------

17. What is the mood of the text?

- A suspenseful
- B instinctively
- C humorous
- D drama

(1)

Story	Language Structures and Conventions	Identify the root of a word	Conceptual	5	Difficult	3
-------	--	--------------------------------	------------	---	-----------	---

18. Which option consists only of the root of the word?

- A rethinking
- B suddenly
- C tiptoe
- D key

(1)

Story	Language Structures and Conventions	Sentence types questions	Application	5	Difficult	3
-------	--	-----------------------------	-------------	---	-----------	---

19. Which is the question answered by the sentence:

‘I heard noises at my parents’ bedroom window.’

- A Why did you hear noises at your parents’ bedroom window?
- B When I reached the window the scratching could be heard.
- C What did you hear at your parents’ bedroom window?
- D Did I hear noises at my parents’ bedroom window?

(1)

Story	Reading and Viewing	Draw conclusions	Application	6	Difficult	3
-------	---------------------	------------------	-------------	---	-----------	---

20. What is the message of the story?

- A After a while I became sleepy and switched off the bedside lamp.
- B Do not lash out blindly as you never know whom you may hurt.
- C It is your responsibility to protect your home.
- D Grandparents can become ill at any time.

(1)

TOTAL 20

TEXT 3

Read the poem below and answer the questions.

1	Dust if you Must Dust if you must, but wouldn't it be better To paint a picture, or write a letter, Bake a cake, or plant a seed; Ponder the difference between want and need?
2	Dust if you must, but there's not much time, With rivers to swim, and mountains to climb; Music to hear, and books to read; Friends to cherish, and life to lead.
3	Dust if you must, but the world's out there With the sun in your eyes, and the wind in your hair; A flutter of snow, a shower of rain, This day will not come around again.
4	Dust if you must, but bear in mind, Old age will come and it's not kind. And when you go (and go you must) You, yourself, will make more dust.
<p style="text-align: right;"><i>Rose Milligan</i></p> <p style="text-align: center;"><i>[http://www.ellenbailey.com/poems/ellen_218.htm]</i></p>	

QUESTIONS

Poem	Reading and Viewing	Sound devices Identify the rhyme scheme	Conceptual	7	Easy	1,2,3,4
------	---------------------	--	------------	---	------	---------

1. What is the rhyming pattern used in stanza one?

- A rhyme words
- B better letter
- C abba
- D aabb

(1)

Poem	Reading and Viewing	Sound device - repetition making inferences	Application	6	Moderate	1,2,3,4
------	---------------------	---	-------------	---	----------	---------

2. How do you know that the given words are important in the poem?

“Dust if you must”

A Dusting is important in every household.

B It is repeated four times in the poem.

C Dust if you must, but bear in mind.

D It is the title of the poem.

(1)

Poem	Reading and Viewing	Makes inferences	Application	6	Moderate	3
------	---------------------	------------------	-------------	---	----------	---

3. What is the message of the poem?

A Dust if you must, but wouldn't it be better to write a letter.

B Working is not the most important thing in life.

C All people must dust every day of their lives.

D Forget dusting and enjoy your life.

(1)

Poem	Reading and Viewing	Drawing conclusions theme and message	Application	7	Moderate	2,3,4
------	---------------------	---------------------------------------	-------------	---	----------	-------

4. What is the theme of the poem?

A Have an adventure

B Dust everywhere

C Quality of life

D Plant a seed

(1)

Poem	Reading and Viewing	Identify sound devices such as assonance	Conceptual	5	Easy	3
------	---------------------	--	------------	---	------	---

5. Which option is an example of assonance?

- A old age isn't kind
- B a flutter of snow
- C paint a picture
- D bake a cake

(1)

Poem	Reading and Viewing	Vocabulary development deduce meaning of a word from the context	Conceptual	5	Easy	1,2,3,4
------	---------------------	---	------------	---	------	---------

6. What do you do when you 'ponder' something? You ...

- A wonder about something.
- B think about something.
- C ponder the difference.
- D know something.

(1)

Poem	Reading and Viewing	Making inferences Draw conclusions from the context	Application	6	Moderate	1,2,3,4
------	---------------------	--	-------------	---	----------	---------

7. What is meant with the statement: "You, yourself, will make more dust".

- A After death your body will turn into dust.
- B You are also making the house dirty.
- C Old age will come and it's not kind.
- D Everyone has to grow old.

(1)

Poem	Reading and Viewing	Identify the main idea of a stanza	Conceptual	6	Moderate	1,2,3,4
------	---------------------	------------------------------------	------------	---	----------	---------

8. What is discussed in stanza three?

- A The world's out there
- B Your eyes and hair
- C Things of nature
- D Planting a seed

(1)

Poem	Reading and Viewing	Key features of a text mood/tone, identify the mood	Application	6	Moderate	2,3,4
------	---------------------	---	-------------	---	----------	-------

9. What is the mood/tone of the poem? It is ...

- A very moody.
- B full of dust.
- C a warning.
- D cheerful.

(1)

Poem	Reading and Viewing	Text structure	Knowledge	4	Easy	1,2,3,4
------	---------------------	----------------	-----------	---	------	---------

10. How many lines does the poem consist of?

- A thirteen lines
- B sixteen lines
- C four lines
- D five lines

(1)

Poem	Reading and Viewing	Drawing conclusions from the context	Applications	6	Difficult	1,2,3,4
------	---------------------	--------------------------------------	--------------	---	-----------	---------

11. What does the author mean when she says, “Old age will come and it’s not kind”?

- A Old age causes many problems.
- B Dusting will improve your health.
- C Old age brings many problems.
- D Dusting causes old age.

(1)

Poem	Reading and Viewing	Vocabulary development Denotive meaning of word	Conceptual	7	Easy	1,2,3,4
------	---------------------	--	------------	---	------	---------

12. In the first paragraph find a word for ‘something that you cannot do without’.

- A snow
- B letter
- C need
- D want

(1)

Poem	Reading and Viewing	Draw conclusion - paraphrased meaning idiom	Conceptual	6	Difficult	1,2,3,4
------	---------------------	--	------------	---	-----------	---------

13. Choose the best sentence to describe the expression below.

“This day will not come around again.”

- A Today has passed and will never come again.
- B You have wasted valuable time while dusting.
- C The day has become round not square.
- D Use your time to enjoy life.

(1)

Poem	Reading and Viewing	Make inferences - read between the lines	Application	6	Difficult	1,2,3,4
------	---------------------	--	-------------	---	-----------	---------

14. What is the meaning of: “and go you must”?

It means that everybody will ...

- A die one day.
- B go to bed.
- C go home.
- D get old.

(1)

Poem	Reading and Viewing	Text features identify the poet	Knowledge	4	Easy	1,2,3,4
------	---------------------	---------------------------------	-----------	---	------	---------

15. What is the name of the poet?

- A Dust if you Must
- B Rose Milligan
- C Ellen Bailey
- D Dust

(1)

Poem	Reading and Viewing	Scanning for supporting details	Conceptual	5	Moderate	1,2,3,4
------	---------------------	---------------------------------	------------	---	----------	---------

16. According to the poem, which option fits best?

Dust if you must, but wouldn't it be better to ...

- A shower in the rain?
- B dust your house?
- C paint a picture?
- D go to town?

(1)

Poem	Language Structures and Conventions	Parts of Speech Identify a noun in a sentence	Application	4	Difficult	1,2,3,4
------	-------------------------------------	--	-------------	---	-----------	---------

17. In the poem the word 'dust' is mostly used as a verb.
Which is the sentence where 'dust' is used as a noun?

A August is the dust month.
B Dust makes me sneeze.
C They quickly dust inside.
D Dust if you really must.

(1)

Poem	Language Structures and Conventions	Vocabulary development Identify the homophone of a word	Conceptual	6	Moderate	1,2,3,4
------	-------------------------------------	--	------------	---	----------	---------

18. Which is the sentence that shows the homophone of "bear", as used in the poem?

A The bear attacked a man on the mountain.
B She walks with bare feet when she dusts.
C There is something you must remember.
D He does not have a care in the world.

(1)

Poem	Language Structures and Conventions	Parts of speech Identify an interjection	Conceptual	6	Moderate	3
------	-------------------------------------	---	------------	---	----------	---

19. In which option is an interjection used?

A Oh no! Look at all this dust!
B Start dusting immediately!
C Mom asked us to dust.
D Should we dust here?

(1)

Poem	Language Structures and Conventions	Parts of speech Identify an adverb of place	Conceptual	4	Moderate	2
------	-------------------------------------	--	------------	---	----------	---

20. Which sentence has an adverb of place?

- A She dusted all day yesterday.
- B The house is very dusty.
- C She dusts everywhere.
- D I can dust quickly.

(1)

Poem	Language Structures and Conventions	Tenses past tense	Conceptual	5	Easy	1
------	-------------------------------------	----------------------	------------	---	------	---

21. 'We dust.'

Which option shows the simple past tense form of the sentence? We ...

- A We were dusting.
- B We have dusted.
- C We are dusting.
- D We dusted.

(1)

Poem	Language Structures and Conventions	Sentence structures Write sentence in the negative form	Conceptual	6	Moderate	1
------	-------------------------------------	--	------------	---	----------	---

22. 'Cherish your friends.'

Which option shows this sentence in the negative form?

- A Does not cherish your friends.
- B Do not cherish your friends.
- C Love your enemies.
- D Hate your friends.

(1)

Poem	Language Structures and Conventions	Punctuation Can punctuate a sentence	Application	4	Easy	1
------	-------------------------------------	---	-------------	---	------	---

23. Choose the correctly punctuated sentence.

- A Dust When You Must?
- B Dust when you must.
- C dust when you must
- D dust when you must.

(1)

Poem	Language Structures and Conventions	Parts of speech Complete a sentence with a preposition (position)	Conceptual	5	Easy	1,4
------	-------------------------------------	--	------------	---	------	-----

24. Complete the sentence with a suitable preposition.

The sun shines _____ your eyes.

- A warmly
- B into
- C and
- D in

(1)

Poem	Language Structures and Conventions	Connecting words Use conjunctions that show contrast	Application	4	Easy	2,3,4
------	-------------------------------------	---	-------------	---	------	-------

25. Choose the option which best completes the sentence.

Dust if you must ...

- A because the world is out there.
- B and the world is out there.
- C but the world is out there.
- D if the world is out there.

(1)

Poem	Language Structures and Conventions	Sound device Identify rhyming words	Application	5	Easy	1,3,4
------	-------------------------------------	--	-------------	---	------	-------

26. Choose a word that rhymes with age.

- A damage
- B aging
- C bagel
- D page

(1)

Poem	Language Structures and Conventions	Tenses Write a sentence in the future tense	Conceptual	6	Moderate	2,4
------	-------------------------------------	--	------------	---	----------	-----

27. 'The chef bakes a cake for the party.'

Which option shows the future tense form of the sentence?

- A The chef must bake a cake for the party.
- B The chef was baking a cake at the party.
- C The chef is baking a cake for the party.
- D The chef will bake a cake for the party.

(1)

Poem	Language Structures and Conventions	Sentence structures Write a sentence in the question form	Conceptual	6	Moderate	1,2,3
------	-------------------------------------	--	------------	---	----------	-------

28. Select the question form of the sentence below.

'You are writing a book.'

- A Are you not writing a book?
- B You are writing a book?
- C Are you writing a book?
- D Did you write a book?

(1)

Poem	Language Structures and Conventions	Tenses Write a sentence in the present progressive tense	Conceptual	6	Moderate	1,2,3
------	-------------------------------------	---	------------	---	----------	-------

29. Which option shows the present progressive tense form of the sentence?

'We paint a picture.'

A We had been painting a picture.

B We are painting a picture.

C We will paint a picture.

D We painted a picture.

(1)

TOTAL 29

TEXT 4

Read the information text below and answer the questions.

Different Types of Apples

Pink Lady Apple

1

It is a medium, round shaped apple with yellow skin overlaid with a pink to light red blush. It is a cross between a Golden Delicious and Lady Williams, which makes it excellent for eating as it has a crisp, fine, sweet tasting flesh.

Golden Delicious Apple

2

It is a medium to large apple with a pale green to yellow coloured skin with creamy-green, crisp flesh. It has a pleasant sweet flavour and a good aroma. It is great for eating and can be used for cooking.

Granny Smith Apple















3

It is a round apple with a rich green skin. It has a crisp, firm, juicy, greenish- whitish flesh with a distinctive acidy flavour, which makes it excellent for cooking.

Gala Apple (Royal Gala)

4

It is a medium, round shaped apple. Its skin colour varies from a pale, golden yellow with a slight red blush, to a solid bright red blush. It has a crisp, dense flesh with a flavour sweeter than a Golden Delicious Apple.

Types of apples	Months of the year when the apples are readily available								
	January	February	March	April	May	June	July	August	September
Pink Lady									
Golden Delicious									
Granny Smith									
Gala Apple									

A graph showing different types of apples available during the year.

[<http://www.prevention.com/food/healthy-eating-tips/apple-varieties-and-recipes>]

QUESTIONS

Information text	Reading and Viewing	Scanning for supporting ideas	Application	4	Easy	1
------------------	---------------------	-------------------------------	-------------	---	------	---

1. How many different types of apples are described in the text?

- A nine
- B five
- C four
- D one

(1)

Information text	Reading and Viewing	Scanning for supporting ideas – denotive meaning	Conceptual	6	Easy	1,2,3,4
------------------	---------------------	--	------------	---	------	---------

2. The word _____ indicates that the Pink Lady Apple is half a Golden Delicious Apple and half a Lady Williams Apple.

(1)

Information text	Reading and Viewing	Scanning for supporting details	Conceptual	5	Moderate	1,2,3,4
------------------	---------------------	---------------------------------	------------	---	----------	---------

3. What makes the Granny Smith Apple distinctive?

- A The apple has an acidic flavour.
- B You can use it for cooking.
- C Solid bright red blush.
- D It has a round shape.

(1)

Information text	Reading and Viewing	Making inferences	Application	6	Moderate	1,2,3,4
------------------	---------------------	-------------------	-------------	---	----------	---------

4. During which month are the most apples available?

- A Granny Smith
- B Red blush
- C March
- D May

(1)

Information text	Reading and Viewing	Making inferences	Application	7	Easy	1,2,3,4
------------------	---------------------	-------------------	-------------	---	------	---------

5. During which season in South Africa will there be no apples available?

- A Summer
- B Drought
- C Autumn
- D Easter

(1)

Information text	Reading and Viewing	Scanning for supporting details	Conceptual	5	Easy	1,2,3,4
------------------	---------------------	---------------------------------	------------	---	------	---------

6. The Gala Apple is also known as the _____ Gala Apple.

(1)

Information text	Reading and Viewing	Drawing conclusions Intention of the writer	Application	6	Moderate	1,2,3,4
------------------	---------------------	--	-------------	---	----------	---------

7. What is the writer's intention with the text?

- A It gives information about apples and their availability.
- B It is great for cooking and can be used for eating.
- C It gives the different types of apples.
- D It tells us how to make apples.

(1)

Information text	Reading and Viewing	Vocabulary development Paraphrased idioms	Application	6	Easy	1,2,3,4
------------------	---------------------	--	-------------	---	------	---------

8. Which idiom best fits the text?

- A One rotten apple spoils the whole barrel.
- B An apple a day keeps the doctor away.
- C A round apple with a rich green skin.
- D Comparing apples and pears.

(1)

Information text	Reading and Viewing	Understanding grammatical structures.	Application	6	Difficult	3,4
------------------	---------------------	---------------------------------------	-------------	---	-----------	-----

9. Why does the author make a comparison between the flavours of the Royal Gala Apple and the Golden Delicious Apple?

- A The Golden Delicious has a pleasant sweet flavour and a good aroma.
- B People who prefer sweet things will know which apple to buy.
- C The Royal Gala has dense flesh with a sweeter flavour.
- D People will know which is best for cooking.

(1)

Information text	Reading and Viewing	Imagery personification	Conceptual	7	Moderate	1
------------------	---------------------	-------------------------	------------	---	----------	---

10. In the text apples are given human qualities.

Why is this statement true?

- A They speak about the flesh, skin colour and blush of the apples.
- B Is a medium round shaped apple with a pale green skin.
- C One apple is called Pink Lady and the other Granny.
- D People love to eat apples and to cook with them.

(1)

Information text	Language structure and conventions	Parts of speech Proper noun	Conceptual	5	Moderate	1,3
------------------	------------------------------------	--------------------------------	------------	---	----------	-----

11. Which sentence contains a proper noun?

- A The apple trees grow in an orchard.
- B My mom has a fondness for apples.
- C A noun is proper if it is decent.
- D The apples grow near Ceres.

(1)

Information text	Language structure and conventions	Punctuation Proper noun – capital letter	Knowledge Conceptual	4	Difficult	1,2,3,4
------------------	------------------------------------	---	-------------------------	---	-----------	---------

12. Which option shows the correct punctuation?

- A Mr Jakes Moshane is the owner of Crown Apple Farm near Ceres.
- B He drives a toyota that he bought in Cape Town on his farm.
- C She is a learner at Johannesburg primary school.
- D Susan has been sick since last week wednesday.

(1)

Information text	Language structure and conventions	Present tense General truth	Knowledge Conceptual	4	Easy	1,2,3,4
------------------	------------------------------------	--------------------------------	-------------------------	---	------	---------

13. What should the verb in brackets change to?

The Pink Lady (to be) a type of apple.

- A The Pink Lady was being a type of apple.
- B The Pink Lady will be a type of apple.
- C The Pink Lady was a type of apple.
- D The Pink Lady is a type of apple.

(1)

Information text	Language structure and conventions	Parts of speech Prepositions	Knowledge	4	Moderate	1,3,4
------------------	------------------------------------	---------------------------------	-----------	---	----------	-------

14. Identify the preposition in the sentence.

'It is great for cooking.'

- A great
- B for
- C is
- D it

(1)

Information text	Language structure and conventions	Sentence work Subject, verb, object	Conceptual	4	Moderate	1,2,3,4
------------------	------------------------------------	--	------------	---	----------	---------

15. Which option shows the correct word order?

- A Eats the apple the bird.
- B The bird the apple eats.
- C The bird eats the apple.
- D The apple the bird eats.

(1)

Information text	Language structure and conventions	Parts of speech Determiners	Knowledge	7	Easy	1,2,3,4
------------------	------------------------------------	--------------------------------	-----------	---	------	---------

16. 'The first apple of the season is ripe.'
Which word in the sentence is the determiner?

- A season
- B ripe
- C first
- D the

(1)

Information text	Language structure and conventions	Parts of speech Interjections	Conceptual	5	Moderate	4
------------------	------------------------------------	----------------------------------	------------	---	----------	---

17. Which is the option that shows an example of an interjection?

- A Might these apples have poison on?
- B The apples were sprayed for bugs.
- C Ugh! There is a worm in my apple.
- D Stop, that apple has poison on!

(1)

Information text	Language structure and conventions	Spelling – breaking words into syllables	Conceptual	6	Easy	1
------------------	------------------------------------	--	------------	---	------	---

18. What is the correct way to break the word ‘distinctive’ into syllables?

- A dis – tinc – ti – ve
- B di – stinc – tive
- C dis – tinct – ive
- D dis – tinc – tive

(1)

Information text	Language structure and conventions	Tenses Future tense	Conceptual	6	Easy	2,4
------------------	------------------------------------	------------------------	------------	---	------	-----

19. Which is the future tense form of the sentence below?

‘The apples are ripe’.

- A The apples have been ripe.
- B The apples shall be ripe.
- C The apples will be ripe.
- D The apples were ripe.

(1)

Information text	Language structure and conventions	Adjectives Degrees of comparison	Conceptual	6	Easy	1,2,3,4
------------------	------------------------------------	-------------------------------------	------------	---	------	---------

20. Choose the correct comparative form of ‘delicious’.

“It is a delicious apple.”

- A more delicious
- B most delicious
- C deliciously
- D tastier

(1)

TOTAL 20

TEXT 5

Read the drama below and answer the questions.

One Rice, Thousand Gold

Cast:

Narrator

Old Woman

Jack

Boys and girls playacting stage directions

Narrator: Jack was a very poor boy. His family had nothing to eat. Every day, Jack went to the river to fish. He sat and he sat, but there were no fish. The other fishermen caught many fish but Jack caught none. (*Boys pretending to catch fish.*) Along the riverbank the women washed their clothes. (*Girls pretending to wash clothes.*)

Old Woman: That boy is as skinny as the stick in his hand! You look hungry. Please eat this bowl of rice.

Jack: (*Bows*) Thank you, old woman.

Narrator: Every day, the old woman gave Jack a bowl of rice.

Old Woman: Young man I can give you a bowl of rice every day. But you are young and strong. You must learn to earn your own bowl of rice. Then you will become a man and feed your own family.

Jack: I see that you are right old woman. I will go out to make my own fortune. And when I do I will repay your kindness.

Narrator: So, Jack stood up from the bank and went off to make himself a man in the world. Jack was brave and kind. He did many good things. He helped everyone. The people loved him so much that they made him king. Jack went to the river to find the old woman. He bowed down when he found her.

Jack: Old woman, I promised I would pay you back someday. Please take these thousand pieces of gold.

Narrator: In China, when someone repays someone's kindness with a rich reward, you might say, "One Rice Thousand Gold".

[<http://www.csjs.tc.edu.tw>]

QUESTIONS

Drama	Reading and Viewing	Key features of a text Narrator	Conceptual	6	Easy	1
-------	---------------------	------------------------------------	------------	---	------	---

1. What is the person who tells the story in the drama called?

- A Jack was a very poor boy
- B The author of the story
- C The narrator
- D Jack

(1)

Drama	Reading and Viewing	Key features of a text Identify the setting	Conceptual	6	Medium	1,2,3,4
-------	---------------------	--	------------	---	--------	---------

2. Where does the drama take place?

- A brave, kind and very poor boy
- B thousands of years ago
- C in China, next to a river
- D close to Jack's home

(1)

Drama	Reading and Viewing	Key features of a text Title	Conceptual	4	Easy	1,2,3,4
-------	---------------------	---------------------------------	------------	---	------	---------

3. What is the title of the drama?

- A One Rice, Thousand Gold in China
- B One Rice, Thousand Gold
- C [Http://www.csjs.tc.edu.tw](http://www.csjs.tc.edu.tw)
- D The cast of the drama

(1)

Drama	Reading and Viewing	Characterisation Description of character	Conceptual	6	Moderate	1,2,3,4
-------	---------------------	--	------------	---	----------	---------

4. How would you describe the old woman's character? She ...

- A was old and full of wrinkles.
- B gave Jack a bowl of rice.
- C was foolish and kind.
- D was kind and wise.

(1)

Drama	Reading and Viewing	Figurative language	Conceptual	5	Easy	4
-------	---------------------	---------------------	------------	---	------	---

	Viewing	Identify figures of speech - a simile				
--	---------	--	--	--	--	--

5. Identify the sentence that contains a simile.

- A The woman washed their clothes.
- B As skinny as the stick in his hand.
- C His family had nothing to eat.
- D He is a skinny stick.

(1)

Drama	Reading and Viewing	Drawing conclusions Identify the message / theme	Application	6	Moderate	1,2,3,4
-------	------------------------	--	-------------	---	----------	---------

6. What is the message of the drama?

- A One should always repay good with good.
- B When you are hungry, catch fish.
- C Always repay good with evil.
- D Rice is like a thousand gold.

(1)

Drama	Reading and Viewing	Making inferences Identify the lesson of a drama	Application	7	Moderate	1,2,3,4
-------	------------------------	--	-------------	---	----------	---------

7. What lesson did Jack learn from the old woman?

- A Woman washed their clothes on the riverbank.
- B You must earn a bowl of rice to become a man.
- C Poverty can be overcome if you work hard.
- D If you need help, go to an old woman.

(1)

Drama	Reading and Viewing	Characterisation Description of a character	Conceptual	6	Easy	1,2,3,4
-------	---------------------	--	------------	---	------	---------

8. Identify the common characteristic between the old woman and Jack.

They are both ...

- A next to the river.
- B similar in a way.
- C careless.
- D kind.

(1)

Drama	Reading and Viewing	Key features of text Identify the main character	Application	6	Easy	1,2,3,4
-------	---------------------	---	-------------	---	------	---------

9. Who is the main character in the drama?

- A The old king
- B A fisherman
- C Jack
- D Fish

(1)

Drama	Reading and Viewing	Scanning for supporting Identify the denotive meaning of a word from the context	Conceptual	6	Easy	1,2,3,4
-------	---------------------	---	------------	---	------	---------

10. How did Jack show respect to the old woman? He ...

- A was a member of the cast.
- B bowed down before her.
- C ate her bowl of rice.
- D sat and he sat.

(1)

Drama	Language structure and conventions	Alphabetical order Write words in the correct alphabetical order	Conceptual	4	Easy	1
-------	------------------------------------	---	------------	---	------	---

11. Which is the option that shows the given words in the correct alphabetical order?

river; reward; rich; rice

- A rice ,rhyme, rhino; rhythm
- B reward; rice; rich; river
- C reward; rich; rice; river
- D river; rice; rich; reward

(1)

Drama	Language structure and conventions	Tenses Write a sentence in the past tense	Conceptual	5	Easy	1,2,3,4
-------	------------------------------------	--	------------	---	------	---------

12. Choose the correct form of the verb in brackets.

Jack (does) many good things. Yesterday Jack ...

- A doing many good things.
- B done many good things.
- C did many good things.
- D do many good things.

(1)

Drama	Language structure and conventions	Tenses Write a sentence in the past progressive tense	Conceptual	6	Moderate	1,2,3,4
-------	------------------------------------	--	------------	---	----------	---------

13. Choose the correct form of the past progressive tense.

Jack (to catch) a fish at that moment.

- A Jack was catching a fish at that moment.
- B Jack is catching a fish at that moment.
- C Jack catches a fish at that moment.
- D Jack caught a fish at that moment.

(1)

Drama	Language structure and conventions	Parts of speech adverb of time	Conceptual	7	Easy	1,2,3,4
-------	------------------------------------	-----------------------------------	------------	---	------	---------

14. Which sentence has an adverb of time?

- A Yesterday she gave Jack rice.
- B She often gives Jack rice.
- C She gives Jack hot rice.
- D Jack loved her rice.

(1)

Drama	Language structure and conventions	Sentences Write a sentence into the negative	Conceptual	6	Easy	1,2,3,4
-------	------------------------------------	---	------------	---	------	---------

15. Choose the correct negative form of the sentence.

Jack stood up from the riverbank.

- A Jack does not stand up from the riverbank.
- B Jack did not stand up from the riverbank.
- C Jack did not stood up from the riverbank.
- D Jack, stand up from the riverbank!

(1)

Drama	Language structure and conventions	Modal verbs Identify modal verbs that show ability	Conceptual	6	Difficult	1
-------	------------------------------------	---	------------	---	-----------	---

16. Identify the sentence that implies you have the ability to do something.

- A I see that you are right.
- B I have to catch a fish.
- C I may catch a fish.
- D I can catch a fish.

(1)

Drama	Language structure and conventions	Connecting words Identify the conjunction that shows reason	Conceptual	5	Easy	1,2,3,4
-------	------------------------------------	--	------------	---	------	---------

17. Complete the following sentence.

The old woman gave Jack rice...

- A because he was hungry.
- B so that he was hungry.
- C and he was hungry.
- D but he was hungry.

(1)

Drama	Language structure and conventions	Parts of speech Identify an adjective	Conceptual	6	Difficult	1,2,3,4
-------	------------------------------------	--	------------	---	-----------	---------

18. Identify the adjective in the sentence below.

The young man walks slowly to the river.

- A young
- B slowly
- C walks
- D man

(1)

Drama	Language structure and conventions	Interrogative pronouns wh- pronoun questions	Conceptual	6	Moderate	1,4
-------	------------------------------------	---	------------	---	----------	-----

19. Which is the question that the sentence below answers?

'The woman washed clothes in the river.'

- A Was the river the closest place to her home?
- B What did the women wash in the river?
- C Where was the woman at that time?
- D Did she wash clothes for money?

(1)

Drama	Language structure and conventions	Recognises how words are formed – base words	Conceptual	6	Moderate	2,3
-------	------------------------------------	--	------------	---	----------	-----

20. What is the root/base form of the word 'repay'?

- A repaid
- B roots
- C pay
- D re-

(1)

TOTAL 20

Writing and Presenting	Transactional Writing	Factual Recount Dialogue Friendly Letter Book Review	Application	6	Difficult	1,2,3
	Creative Writing	Essay	Application	6	Difficult	1,2,3

TRANSACTIONAL WRITING

Instructions:

Choose ONE of the topics numbered one to four.

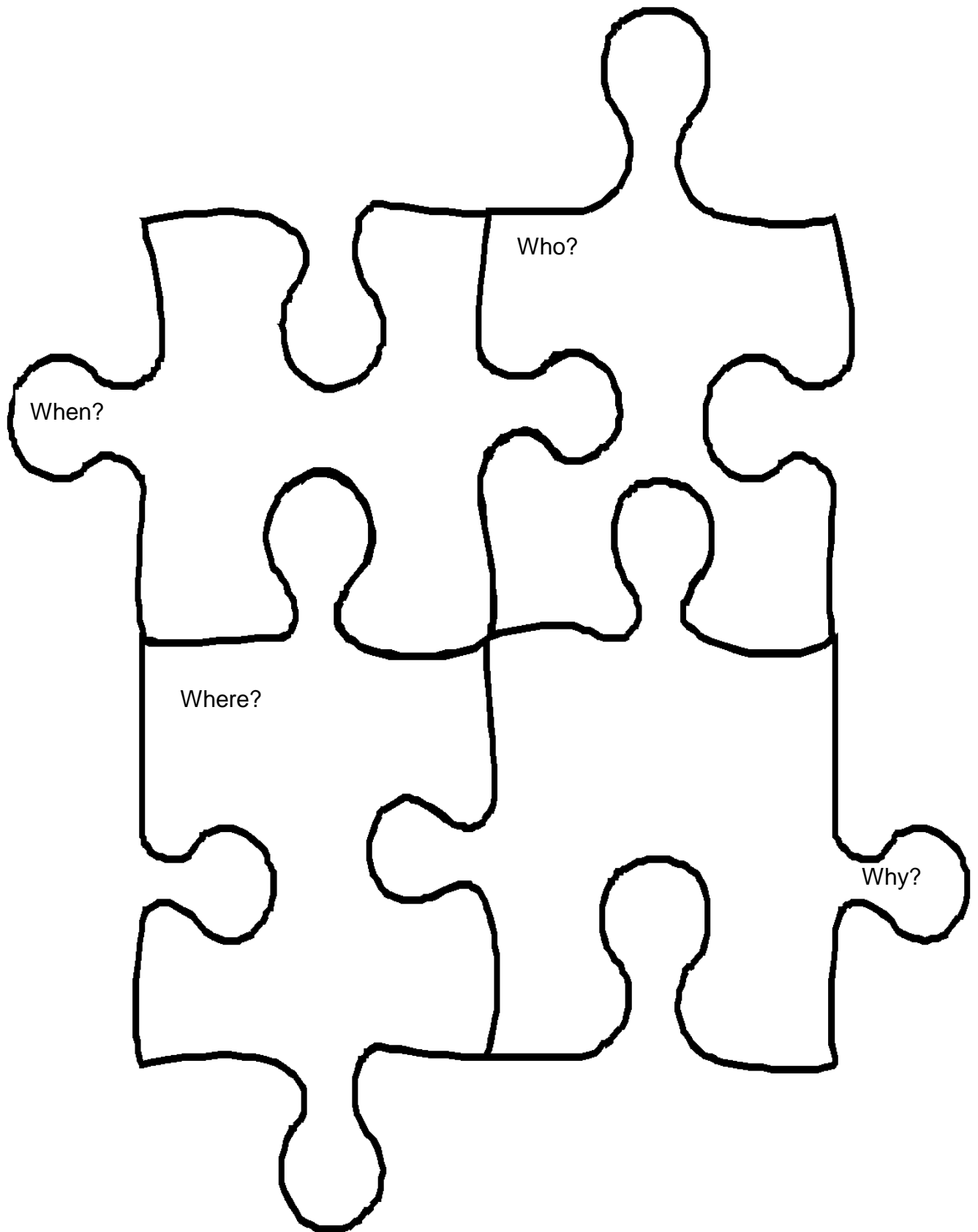
1. Factual recount

Yesterday before school one of your friends was run over by a car in front of your school. You saw the accident take place. Write an eye witness report of what had happened.

Guidelines:

- Select the appropriate content.
- Write a title.
- You must write between 80 – 100 words.
- You will be assessed on content, language structure, planning and the length of your writing.

Use the frame below to help you plan your eye witness report.



Write your final eye witness report on this page.

On

First

Next

Finally

TOTAL 15

2. Dialogue

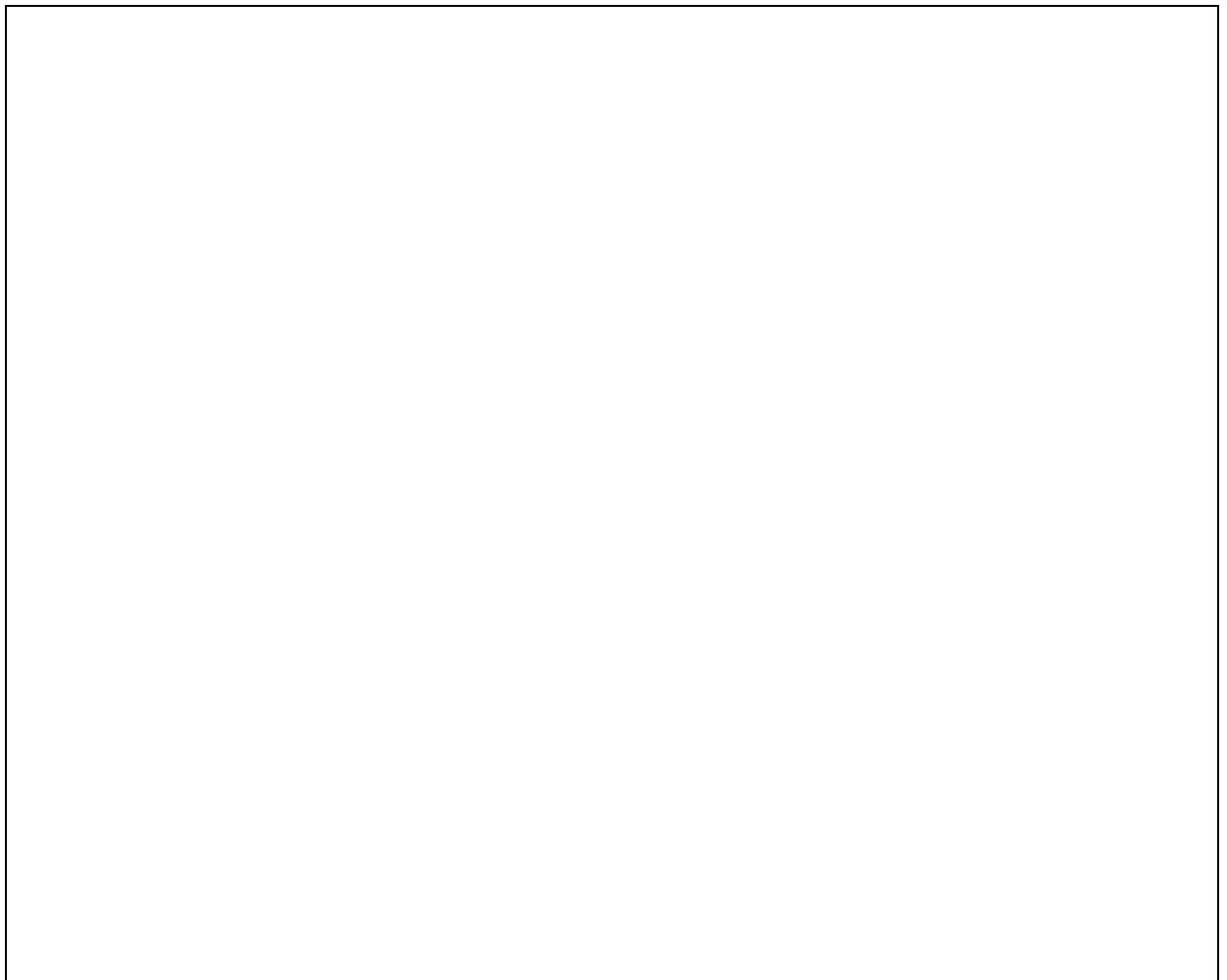
You caught your best friend cheating in a test. Write out the conversation that took place when you confronted him/her about it.

Write the dialogue using the correct format.

Guidelines:

- The dialogue must be between you and your friend that cheated in the test.
- You must write between 80-100 words.
- Each speaker must speak at least 3 times.
- Use direct words.
- Remember, do not include quotation marks.
- You will be assessed on content, language construction, planning, the length of your writing and the format of your dialogue.

Use the space below to plan your dialogue:



Write your dialogue on this page:

Me: _____

My friend: _____

Me: _____

My friend: _____

----- _____

----- _____

----- _____

----- _____

TOTAL 15

3. Friendly letter

You visited your best friend during the holidays. On your return home you discovered that you had forgotten your favourite toy/book/jacket at his/her house. Write a letter asking him/her to bring the toy/book/jacket along on their next visit. Thank your friend for the great time you had during the holidays.

Guidelines:

- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- You must write between 80 – 100 words.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
 - Name of sender
- You will be assessed on content, language construction, planning and the length of your writing and the format of your letter.

Use the space below to plan your letter:

Use this frame to write your letter:

TOTAL 15

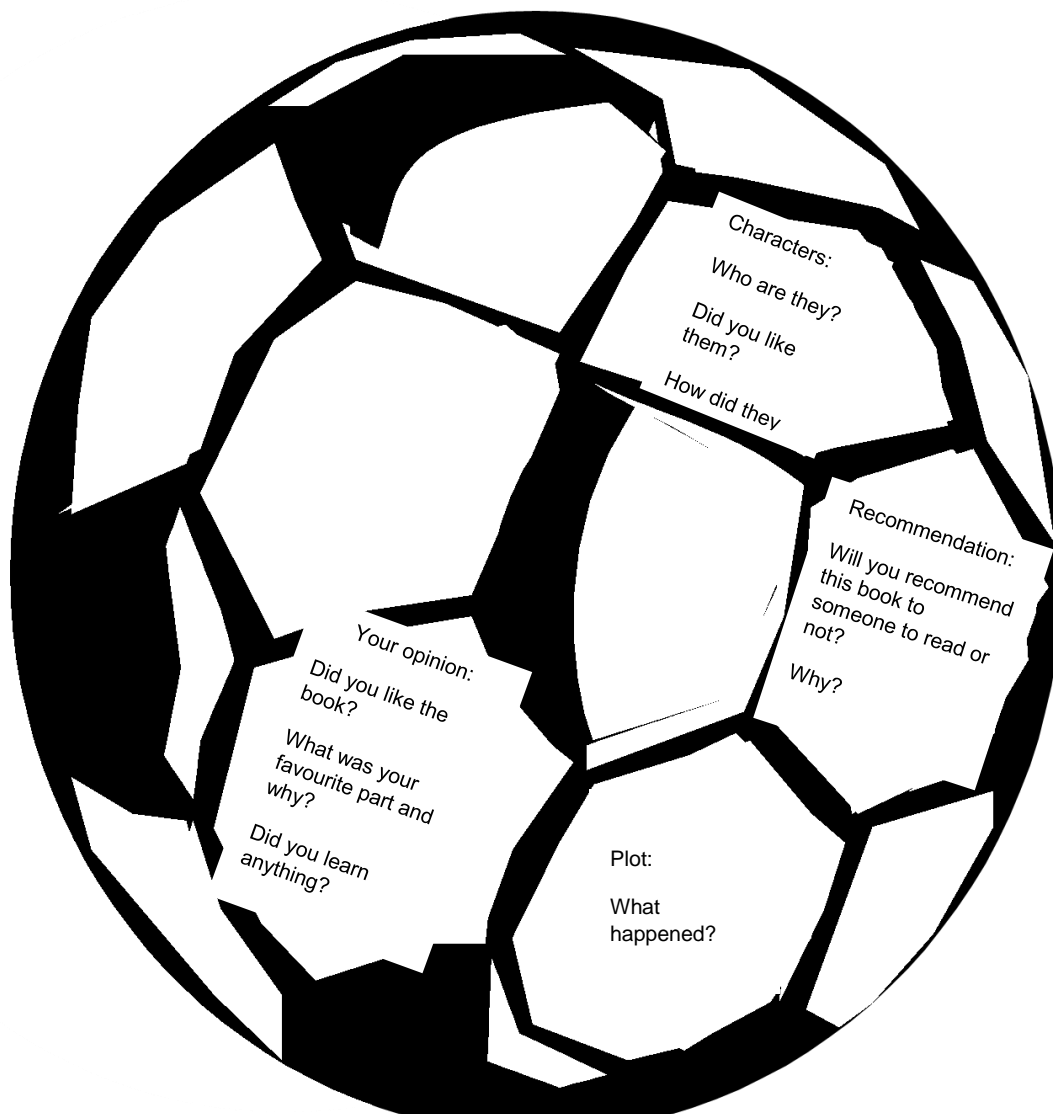
4. Book review

Write a book review about a book you have read recently.

Guidelines:

- Select the appropriate content and structure.
- Express and explain your own opinion.
- You must write between 80-100 words.
- Include the title, characters and summary of the story in your review.
- You will be assessed on content, language construction, planning and the length of your writing and the format of your book review.

Use the frame below to help you plan your review:



Use the frame below to write your book review:

My Book Review

Title of the book:

Author of the book:

Who are the characters?

Which is your favourite character? Give a reason for your answer.

What happens in the story?

What did you enjoy most in the story? What made you happy or sad in the story?

Would you recommend this book to your friends?

TOTAL 15

DIAGNOSTIC RUBRIC FOR TRANSACTIONAL WRITING

GRADE 6 FIRST ADDITIONAL LANGUAGE

Criteria	GRADE 7	GRADE 6	GRADE 5	GRADE 4
CONTENT (Response; organisation of ideas; awareness of purpose) 7 MARKS	7	6	3-5	0-2
	<ul style="list-style-type: none"> • Complete adherence to the topic. • Outstanding response beyond the normal expectations of the features of the transactional text type. • Exceptional development of content. • Writing contains exceptional detail added to the text. • Outstanding achievement of purpose. 	<ul style="list-style-type: none"> • Adheres to the topic with minor deviations. • Adequate response demonstrating knowledge of the features of the transactional text type. • Content stays on the topic. • Details support the topic. • Purpose achieved. 	<ul style="list-style-type: none"> • Some adherence to the topic. • Basic response demonstrating some knowledge of the features of the transactional text type • Some focus but some of the content is off the topic. • Few details support the topic. • Partial achievement of purpose. 	<ul style="list-style-type: none"> • Completely off the topic. • Response reveals no knowledge of the features of the transactional text type • Not able to express ideas clearly/ ideas are repetitive. • Details do not support the topic. • Purpose not achieved.
LANGUAGE STRUCTURE (Sentence structure; register, style ,tone; word choice; language use, spelling and punctuation) 4 MARKS	4	3	2	0-1
	<ul style="list-style-type: none"> • Effective and correct sentence structure. • Register, style, tone is highly appropriate to the purpose and context of the type of transactional text. • Exceptional use of appropriate vocabulary linked to the topic. • Correct language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Correct sentence structure. • Register, style, tone is appropriate to the purpose and context of the type of transactional text. • Appropriate vocabulary linked to the topic. • Few errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Some errors in sentence structure. • Register, style, tone is inappropriate for the purpose and context of the type of transactional text. • Limited use of appropriate vocabulary linked to the topic. • A large number of errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Poor sentence structure. • Register, style, tone is completely inappropriate for the purpose and context of the type of transactional text. • Vocabulary is not appropriate for the topic • Language usage, spelling and punctuation seriously flawed.
FORMAT, LENGTH AND PLANNING 4 MARKS	4	3	2	0
	<ul style="list-style-type: none"> • Appropriate and accurate format. • Response does not exceed 120 words. • Planning has produced a flawlessly presentable and well-crafted text. 	<ul style="list-style-type: none"> • Appropriate format with minor inaccuracies. • Response is 80-100 words in length. • Response is too long but does not exceed 140 words. • Planning has produced a good, presentable text. 	<ul style="list-style-type: none"> • Necessary rules of format vaguely applied. • Response is too short (60-80 words in length). • Response is too long (140-160 words in length). • Planning has produced a moderately presentable text. 	<ul style="list-style-type: none"> • Necessary rules of format not applied. • Response is too short (40-60 words in length). • Response is too long (exceeds 160 words in length). • Inadequate planning has resulted in a poorly presented text.

SCORING GUIDE FOR TRANSACTIONAL WRITING
GRADE 6 FIRST ADDITIONAL LANGUAGE

CRITERIA	MARK ALLOCATED	LEARNER SCORE
CONTENT	7	
LANGUAGE CONSTRUCTION	4	
FORMAT, LENGTH AND PLANNING	4	
TOTAL	15	

CREATIVE WRITING

Guidelines:

- Write an essay of at least 150 words.
- Structure your essay in at least 3-5 paragraphs.
- Supply your own title if one has not been given.
- Remember to show all planning.
- You will be assessed on content, format, language construction as well as the planning and the length of your writing.

Choose ONE of the topics below:

1. Last night you had a dream where you were a teacher for a day at your school. Tell the story of what exactly you did while you were the teacher.
2. Choose your favourite season (spring, summer, autumn or winter). Describe why you love this season so much e.g. the temperature, what nature looks like and the activities that you can do.
3. Think about an event in your life that seemed bad but turned out to be good. Tell the story about the event that you experienced and how it seemed negative but turned out to be positive.
4. Think about a person you love very much. Describe that person, what he/she looks like, what he/she does and why you love him/her so much.

TOTAL 15

Plan your essay in this space:

[illegible]

TOTAL 15

DIAGNOSTIC RUBRIC FOR ESSAY
GRADE 6 FIRST ADDITIONAL LANGUAGE

Criteria	GRADE 7	GRADE 6	GRADE 5	GRADE 4
CONTENT (Response; organisation of ideas; awareness of purpose) 7 MARKS	7	6	3-5	0-2
	<ul style="list-style-type: none"> • Complete adherence to the topic. • Intelligent, thought -provoking and mature ideas. • Exceptionally well organised (introduction, body and conclusion/ ending) detailed and coherent • Excellent development of topic • Outstanding achievement of purpose. 	<ul style="list-style-type: none"> • Adheres to the topic with minor deviations. • Ideas are reasonably coherent and convincing. • Essay is organised (introduction, body and conclusion/ending) and coherent. • Logical development of topic. • Purpose achieved. 	<ul style="list-style-type: none"> • Some adherence to the topic. • Able to express some ideas clearly. • Essay shows little evidence of organisation (introduction, body and conclusion/ ending).and coherence • Essay makes some sense. • Partial achievement of purpose 	<ul style="list-style-type: none"> • Completely off the topic. • Not able to express ideas clearly/ Ideas are repetitive. • No evidence of organisation (introduction, body and conclusion/ ending).and coherence • Muddled handling of topic/ essay does not make sense. • Purpose not achieved.
LANGUAGE STRUCTURE (Sentence structure; register, style ,tone; word choice; language use spelling and punctuation) 4 MARKS	4	3	2	0-1
	<ul style="list-style-type: none"> • Effective and correct sentence structure • Register, style, tone is highly appropriate to the purpose and context of the essay • Effective use of wide range of vocabulary linked to the topic • Correct language usage, spelling and punctuation 	<ul style="list-style-type: none"> • Correct sentence structure • Register, style, tone is appropriate to the purpose and context of the essay • Fairly wide range of vocabulary linked to the topic • Few errors in language usage, spelling and punctuation 	<ul style="list-style-type: none"> • Some errors in sentence structure • Register, style, tone is inappropriate for the purpose and context of the essay • Adequate vocabulary linked to the topic • A large number of errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Poor sentence structure • Register, style, tone is completely inappropriate for the purpose and context of the essay. • Limited vocabulary linked to the topic • Language usage, spelling and punctuation seriously flawed.
PLANNING, STRUCTURE AND LENGTH 4 MARKS	4	3	2	0-1
	<ul style="list-style-type: none"> • Planning has produced a flawlessly presentable and well-crafted essay. • Effective introduction and conclusion. • Essay has at least 3 – 5 paragraphs. • Essay is 130 – 180 words in length. • Essay does not exceed 180 words in length. 	<ul style="list-style-type: none"> • Planning has produced a good, presentable essay. • Good introduction and conclusion. • Essay is at least 150 words. • Essay is too long but does not exceed 200 words in length. 	<ul style="list-style-type: none"> • Planning has produced a moderately presentable essay. • Adequate introduction and conclusion. • Essay is too short (less than 100 words in length). • Essay is too long (exceeds 220 words in length). 	<ul style="list-style-type: none"> • Inadequate planning has resulted in a poorly presented essay. • Ineffective or no introduction, no conclusion. • Essay is too short (less than 50 words in length). • Essay is too long (exceeds 250 words in length).

SCORING GUIDE FOR ESSAY
GRADE 6 FIRST ADDITIONAL LANGUAGE

CRITERIA	MARK ALLOCATED	LEARNER SCORE
CONTENT	7	
LANGUAGE CONSTRUCTION	4	
PLANNING, STRUCTURE AND LENGTH	4	
TOTAL	15	



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC MARKING GUIDELINE

ENGLISH FAL

GRADE 6

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	Text 1					
1.	A dipped apples		One of the instructions is 'to dip' the apples. This has been turned into a name. Some inferencing has taken place.	3		
	B green apples		The answer is not text based. Nowhere in the text is there an indication that the apples are green.	1		
	C toffee apples	1	Correct response	4	E	4
	D sugar apples		Toffee apples are sweet and sugar is needed to make these apples. The learner overgeneralises this fact.	2		
2.	A When the mixture is room temperature.		The answer is not text based. The apples must cool to room temperature, but 'room temperature' is never used in conjunction with the mixture.	1		
	B When sugar and water are added.		This is related to the question because the sugar must be added before it can dissolve.	2		
	C When the sugar is dissolved.	1	Correct response	4	M	6
	D When the mixture is boiling.		The answer is related to the correct response, you will not be stirring when the mixture is boiling. This is however not the point at which you will stop stirring.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
3.	A vinegar and food colouring		The vinegar and the food colouring are also added to the pan, but only after the sugar and water have been added to the pan. The learner makes mistakes with the interpretation of the information.	3		
	B apples and white sugar		These are related to the question because they are both used to make the toffee apples. The apples however are not added to the pan. The learner is overgeneralising the information.	2		
	C sugar and water	1	Correct response	4	M	6
	D pan and toffee		The answer is not text based. The pan is what the ingredients are added to. The toffee is what is finally formed inside the pan. The learner cannot decode the information.	1		
4.	A The toffee has simmered for twenty minutes.		The toffee must simmer for twenty minutes, but is not necessarily ready then, it is only an indication. Relevant to correct response.	3		
	B The toffee is at the too hard to crack stage.	1	Correct response	4	M	6
	C The apples are dipped in the toffee.		Learner has limited knowledge; the apples are dipped in the toffee after the toffee is ready.	2		
	D The toffee has been stirred.		No relevance to question. The learner is grabbing bits and pieces of information related to the text as he/she understands them, but the pieces are unrelated to the question being asked.	1		
5.	A Line the tray with baking paper.		The learner is overgeneralising, 'line the tray with baking paper' is an instruction but it is part of step 1.	2		
	B Turn off the heat. Tip your pan.	1	Correct response.	4	M	6
	C Tip your pan. Turn off the heat.		This is related to the correct response as it is part of step 5 but not in the correct sequence.	3		
	D The sugar will dissolve.		The learner is grabbing bits and pieces of information related to the text, but unrelated to the question.	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
6.	A The apples head down on the baking paper.		Random phrase from the text containing the word 'apples'. Learner cannot decode text and takes bits and pieces of text he/she believes is relevant to the answer.	1		
	B The food colouring is stirred in.		An idea taken from the text containing the word 'colour'. Limited knowledge that colouring will affect the colour.	2		
	C The toffee apples will be white.		White is also a colour, but that of the sugar. Related to correct response.	3		
	D The toffee apples will be red.	1	Correct response	4	E	7
7.	A You don't want toffee on your skin.		The reason why you would be protecting your skin – learner has limited knowledge.	2		
	B When dipping the apples.		Phrase taken from text which contains wording from the question. Not relevant to question.	1		
	C You should wear gloves.	1	Correct response	4	D	5
	D Use a wooden spoon.		Also something you use to protect your hands from heat, but not in this instance. Related to the correct response.	3		
8.	A simmers for only twenty minutes.		This has some relevance to the answer and also contains a time unit and the word 'only', which could distract learners.	3		
	B will melt and become unusable.		This is not text based. The toffee is in liquid form until it sets, but it never melts in the recipe.	1		
	C sets very quickly.	1	Correct response	4	D	6
	D contains water.		An overgeneralisation, the mixture contains water, but this has no relevance as to why you should work quickly with the toffee.	2		
9.	A ten wooden sticks		Phrase containing the words: 'wooden sticks'. Limited knowledge.	2		
	B from sugar		An ingredient, not a material. You also get sugar sticks but not applicable here. The learner cannot decode the text.	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	C wooden		The adjectival form of the noun as it is used in the text. Related to the correct response.	3		
	D wood	1	Correct response	4	E	4
10.	A twenty		The amount of minutes the toffee should simmer. Learner makes an error in the initial understanding of the text.	2		
	B small		The size apples you need. Learner is grabbing bits of information related to the text as he/she understands them but the pieces are unrelated to the question.	1		
	C ten	1	Correct response	4	M	6
	D six		The amount of ingredients. Related to correct response. The learner realises that the amount of toffee apples is related to the quantity of ingredients you have.	3		
11.	A co – lour – ing		Only one mistake – learner breaks word before consonant 'l' instead of after it.	3		
	B co – lou – ring		Two mistakes – learner breaks word before consonant 'l' instead of after it and the suffix 'ing' should form a syllable by itself.	1		
	C col – our – ing	1	Correct response	4	D	6
	D col – ou – ring		Only one mistake – learner breaks 'r' with suffix 'ing' which should form a syllable by itself.	2		
12.	A mixture		Seems uncountable, but has a plural, therefore a countable noun.	3		
	B water	1	Correct response	4	M	5
	C apple		Countable noun, learner knows what a noun is, but cannot distinguish between countable and uncountable nouns.	2		
	D small		Adjective, the learner cannot identify a noun.	1		
13.	A colouring	1	Correct response.	4	M	6
	B awkward		Has a 'k'-sound in the middle.	2		
	C attack		The 'k'-sound is at the back.	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D knot		Visually starts with a 'k', but it is a silent letter, fails to identify silent letter. Learners cannot distinguish the difference between what words 'look' like and what they 'sound' like.	3		
14.	A pannes		Incorrectly overgeneralises the rule to double a consonant when making a plural, this is not a short sound.	1		
	B panes		Overgeneralises the 'es'-spelling rule.	3		
	C pan's		Mistakenly think that a plural can be made using an apostrophe.	2		
	D pans	1	Correct response	4	E	4
15.	A those	1	Correct response. Demonstrative pronoun used for plural objects which are a distance away.	4	D	6
	B that		A demonstrative pronoun, but it is used for a singular object that is a distance away.	3		
	C ten		'Ten' is a 'determiner'; the learner does not know what a pronoun is. If you read the sentence, 'ten' also does not make sense in the context.	1		
	D the		This option is also not a pronoun, but if you read the sentence, it seems as if 'the' can be used to complete the sentence.	2		
16.	A the toffee		The learner makes an error with the decoding of the information. 'The toffee' is the substance that must be boiled slowly.	1		
	B low heat		The learner makes an error that reflects initial understanding of details but an inability to relate then to the components of the question. 'Low heat' is what you apply to the mixture until it simmers.	2		
	C cooking		When something is boiling slowly, it is also cooking. 'Cooking', however is not a synonym for 'boiling slowly'. This option is thus related to the correct response but is too broad given the circumstances. 'Cooking' also does not appear in the text.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D simmer	1	Correct response	4	E	7
17.	A saucepots		The distractor is related to the correct response because it looks like the correct response. It is a combination word with 'sauce' but the other part is 'pots' instead of 'pans'.	3		
	B saucepan	1	Correct response	4	D	4
	C panning		'Pan' with a suffix but not a combination word. The learner makes an error with the decoding of the information.	1		
	D saucer		The learner applies literal knowledge as an overgeneralisation and comes to a weak conclusion. The word 'saucer' contains the word 'sauce' although it is not a combination word.	2		
18.	A Tip the pan so that the toffee drips over the apples.	1	Correct response	4	D	6
	B Tip the pan and the toffee drips over the apples.		Contains the conjunction 'and' for addition. A superficial connection is made when the learner identifies that the sentence has a conjunction. It is however not the correct conjunction.	3		
	C Tipping the pan will drip toffee over the apples.		Sentences are only partially represented, but the error reflects initial understanding. If you tip the pan in the recipe, you can drip the toffee over the apples.	2		
	D The sentences are best joined with apples.		Neither sentence is represented here anymore. The learner cannot decode the question and is grabbing bits and pieces of information related to the text as he/she understands them.	1		
19.	A turn tip dip		The learner knows what a verb is, but cannot decode the rest of the question therefor the response is chosen that consists of three verbs.	1		
	B turn off	1	Correct response	4	E	6

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	C can tip		The learner makes an error that reflects analysis and interpretation, but the conclusions or inferences arrived at are secondary or weaker ones than required. This response is a phrase, (more than two words) and it contains a verb, but it is not a phrasal verb. The response is a modal verb that shows ability when used with a verb.	3		
	D to dip		The learner focuses on literal aspects and makes a superficial connection. This response consists of more than one but it is not a phrasal verb. The response is an infinitive.	2		
20.	A Should the sugar and water be added to the saucepan over low heat?		Learner applies limited knowledge as an overgeneralisation and comes to a weak conclusion - writes the question form of the sentence.	2		
	B The sugar and water must be added in a saucepan over low heat.		Makes errors that reflect analysis and interpretation, but conclusions arrived at are secondary or weak. Statement may be mistaken for a command because of the words 'must be'.	3		
	C Sugar dissolves into water if heated in a saucepan over low heat.		General information irrelevant to the question. The learner makes an error with the decoding of the information.	1		
	D Add the sugar and water in a saucepan over a low heat.	1	Correct response	4	M	6
	Text 2					
1.	A One evening my granny was very ill		Random words taken from the story and therefore makes an error that reflects initial understanding of facts or details in the text, but is unable to relate them to the components of the question.	2		
	B The title is the name of the story		The learner makes an error that reflects on decoding facts or details that are not necessarily related to the text or question. He/she gives the meaning of the word 'title'.	1		
	C My brave deed	1	Correct response	4	M	5
	D The burglary		The father was mistaken for a burglar. The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to that which is required for the response.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
2.	A They would leave their child with the neighbours in an emergency.	1	Correct response	4	D	6
	B He stayed at home instead of waiting at the neighbour's house.		The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required.	1		
	C The people that live next door like to take care of children.		They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. The learner makes superficial connections.	2		
	D They went to the emergency room at the hospital.		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to that of the required response.	3		
3.	A They went to the emergency room at the hospital.	1	Correct response	4	D	4
	B It happened that the father's fingers were broken.		They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. The answer gives an explanation of the result of what happened.	2		
	C They phoned the police to catch the burglar.		Learner invokes prior knowledge related to the general topic being tested, but the response is not text based. (The police was not called.)	1		
	D His dad had four broken fingers that hurt.		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response.	3		
4.	A He phoned the hospital and told them that the grandmother was ill.		The learner makes an error that reflects on decoding facts or details that are not necessarily related to the question.	1		
	B He securely locked all the doors and windows before they left.	1	Correct response	4	D	6
	C He asked the neighbour to come and look after the child.		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion.	2		
	D He gave the child a cricket bat to defend himself.		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. The boy decided to use the bat to defend himself.	3		
5.	A the father's fingers would not have been broken.	1	Correct response	4	M	6

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B the granny would not have become very ill.		This error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required.	1		
	C they would not have needed a locksmith.		The learner makes an error that reflects analysis and interpretation. Conclusions arrived at is secondary to the required response. Conclusion drawn from the text for which there is no proof.	3		
	D the boy would not have had a cricket bat.		Makes an error that reflects initial understanding of details in the text, but is unable to relate them to the components in the question. The boy having a bat is unrelated to the incident. Incorrect inference made.	2		
6.	A child with the bat		Makes an error that reflects initial understanding of details in the text, but is unable to relate them to the components in the question. The child is the main character, not the setting of the story.	2		
	B setting the table		Makes an error that reflects focus on decoding facts and details that are not related to the text. The word 'setting' from the question is repeated. Irrelevant to the question.	1		
	C the family home	1	Correct response	4	M	6
	D the hospital		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. A setting is mentioned, but not the correct setting. The distractor is related to the correct response.	3		
7.	A I couldn't go with them and wanted to stay at home.		The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. Random sentence from the text. Not relevant to the question.	1		
	B The burglar was rattling the window loudly.		They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. Something that would frighten you – but it does not show that the child was frightened. Limited knowledge.	2		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	C My heart was beating at a terrible rate.	1	Correct response	4	D	6
	D I woke up with a start.		A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances. If something startled you awake, it does not imply that you were afraid. The distractor is related to the correct response.	3		
8.	A a good cricket player.		Learner invokes prior knowledge related to the general topic being tested, but the response is not text based. A talent is mentioned, and not a characteristic. Unrelated to the information required by the question asked.	1		
	B very good looking.		The learner focuses on a superficial aspect of the text and makes a superficial connection to arrive at a weak response. The response is related to a physical feature and not a characteristic.	2		
	C quite foolish.	1	Correct response	4	D	6
	D very brave.		The learner makes an error that reflects analysis and interpretation. The conclusion arrived at is secondary to the required response. The deed was not brave, therefore the quotation marks around the word in the text 'brave', the distractor is related to the correct response.	3		
9.	Frank	1			M	4
10.	A Something that cricket is played with.		The learner makes an error that reflects on decoding facts or details that are not necessarily related to the question.	1		
	B The glass inside a window frame.	1	Correct response	4	M	6
	C Broken pieces of window glass.		They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. The window pane was broken, still not the definition of a window pane.	2		
	D The frame around a window.		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to that of the required response. The distractor is related to the correct response.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
11.	A My parents took Granny to the hospital.		Past tense	1		
	B My granny has been very ill.		Present perfect tense	3		
	C My granny will be very ill.		Future tense	2		
	D My granny is very ill.	1	Correct response	4	E	4
12.	A the bat of the child		Not written in the possessive form.	2		
	B the children bat		Distractor refers to children that bat. A verb is added.	1		
	C the child's bats		One child, many bats.	3		
	D the child's bat	1	Correct response	4	D	6
13.	A granny has a sickness.		Behind noun, but it is now in noun form (sickness).	3		
	B very sick granny.		An adverb has been added before the adjective.	1		
	C granny is sick.	1	Correct response	4	D	6
	D sickly granny.		A suffix has been added to the adjective.	2		
14.	A grannies	1	Correct response	4	M	5
	B granny's		Learner believes that adding an apostrophe's' makes a plural.	3		
	C gogos		Not appropriate or relevant as it is a different word. (African Language)	1		
	D grans		The learners shortened the word to make the plural and avoid the 'y' plural rule.	2		
15.	A preposition	1	Correct response	4	M	6
	B adjective		Also a part of speech	2		
	C speech		Word from question repeated in answer. Not related to question.	1		
	D adverb		Part of speech; might think this is the correct answer because 'into the dark passage' is an adverbial phrase of place.	3		
16.	A I did not stay at home.		A negative statement	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B I must stay at home.		Obligation	2		
	C I may stay at home.	1	Correct response	4	E	6
	D I can stay at home.		Ability	3		
17.	A suspenseful	1	Correct response	4	E	7
	B instinctively		Makes an error that reflects initial understanding of details in the text, but is unable to relate them to the components in the question. The word 'instinctively' appears in the text.	2		
	C humorous		The learner makes an error that reflects analysis and interpretation. The conclusion arrived at is secondary to the required response. The text has a funny ending.	3		
	D drama		The learner invokes prior knowledge related to the general topic being tested, but the response is not text based. A drama is a genre and not an example of a mood.	1		
18.	A rethinking		The word contains both a prefix and a suffix.	1		
	B suddenly		The word contains a suffix.	2		
	C tiptoe		An example of a compound word.	3		
	D key	1	Correct response	4	D	5
19.	A Why did you hear noises at your parents' bedroom window?		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. The statement is turned into a question, but it is not the answer to the question.	3		
	B When I reached the window the scratching could be heard.		Makes an error that reflects focus on decoding and retrieving facts or details that are not necessarily related to the question.	1		
	C What did you hear at your parents' bedroom window?	1	Correct response	4	D	5
	D Did I hear noises at my parents' bedroom window?		Makes an error that reflects initial understanding of facts in the question, but is unable to relate them to the components in the question. The given sentence is changed to a question.	2		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
20.	A After a while I became sleepy and switched off the bedside lamp.		Makes an error that reflects focus on decoding and retrieving facts or details that are not necessarily related to the question. A random sentence taken from the text as a distractor.	1		
	B Do not lash out blindly as you never know whom you may hurt.	1	Correct response	4	D	6
	C It is your responsibility to protect your home.		They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference. This is true, but when you protect your home you must be cautious and watchful.	3		
	D Grandparents can become ill at any time.		Makes an error that reflects initial understanding of facts in the question, but is unable to relate them to the components in the question. A statement is made.	2		
	Text 3					
1.	A rhyme words		The learner struggles to decode the question and is grabbing bits and pieces of information as he or she understands them, but that is not related to the question.	1		
	B better letter		The learner makes errors that reflect initial understanding of facts, but is unable to relate them to the components of the question. 'Better and letter', are two rhyming words from the text and appear in stanza one.	2		
	C abba		The learner makes an error in analysis and interpretation. This response is also a rhyming scheme, but the incorrect one. The response is relevant to the correct response.	3		
	D aabb	1	Correct response	4	E	7
2.	A Dusting is important in every household.		Learner applies limited knowledge as an overgeneralisation and comes to a weak conclusion. This response is an opinion.	2		
	B It is repeated four times in the poem.	1	Correct response	4	M	6
	C Dust if you must, but bear in mind.		The learner struggles to decode the question and is grabbing bits and pieces of information as he or she understands them, but that is not related to the question.	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D It is the title of the poem.		True, but not the correct answer. The learner makes an error in analysis and interpretation. Relevant to the correct response.	3		
3.	A Dust if you must, but wouldn't it be better to write a letter.		The learner makes an error that reflects an initial understanding of facts/details of the text, but is unable to relate them to the components in the question. This response is a line from the poem, but it has the idea that time should not be wasted on dusting. It shows limited knowledge.	2		
	B Working is not the most important thing in life.	1	Correct response	4	M	6
	C All people must dust every day of their lives.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is an opinion and irrelevant to the question.	1		
	D Forget dusting and enjoy your life.		This distractor is related to the correct response in meaning but is too broad given the circumstances. It contains elements of the truth, but one cannot only enjoy life it is still necessary to work.	3		
4.	A Have an adventure		The learner makes an error that reflects an initial understanding of facts/details of the text, but is unable to relate them to the components in the question. The text speaks about having adventures. Limited knowledge	2		
	B Dust everywhere		The learner makes an error in analysis and interpretation. This response is a recurring thought in the poem.	3		
	C Quality of life	1	Correct response	4	M	7
	D Plant a seed		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is an idea in the text and unrelated to the question.	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
5.	A old age isn't kind		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This response is an example of personification, a figure of speech.	2		
	B a flutter of snow		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a line from the text. Not relevant to the question.	1		
	C paint a picture		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is an example of alliteration, also a sound device. Related to the correct response.	3		
	D bake a cake	1	Correct response	4	E	5
6.	A wonder about something.		The learner focuses on superficial aspects of the text and makes superficial connections to arrive at weak responses. The structure of the word 'wonder' looks much the same as that of 'ponder' a superficial aspect.	2		
	B think about something.	1	Correct response	4	E	5
	C ponder the difference.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a line from text which contains a word from the question.	1		
	D know something.		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. Related to the correct response.	3		
7.	A After death your body will turn into dust.	1	Correct response	4	M	6

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B You are also making the house dirty.		The learner focuses on superficial aspects of the text and makes superficial connections to arrive at weak responses. This response is the literal meaning of someone making more dust in the house.	2		
	C Old age will come and it's not kind.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a random line taken from the text.	1		
	D Everyone has to grow old.		This distractor is related to the correct response in meaning but is too broad given the circumstances. It is a general truth that can be taken from the poem.	3		
8.	A The world's out there		The learner makes errors that reflect an initial understanding of details in the text, but is unable to relate them to the components in the question. This response is a phrase taken from stanza 3.	2		
	B Your eyes and hair		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. Eyes and hair are spoken about in this stanza.	3		
	C Things of nature	1	Correct response	4	M	6
	D Planting a seed		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a random thought taken from stanza 1.	1		
9.	A very moody.		The learner makes an error that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. The word 'mood' was taken from the question and used in the answer. Not relevant to the question.	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B full of dust.		The learner focuses on literal aspects of the poem and makes superficial connections to arrive at a weak response. The poem is about the action of dusting and can 'tongue in cheek' be considered to be full of dust.	2		
	C a warning.	1	Correct response	4	M	6
	D cheerful.		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. 'Cheerful' is also a mood - related to correct response.	3		
10.	A thirteen lines		The learner makes an error that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. Lines with punctuation at the end. Not relevant to the question.	1		
	B sixteen lines	1	Correct response	4	E	4
	C four lines		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is the number of stanzas.	3		
	D five lines		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This response is the number of sentences in the poem.	2		
11.	A Old age causes many problems.		This distractor is related to the correct response in meaning but is too broad given the circumstances. Problems have many causes not just old age; you can be young and have many problems. Related to correct response.	3		
	B Dusting will improve your health.		Learner invokes prior knowledge related to the general topic being tested, but the response is not text-based. This response is the opposite of the message of the poem.	1		
	C Old age brings many problems.	1	Correct response	4	D	6

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D Dusting causes old age.		The learner focuses on literal aspects of the poem and makes superficial connections to arrive at a weak response. Old age is biological; it is not caused by dusting.	2		
12.	A snow		The learner makes errors that reflect focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. This response is a noun from the third stanza. Unable to find even the correct stanza.	1		
	B letter		The learner makes errors that reflect an initial understanding of details in the text, but is unable to relate them to the components in the question. This response is a noun from the first stanza. The learner is able to find the correct stanza, but has no idea as to what a 'need' is.	2		
	C need	1	Correct response	4	E	7
	D want		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is something you would like to have. Learner is unable to distinguish between a 'want' and a 'need'.	3		
13.	A Today has passed and will never come again.	1	Correct response	4	D	6
	B You have wasted valuable time while dusting.		The learner focuses on literal aspects of the poem and makes superficial connections to arrive at a weak response. Some connection to the idea that time is fleeting, but does not grasp full meaning of expression.	2		
	C The day has become round not square.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a meaningless sentence – not relevant to the question.	1		
	D Use your time to enjoy life.		This distractor is related to the correct response in meaning but is too broad given the circumstances. True, but not the meaning of the expression.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
14.	A die one day.	1	Correct response	4	D	6
	B go to bed.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a random completion of the sentence.	1		
	C go home.		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. Some idea of a 'place' where everybody has to go.	2		
	D get old.		This distractor is related to the correct response in meaning but is too broad given the circumstances. Completes the sentence to state a truth. Related to the correct response.	3		
15.	A Dust if you Must		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. 'Dust if you Must' is the title of the poem.	2		
	B Rose Milligan	1	Correct response	4	E	4
	C Ellen Bailey		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is a part of the name of the website used as source to get the poem from. Related to the correct response.	3		
	D Dust		Learner invokes prior knowledge related to the general topic being tested. The word 'dust' is repeated in the poem frequently. Not relevant to the question.	1		
16.	A shower in the rain?		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. A small change in 'a shower of rain' to 'a shower in the rain'.	3		
	B dust your house?		The learner focuses on literal aspects of the poem and makes superficial connections to arrive at a weak response. The poem advises against 'dusting' your house day by day.	2		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	C paint a picture?	1	Correct response	4	M	5
	D go to town?		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is not mentioned in the text at all, but it reads as a valid completion of the sentence.	1		
17.	A August is the dust month.		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. 'Dust' is used as an adjective in this sentence. The learner is not yet sure of the difference between a noun and an adjective.	3		
	B Dust makes me sneeze.	1	Correct response	4	D	4
	C They quickly dust inside.		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. 'Dust' is used as a verb in this sentence.	2		
	D Dust if you really must.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a line from the text. The learner could not decode the question to understand what was asked, so he/she went with a familiar option – a line from the text.	1		
18.	A The bear attacked a man on the mountain.		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. 'Bear' is a homonym of 'bear' as used in the poem. It has the same spelling and pronunciation but a different meaning.	3		
	B She walks with bare feet when she dusts.	1	Homophone	4	M	6
	C There is something you must remember.		The learner makes errors that reflect an initial understanding of details in the text, but is unable to relate them to the components in the question. This response is a synonym to 'bear in mind'.	2		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D He does not have a care in the world.		The learner makes errors that reflect focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. This response has the word 'care' that rhymes with 'bear'.	1		
19.	A Oh no! Look at all this dust!	1	Correct response	4	M	5
	B Start dusting immediately!		This distractor is related to the correct response, but is too broad given the circumstances. The learner has a good idea of what an interjection should look like but he/she still confuses a command with an interjection.	3		
	C Mom asked us to dust.		The learner makes errors that reflect focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. The learner chooses the option that is a statement. This shows that the learner has no idea that the structure and punctuation of an interjection looks different than that of an ordinary statement.	1		
	D Should we dust here?		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. The learner chose the question. The learner has some idea that the punctuation should be different than that of an ordinary sentence, but not how it is going to be different.	2		
20.	A She dusted all day yesterday.		The learner confuses the adverb of time, with the adverb of place. The learner must ask 'where' do I dust, not 'when' do I dust.	3		
	B The house is very dusty.		The learner confuses the adverb of degree, very, with an adverb of place.	1		
	C She dusts everywhere.	1	Correct response	4	M	4
	D I can dust quickly.		The learner confuses the adverb of manner, quickly, with the adverb of place. The learner must ask 'where' do I dust, not 'how' do I dust.	2		
21.	A We were dusting.		Many learners will choose this because they get confused with the past progressive tense and the past tense. This tense is however continuous and was still going on at that point in time.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B We have dusted.		This response is in the present perfect tense. The learner may choose this option if he/she does not know that 'dusted' is also the past participle form of 'dust'. The learner should however know that 'have' is not past tense.	2		
	C We are dusting.		This response is in the present progressive tense. Not only is the tense in the wrong 'time' it is also continuous, meaning ongoing and not yet finished. The learner has no idea what the past tense is.	1		
	D We dusted.	1	Correct response	4	E	5
22.	A Does not cherish your friends.		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is also present tense but the incorrect form 'does' is used instead of 'do'.	3		
	B Do not cherish your friends.	1	Correct response	4	M	6
	C Love your enemies.		The learner makes errors that reflect focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. The learner chooses the option that is a synonym of cherish.	1		
	D Hate your friends.		The learner makes errors that reflect an initial understanding of details in the text, but is unable to relate them to the components in the question. The response chosen is an antonym of cherish.	2		
23.	A Dust When You Must?		The learner makes errors that reflects focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. The learner has no idea what to do, or has no idea what punctuation is, every word capitalised; question mark instead of full stop.	1		
	B Dust when you must.	1	Correct response	4	E	4
	C dust when you must		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. No punctuation at all in this option.	2		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D dust when you must.		This distractor is related to the correct response, but is too narrow given the circumstances. First word not capitalised.	3		
24.	A warmly		The learner makes errors that reflect focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. The learner chooses the adjective that relates to the sun, but not the preposition that would complete the sentence.	1		
	B into		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is also a preposition but the incorrect one.	3		
	C and		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This response is a conjunction and might appear to complete the sentence, but it would be grammatically incorrect. It is also not a preposition.	2		
	D in	1	Correct response	4	E	5
25.	A because the world is out there.		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. Learners may reason that you should keep your house clean because 'the world' may come visit you in your house at any time. Conjunction of reason	3		
	B and the world is out there.		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This response has a conjunction for addition, 'and', which many learners will know and therefore choose.	2		
	C but the world is out there.	1	Correct response	4	E	4

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D if the world is out there.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response has a conjunction of condition and if it is read as the second part of the given sentence it makes no sense.	1		
26.	A damage		This distractor is related to the correct response, but is too narrow given the circumstances. Almost sounds as if it rhymes.	3		
	B aging		The learner makes errors that reflect focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. Attempted to give a similar word to age.	1		
	C bagel		The learner focuses on literal aspects of the word and makes superficial connections to arrive at a weak response. Contains the word age.	2		
	D page	1	Correct response	4	E	5
27.	A The chef must bake a cake for the party.		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. Must is a modal verb that shows obligation.	3		
	B The chef was baking a cake at the party.		The learner has no idea what the future tense looks like. This tense is in the past and it is also progressive.	1		
	C The chef is baking a cake for the party.		The learner has no idea what the future tense looks like. This tense is in the present and it is also progressive.	2		
	D The chef will bake a cake for the party.	1	Correct response	4	M	6
28.	A Are you not writing a book?		The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. A negative question is formed.	3		
	B You are writing a book?		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. Original sentence with a question mark.	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	C Are you writing a book?	1	Correct response	4	M	6
	D Did you write a book?		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. A question, but in the past tense.	2		
29.	A We had been painting a picture.		This tense is in the progressive form but it is still not in the present form.	3		
	B We are painting a picture.	1	Correct response.	4	M	6
	C We will paint a picture.		The learner has no idea what the present tense looks like, and no idea what a progressive tense look like. Future tense	1		
	D We painted a picture.		The learner has no idea what the present tense looks like, and no idea what a progressive tense look like. Past tense.	2		
	Text 4					
1.	A nine		Makes an error that reflects initial understanding of facts in the question, but is unable to relate them to the components in the question. There are nine months reflected on the graph.	2		
	B five		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. The learner mistakenly added one more type of apple.	3		
	C four	1	Correct Answer	4	E	4
	D one		The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the answer is unrelated to the information required.	1		
2.	cross	1			E	5
3.	A The apple has an acidy flavour.	1	Correct response	4	E	5
	B You can use it for cooking.		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. A true statement, but not a unique or distinctive feature.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	C Solid bright red blush.		The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the answer is unrelated to the information required. Random phrase from text – Not related to the question.	1		
	D It has a round shape.		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This statement is true of all apples.	2		
4.	A Granny Smith		Makes an error that reflects initial understanding of facts in the question, but is unable to relate them to the components in the question. Learners read the graph horizontally instead of vertically.	2		
	B Red blush		The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. Words taken from the text, not related to the question.	1		
	C March		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. The learner chooses the month in which the least apples are available.	3		
	D May	1	Correct response	4	M	6
5.	A Summer	1	Correct response	4	E	7
	B Drought		Makes an error that reflects focus on decoding and retrieving facts or details that are not necessarily related to the question. Drought is often the reason for no apples, but it is not a season.	1		
	C Autumn		The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. The distractor is also a season, but not the season in which there will be no apples available.	3		
	D Easter		The learner focuses on superficial aspects of a text and makes a superficial connection to arrive at a weak response. Easter is sometimes also referred to as a season.	2		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
6.	Royal	1			E	5
7.	A It gives information about apples and their availability.	1	Correct response	4	M	6
	B It is great for cooking and can be used for eating.		The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. The sentence is taken from the text. Not relevant to the question.	1		
	C It gives the different types of apples.		A distractor may be related to the correct response, but be too narrow or broad given the circumstances. Only one aspect is mentioned, not an overview of the text.	3		
	D It tells us how to make apples.		A learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This would be an example of a recipe.	2		
8.	A One rotten apple spoils the whole barrel.		A distractor may be related to the correct response, but be too narrow or broad given the circumstances. Although this is an idiom about apples it is not related to the text. The idiom is often used figuratively.	3		
	B An apple a day keeps the doctor away.	1	Correct response	4	E	6
	C A round apple with a rich green skin.		The error indicates that the learners is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. Words taken from the text, not related to the question. Not an example of an idiom.	1		
	D Comparing apples and pears.		The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. Even if the statement is interpreted literally; this idiom is not relevant to the text.	2		
9.	A The Golden Delicious has a pleasant sweet flavour and a good aroma.		The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. A sentence containing the word 'flavour' is taken from paragraph 2 describing the Golden Delicious Apple.	1		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B People who prefer sweet things will know which apple to buy.	1	Correct response	4	D	6
	C The Royal Gala has dense flesh with a sweeter flavour.		They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. A sentence with a comparative word is used as a distractor.	2		
	D People will know which is best for cooking.		A distractor may be related to the correct response, but be too narrow or broad given the circumstances. Other qualities will also be compared if it was a comparison for cooking. A sweeter apple is not necessarily better for cooking.	3		
10.	A They speak about the flesh, skin colour and blush of the apples.	1	Correct response	4	M	7
	B Is a medium round shaped apple with a pale green skin.		A distractor may be related to the correct response, but be too narrow or broad given the circumstances.	3		
	C One apple is called Pink Lady and the other Granny.		The learner focuses on literal aspects of a text and makes superficial connections to arrive at weak responses. Human names are used as a distractor.	2		
	D People love to eat apples and to cook with them.		The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. A sentence about people, no relevance to the question.	1		
11.	A The apple trees grow in an orchard.		Collective noun – orchard	2		
	B My mom has a fondness for apples.		Abstract nouns – fondness	3		
	C A noun is proper if it is decent.		Literal word play between being proper and being decent. Not related to the question.	1		
	D The apples grow near Ceres.	1	Correct response	4	M	5
12.	A Mr Jakes Moshane is the owner of Crown Apple Farm near Ceres.	1	Correct response	4	D	4
	B He drives a toyota that he bought in Cape Town on his farm.		The learner applies limited knowledge and therefore comes to a weak conclusion. Most learners know that a Toyota is a brand of vehicle and therefore with a capital letter.	2		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	C She is a learner at Johannesburg primary school.		The distractor is related to the correct response, but is too broad given the circumstances. Learners might realise Johannesburg should be capitalised, but not the second and third part of the name.	3		
	D Susan has been sick since last week wednesday.		Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the question. Most learners can identify the name of a weekday as a proper noun.	1		
13.	A The Pink Lady was being a type of apple.		Incorrect verb change – grammatically incorrect	1		
	B The Pink Lady will be a type of apple.		Future tense	2		
	C The Pink Lady was a type of apple.		Past tense	3		
	D The Pink Lady is a type of apple.	1	Correct response – universal statement – present tense.	4	E	4
14.	A great		Adjective	2		
	B for	1	Correct response	4	M	4
	C is		Auxiliary verb	1		
	D it		Pronoun	3		
15.	A Eats the apple the bird.		Incorrect order: verb, subject, object	2		
	B The bird the apple eats.		Inverted order: object, verb, subject.	3		
	C The bird eats the apple.	1	Correct response: subject, verb, object.	4	M	4
	D The apple the bird eats.		Incorrect order : object, subject, verb	1		
16.	A season		Common noun	1		
	B ripe		Adjective	2		
	C first	1	Correct response	4	E	7
	D the		Definite article	3		
17.	A Might these apples have poison on?		Question	2		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B The apples were sprayed for bugs.		Statement	1		
	C Ugh! There is a worm in my apple.	1	Correct response	4	M	5
	D Stop, that apple has poison on!		Command	3		
18.	A dis – tinc – ti – ve		-ve is not a syllable, not a suffix.	3		
	B di – stinc – tive		Should split between first two syllables.	1		
	C dis – tinct – ive		Should split before suffix.	2		
	D dis – tinc – tive	1	Correct response	4	E	6
19.	A The apples have been ripe.		Present perfect tense	2		
	B The apples shall be ripe.		Future tense, incorrect use of shall.	3		
	C The apples will be ripe.	1	Correct response	4	E	6
	D The apples were ripe.		Past tense	1		
20.	A more delicious	1	Correct response	4	E	6
	B most delicious		Superlative form	2		
	C deliciously		Adverbial form of delicious	3		
	D tastier		Another word	1		
	Text 5					
1.	A Jack was a very poor boy		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. Random line from text not linked to narrator at all.	1		
	B The author of the story		The learner applies his/her limited knowledge as an overgeneralisation and therefore comes to a weak conclusion or inference. Some believe narrator and author are the same.	2		
	C The narrator	1	Correct response	4	E	6

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D Jack		The learner makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. Jack is the main character.	3		
2.	A brave, kind and very poor boy		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. Random line from text – not related to the question.	1		
	B thousands of years ago		The learner focuses on literal/superficial aspects of a text and makes superficial connections to arrive at a weak response. Time setting, not place setting – limited knowledge.	2		
	C in China, next to a river	1	Correct response	4	M	6
	D close to Jack's home		The distractor is related to the correct response in meaning, but is too narrow or broad given the circumstances. No evidence of this in the text.	3		
3.	A One Rice, Thousand Gold in China		The distractor is related to the correct response in meaning, but is too narrow or broad given the circumstances. Title appears in the phrase	3		
	B One Rice, Thousand Gold	1	Correct response	4	E	4
	C Http://www.csjs.tc.edu.tw		The learner makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. Source of the text.	1		
	D The cast of the drama		The learner applies his/her limited knowledge as an overgeneralisation and therefore comes to a weak conclusion or inference. A subtitle in the text	2		
4.	A was old and full of wrinkles.		The learner focuses on literal/superficial aspects of a text and makes superficial connections to arrive at a weak response. Possibly true, but not a characteristic.	2	M	6

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B gave Jack a bowl of rice.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. Random sentence from text which contains no characteristic.	1		
	C was foolish and kind.		The distractor is related to the correct response in meaning, but is too narrow or broad given the circumstances. Only one characteristic is correct.	3		
	D was kind and wise.	1	Correct response	4		
5.	A The woman washed their clothes.		The learner applies his/her limited knowledge as an overgeneralisation and therefore comes to a weak conclusion or inference. Alliteration of w-sound (woman washed).	2		
	B As skinny as the stick in his hand.	1	Correct response	4	E	5
	C His family had nothing to eat.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. Random line from text contains no stylistic device.	1		
	D He is a skinny stick.		The learner makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. Confuses simile with metaphor.	3		
6.	A One should always repay good with good.	1	Correct response	4	M	6
	B When you are hungry, catch fish.		The learner makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question. When you are hungry you can catch fish, but this bears no relevance to the message of the story.	2		
	C Always repay good with evil.		The learner makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. This response is the opposite of the message.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	D Rice is like a thousand gold.		The learner invokes prior knowledge related to the general topic being tested. Simile created from the title of the text, not relevant to the question.	1		
7.	A Woman washed their clothes on the riverbank.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. An isolated incident in the text that is not related to the message.	1		
	B You must earn a bowl of rice to become a man.		The distractor is related to the correct response in meaning, but is too narrow or broad given the circumstances. An incident in the drama but not a lesson.	3		
	C Poverty can be overcome if you work hard.	1	Correct response	4	M	7
	D If you need help, go to an old woman.		The learner focuses on literal/superficial aspects of a text and makes superficial connections to arrive at a weak response. The old woman gave him food - limited knowledge.	2		
8.	A next to the river.		The learner focuses on literal/superficial aspects of a text and makes superficial connections to arrive at a weak response. Where Jack met the old woman – limited knowledge.	2		
	B similar in a way.		The learner makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. Repetition of question	1		
	C careless.		The distractor is related to the correct response in meaning, but is too narrow or broad given the circumstances. A characteristic but a wrong one	3		
	D kind.	1	Correct response	4	E	6
9.	A The old king		The learner makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. Jack, the main character, became a king but was not old.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	B A fisherman		The learner focuses on literal/superficial aspects of a text and makes superficial connections to arrive at a weak response. Confuses main character with a secondary character.	2		
	C Jack	1	Correct response	4	E	6
	D Fish		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. Fish are mentioned in the text but are not characters.	1		
10.	A was a member of the cast.		The learner applies his/her limited knowledge as an overgeneralisation and therefore comes to a weak conclusion or inference. True but not applicable – limited knowledge.	2		
	B bowed down before her.	1	Correct response	4	E	6
	C ate her bowl of rice.		The distractor is related to the correct response in meaning, but is too narrow or broad given the circumstances. True, also concerns the old woman, but not a sign of respect.	3		
	D sat and he sat.		The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. Random sentence from drama	1		
11.	A rice ,rhyme, rhino; rhythm		The learner makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. Contains word 'rhino' not in original list, also wrong order.	1		
	B reward; rice; rich; river	1	Correct response	4	E	4
	C reward; rich; rice; river		Learner is unclear about letter after the 'c'.	3		
	D river; rice; rich; reward		Two words placed at wrong alphabetical positions.	2		
12.	A doing many good things.		Mistook present participle for simple past tense.	2		
	B done many good things.		Mistook past participle for simple past tense.	3		

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
	C did many good things.	1	Correct response	4	E	5
	D do many good things.		Incorrect tense and concord	1		
13.	A Jack was catching a fish at that moment.	1	Correct response	4	M	6
	B Jack is catching a fish at that moment.		Present progressive tense instead of past progressive tense.	3		
	C Jack catches a fish at that moment.		Simple present tense instead of past progressive tense.	1		
	D Jack caught a fish at that moment.		Simple past tense instead of past progressive tense.	2		
14.	A Yesterday she gave Jack rice.	1	Correct response	4	E	7
	B She often gives Jack rice.		Often – adverb of frequency. The learner is able to identify an adverb, but cannot yet distinguish between the different kinds of adverbs.	3		
	C She gives Jack hot rice.		Hot – adjective describing rice. The learner cannot yet distinguish between adverbs and adjectives.	2		
	D Jack loved her rice.		Mistook verb “loved” for adverb indicating manner.	1		
15.	A Jack does not stand up from the riverbank.		Incorrect tense although negative form is correct. The learner identified the tense of the original sentence incorrectly as the present tense.	3		
	B Jack did not stand up from the riverbank.	1	Correct response	4	E	6
	C Jack did not stood up from the riverbank.		Auxiliary and main verb in past tense although there is an element of negative form. Learner knows to use ‘did’ but the past tense verb ‘stood’ is not changed back to the present tense ‘stand’.	2		
	D Jack, stand up from the riverbank!		Statement changed to a command. The learner does not know what a sentence in the negative form looks like.	1		
16.	A I see that you are right.		A statement – No modal verb in this sentence.	1		
	B I have to catch a fish.		Used for showing obligation.	3		
	C I may catch a fish.		Used for showing possibility.	2		
	D I can catch a fish.	1	Correct response	4	D	6

NO	Expected answer	Mark	Diagnostic Analysis	Level of understanding	Level of performance	Grade
17.	A because he was hungry.	1	Correct response – conjunction showing reason	4	E	5
	B so that he was hungry.		Conjunction showing cause – and – effect. Jack became hungry after she gave him rice.	2		
	C and he was hungry.		Conjunction showing addition – The old woman gave Jack rice; while he was eating he was hungry.	3		
	D but he was hungry.		Conjunction showing contrast – This option implies that rice will not help for hunger.	1		
18.	A young	1	Correct response	4	D	6
	B slowly		Adverb confused with adjective.	3		
	C walks		Verb confused with adjective.	1		
	D man		Noun confused with adjective.	2		
19.	A Was the river the closest place to her home?		'River' links the question to the response.	2		
	B What did the women wash in the river?	1	Correct response	4	M	6
	C Where was the woman at that time?		'Woman' links the question to the response.	3		
	D Did she wash clothes for money?		No link between the question and the response.	1		
20.	A repaid		Confused root with past tense.	2		
	B roots		Mistook the literal meaning of roots for a root of a word.	1		
	C pay	1	Correct response	4	M	6
	D re-		Confused root with prefix.	3		

DIAGNOSTIC RUBRIC FOR TRANSACTIONAL WRITING

GRADE 6 FIRST ADDITIONAL LANGUAGE

Criteria	GRADE 7	GRADE 6	GRADE 5	GRADE 4
CONTENT (Response; organisation of ideas; awareness of purpose) 7 MARKS	7	6	3-5	0-2
	<ul style="list-style-type: none"> • Complete adherence to the topic. • Outstanding response beyond the normal expectations of the features of the transactional text type. • Exceptional development of content. • Writing contains exceptional detail added to the text. • Outstanding achievement of purpose. 	<ul style="list-style-type: none"> • Adheres to the topic with minor deviations. • Adequate response demonstrating knowledge of the features of the transactional text type. • Content stays on the topic. • Details support the topic. • Purpose achieved. 	<ul style="list-style-type: none"> • Some adherence to the topic. • Basic response demonstrating some knowledge of the features of the transactional text type • Some focus but some of the content is off the topic. • Few details support the topic. • Partial achievement of purpose. 	<ul style="list-style-type: none"> • Completely off the topic. • Response reveals no knowledge of the features of the transactional text type • Not able to express ideas clearly/ ideas are repetitive. • Details do not support the topic. • Purpose not achieved.
LANGUAGE STRUCTURE (Sentence structure; register, style ,tone; word choice; language use, spelling and punctuation) 4 MARKS	4	3	2	0-1
	<ul style="list-style-type: none"> • Effective and correct sentence structure. • Register, style, tone is highly appropriate to the purpose and context of the type of transactional text. • Exceptional use of appropriate vocabulary linked to the topic. • Correct language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Correct sentence structure. • Register, style, tone is appropriate to the purpose and context of the type of transactional text. • Appropriate vocabulary linked to the topic. • Few errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Some errors in sentence structure. • Register, style, tone is inappropriate for the purpose and context of the type of transactional text. • Limited use of appropriate vocabulary linked to the topic. • A large number of errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Poor sentence structure. • Register, style, tone is completely inappropriate for the purpose and context of the type of transactional text. • Vocabulary is not appropriate for the topic • Language usage, spelling and punctuation seriously flawed.
FORMAT, LENGTH AND PLANNING 4 MARKS	4	3	2	0
	<ul style="list-style-type: none"> • Appropriate and accurate format. • Response does not exceed 120 words. • Planning has produced a flawlessly presentable and well-crafted text. 	<ul style="list-style-type: none"> • Appropriate format with minor inaccuracies. • Response is 80-100 words in length. • Response is too long but does not exceed 140 words. • Planning has produced a good, presentable text. 	<ul style="list-style-type: none"> • Necessary rules of format vaguely applied. • Response is too short (60-80 words in length). • Response is too long (140-160 words in length). • Planning has produced a moderately presentable text. 	<ul style="list-style-type: none"> • Necessary rules of format not applied. • Response is too short (40-60 words in length). • Response is too long (exceeds 160 words in length). • Inadequate planning has resulted in a poorly presented text.

DIAGNOSTIC RUBRIC FOR ESSAY
GRADE 6 FIRST ADDITIONAL LANGUAGE

Criteria	GRADE 7	GRADE 6	GRADE 5	GRADE 4
CONTENT (Response; organisation of ideas; awareness of purpose) 7 MARKS	7	6	3-5	0-2
	<ul style="list-style-type: none"> • Complete adherence to the topic. • Intelligent, thought –provoking and mature ideas. • Exceptionally well organised (introduction, body and conclusion/ ending) detailed and coherent • Excellent development of topic • Outstanding achievement of purpose. 	<ul style="list-style-type: none"> • Adheres to the topic with minor deviations. • Ideas are reasonably coherent and convincing. • Essay is organised (introduction, body and conclusion/ending) and coherent. • Logical development of topic. • Purpose achieved. 	<ul style="list-style-type: none"> • Some adherence to the topic. • Able to express some ideas clearly. • Essay shows little evidence of organisation (introduction, body and conclusion/ ending).and coherence • Essay makes some sense. • Partial achievement of purpose 	<ul style="list-style-type: none"> • Completely off the topic. • Not able to express ideas clearly/ ideas are repetitive. • No evidence of organisation (introduction, body and conclusion/ ending).and coherence • Muddled handling of topic/ essay does not make sense. • Purpose not achieved.
LANGUAGE STRUCTURE (Sentence structure; register, style ,tone; word choice; language use spelling and punctuation) 4 MARKS	4	3	2	0-1
	<ul style="list-style-type: none"> • Effective and correct sentence structure • Register, style, tone is highly appropriate to the purpose and context of the essay • Effective use of wide range of vocabulary linked to the topic • Correct language usage, spelling and punctuation 	<ul style="list-style-type: none"> • Correct sentence structure • Register, style, tone is appropriate to the purpose and context of the essay • Fairly wide range of vocabulary linked to the topic • Few errors in language usage, spelling and punctuation 	<ul style="list-style-type: none"> • Some errors in sentence structure • Register, style, tone is inappropriate for the purpose and context of the essay • Adequate vocabulary linked to the topic • A large number of errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Poor sentence structure • Register, style, tone is completely inappropriate for the purpose and context of the essay. • Limited vocabulary linked to the topic • Language usage, spelling and punctuation seriously flawed.
PLANNING, STRUCTURE AND LENGTH 4 MARKS	4	3	2	0-1
	<ul style="list-style-type: none"> • Planning has produced a flawlessly presentable and well-crafted essay. • Effective introduction and conclusion. • Essay has at least 3 – 5 paragraphs. • Essay is 130 – 180 words in length. • Essay does not exceed 180 words in length. 	<ul style="list-style-type: none"> • Planning has produced a good, presentable essay. • Good introduction and conclusion. • Essay is at least 150 words. • Essay is too long but does not exceed 200 words in length. 	<ul style="list-style-type: none"> • Planning has produced a moderately presentable essay. • Adequate introduction and conclusion. • Essay is too short (less than 100 words in length). • Essay is too long (exceeds 220 words in length). 	<ul style="list-style-type: none"> • Inadequate planning has resulted in a poorly presented essay. • Ineffective or no introduction, no conclusion. • Essay is too short (less than 50 words in length). • Essay is too long (exceeds 250 words in length).

GRADE 9 FAL LANGUAGE DIAGNOSTIC QUESTIONS & MEMO:



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

DIAGNOSTIC RESOURCE BANK
SENIOR PHASE
ENGLISH FIRST ADDITIONAL LANGUAGE
GRADE 9

Note to the teacher:

1. These “tests” are designed as a diagnostic assessment tool.
2. Please study the teacher guidelines before you administer these tests.
3. You may administer the tests according to the sections/questions.
4. You may further break down the questions from the different sections/questions according to the skills/ difficulty levels/ terms/ grades.
5. The selection of the sections/questions will depend on the **purpose of the assessment**, e.g. You may want to check whether the Grade 9 learners in your class are competent in the Grade 7 and 8 reading and language component. Hence you will select all the Grade 7 and 8 items from Question 1. This may form a baseline assessment which can be administered at the beginning of the year. You can then plan your lessons for your Grade 9 learners based on your diagnostic analysis of the baseline assessment. In a similar manner you can select questions according to the different CAPS components and the purpose of your assessment.

Please note that the tag above each question, as shown below, provides the following information in this order: context, skill, sub-skill, cognitive level, grade level of question, difficulty level and term (in which the content is taught) e.g.

Context	Skill	Sub-skill	Cognitive Level	Grade	Difficulty Level	Term
Newspaper Article	Reading and Viewing	Implied meaning	C	9	M	2

It is thereafter written in the following format above each question:

Newspaper Article	Reading and Viewing	Implied meaning	C	9	M	2
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Question One

Read the following text carefully and answer the questions:

TEXT 1: NEWSPAPER ARTICLE

SA teen hurdles to gold at Youth Olympics



1. Olympic gold medallist, Gézelle Magerman, arrived home to a hero's welcome at Cape Town International Airport. School mates, sporting representatives and government officials all formed part of the welcoming committee.
2. The 17-year-old girl made history when she won the country's only gold medal at the prestigious Youth Olympic Games in Nanjing, China, with her victory in the women's 400 metres hurdles. The young athlete ran a personal best time of 57.91 seconds, setting a new South African youth record, despite a rather slow start to the race.
3. At the start of the race Gézelle felt she was not certain of success. She says: "At first I thought I am not going to make it because everybody started the race like in a boom. And by the 200m mark I realised I still had energy left, so I just made every effort to win."
4. The golden girl was too excited to sleep after winning South Africa's first medal and described her victory as the best moment of her life. Janine Filander, Gézelle's mother, happily recalls the message Gézelle sent her the night after the race. 'I can't sleep! I'm too scared I'll lose my medal,' the message read.
5. Janine said her husband, Jan, had taken the day off work on that Monday to watch the final with her and their children, Courteney and Corné. "We were screaming, crying and laughing when Gézelle won." The family received many phone calls after the race.
6. In an interview with the South African Sport Confederation and Olympic Committee (SASCOC), Gézelle said: "This was definitely one for the team. Coach Chris White just told me to go out and have fun, but I was very aware of the fact that this would be our first medal, which made it even more special."
7. Gézelle did not have a sponsor who could support her financially before the Youth Olympics. The family had to find ways to raise the money for her competitions and held a

dance, braais and other events. She had won gold in the same event at the African Youth Games in Botswana earlier that year and her family realised that she was talented and they had to do everything to support her.

8. At a very early age, Gézelle, who also played provincial netball, had to take the difficult decision to give up netball and focus on athletics. Her choice paid off and she achieved her goal to represent South Africa at the Olympic Games.
9. With the gold medal in her pocket, Gézelle says her focus will now shift from the racetrack to the classroom as she needs to catch up on her school work because she would like to achieve an academic 'gold medal' as well.

[Adapted from: www.iol.co.za, *Fredericks, I, August 27, 2014*]

Newspaper Article	Reading and Viewing	Meaning of words	C	7	M	1
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1.1 What does 'schoolmate' in paragraph 1 refer to?

- A School contact
- B School enemy
- C School friend
- D School date

(1)

Newspaper Article	Reading and Viewing	Implied meaning	C	9	M	1, 3, 4
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1.2 What is meant by 'Gezelle ran a personal best time'?

- A It was the fastest she had ever run.
- B It was the best moment of her life.
- C She had a slow start to the race.
- D She won the only gold medal.

(1)

Newspaper Article	Reading and Viewing	Skimming and Scanning	K	7	E	2
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1.3 In which city was the Youth Olympic Games held?

- A Johannesburg
- B Botswana
- C Nanjing
- D China

(1)

Newspaper Article	Reading and Viewing	Skimming and Scanning	K	9	E	1
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1.4 Who formed part of the committee that welcomed Gézelle at Cape Town International Airport?

- A School mates, sporting representatives and government officials
- B School mates and the Olympic Committee
- C The Youth Committee
- D Tourists

(1)

Newspaper Article	Reading and Viewing	Infer meaning	C	9	M	1
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1.5 Why was Gézelle not sure that she would win at the start of the race?

- A Everyone started the race very quickly.
- B She had no energy at the start.
- C She started the race too slow.
- D She was injured.

(1)

Newspaper Article	Reading and Viewing	Applying figurative language in context	A	9	M	1,2,3,4
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1.6 What is the figure of speech used in the phrase, 'like in a boom'?

- A Personification
- B Onomatopoeia
- C Metaphor
- D Simile

(1)

Newspaper Article	Reading and Viewing	Intensive reading	C	9	M	1
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1.7 When did Gézelle realise that she could possibly beat the other runners?

- A When she realised she had enough energy left.
- B When she started the race.
- C The night before the race.
- D After the race.

(1)

Newspaper Article	Reading and Viewing	Intensive Reading	C	9	M	1
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1.8 What made winning this medal special for Gézelle?

- A She was the only athlete who did not win a medal for South Africa.
- B She was the only athlete who won a medal for South Africa.
- C She won South Africa's only gold medal.
- D She set a new world record.

(1)

Newspaper Article	Reading and Viewing	Implied Meaning	C	10	M	3
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1.9 Why is Gézelle referred to as a 'golden girl'?

- A She was given a gold watch.
- B She was covered in gold.
- C She won a gold medal.
- D She had a golden tan.

(1)

Newspaper Article	Reading and Viewing	Implied meaning	C	8	E	4
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1.10 How are Courteney and Corné related to Gézelle?

- A They are her team mates.
- B They are her cousins.
- C They are her siblings.
- D They are her friends.

(1)

Newspaper Article	Reading and Viewing	Intensive reading	C	7	M	4
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1.11 Why did her father take the day off from work on that Monday?

- A To watch Gezelle's race on television.
- B To watch Gezelle on television.
- C To take Janine to the airport.
- D He fell ill at work. (1)

Newspaper Article	Reading and Viewing	Intensive reading	C	8	M	1
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1.12 Why do you think the family received a lot of phone calls after the race?

- A People wanted to ask permission to go to the airport.
- B People wanted to know how the family was doing.
- C People wanted to find out more about Gézelle.
- D People wanted to congratulate the family. (1)

Newspaper Article	Reading and Viewing	Skimming and scanning	K	9	E	1
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1.13 Name the reactions shown by Gézelle's family when she won.

- A They were screaming, crying and celebrating.
- B They planned a party, bought cake and cried.
- C They were screaming, laughing and crying.
- D They shouted, cried and danced. (1)

Newspaper Article	Reading and Viewing	Draw conclusion and justify opinion	A	9	D	1
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1.14 Do you think Gézelle's coach gave her good advice?

- (2)
- Provide a reason for your opinion.

Newspaper Article	Reading and Viewing	Skimming and scanning	K	8	E	1
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1.15 List the ways Gezelle's family raised money for her competitions.

- A They asked family members and the church to contribute money.
- B They asked SASCOC and the community to support Gézelle.
- C They held braais and dance competitions.
- D They held braais and a dance.

(1)

Newspaper Article	Reading and Viewing	Intensive reading	K	10	E	3
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1.16 What did Gézelle's family decide to do after the African Youth Games?

They decided ...

- A that Gézelle needed more support with her school work.
- B to support Gézelle after the Youth Olympic Games.
- C to ask Gézelle's school to support her financially.
- D to support Gézelle in her talent.

(1)

Newspaper Article	Reading and Viewing	Meaning of words	C	9	E	3
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1.17 Write down one word from paragraph 8 to show that Gézelle struggled with her decision to stop playing netball.

(1)

Newspaper Article	Reading and Viewing	Inferencing (characterisation)	C	9	M	1
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1.18 Gézelle can be described as ... because she decided to focus on her studies after the Youth Olympics.

- A responsible
- B reasonable
- C academic
- D careless

(1)

Newspaper Article	Reading and Viewing	Give own opinion	A	9	D	2
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1.19 Why can Gézelle be described as a role model to SA teenagers?

- A She decided to catch up on her school work after the youth Olympics.
- B She decided to give up on netball at an early age.
- C She is hardworking and dedicated.
- D She always listens to her parents.

(1)

Newspaper Article	Reading and Viewing	Give own opinion	A	9	D	2
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1.20 What decision would you have taken regarding your school work if you had returned from a competition like Gézelle did?

(1)

Question Two

Read the text and answer questions:

Text 2: Information text - Language structure and use Table Mountain

1. The famous Table Mountain, standing large and welcoming you to Cape Town, is the first thing that you see whether you arrive by plane, train, boat or car. It is one of the Seven Wonders of Nature and it forms part of the World Heritage Site because of its unique flora and fauna. The sandy flats at the mountain top gave rise to its name. Looking at it from below is one thing but it is quite another to be on top of the mountain, from where one has such wonderful views of Cape Town and the surrounding areas.
2. One can of course walk up Table Mountain, but getting to the top of Cape Town's mountain doesn't have to involve any more exercise than taking the 85-year-old Table Mountain cable car. The ride up the mountain provides one with a gentle, quick trip to the top.
3. Once on top, you can visit the restaurant which offers full meals. One could also pack a tasty picnic basket to enjoy at the top of the mountain. Remember that you will be in the Table Mountain National Park, so please make use of rubbish bins, or better still take all your garbage down with you.
4. Visitors to Table Mountain can enjoy wonderful views of the dassie running along the rocks, lizards sunning themselves, butterflies dancing past and you might even be lucky enough to see a porcupine digging for food. The bird life is wonderful too, from the large eagles to the small colourful sunbirds. All these creatures live in the fynbos. There are 100s of these plant species which are found nowhere else on the planet.



Adapted from *Capetown.travel*, July 2016 [Online]

Glossary

dassie - a small short-legged animal

porcupine – a small animal that has very stiff, sharp parts all over its body

fynbos – types of plants only found in the Western Cape

Information text	LS & C	Word level (nouns)	C	7	E	1
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2.1 Why is “Cape Town” written with capital letters?

Because it is a ...

- A common noun
- B proper noun
- C preposition
- D pronoun

(1)

Information text	LS & C	Word level (Homonyms)	C	8	M	2, 3, 4
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2.2 Use the word “train” and write two separate sentences so that the difference in meaning is clear.

(2)

Information text	LS & C	Word level (Word meaning)	C	9	M	2, 3, 4
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2.3 Choose the word that has the same meaning as “wonderful” (paragraph 1).

- A colourful
- B amazing
- C awful
- D dull

(1)

Information text	LS & C	Figures of speech	C	9	M	4
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2.4 Read the following sentence.

Table Mountain stands tall and watches over Cape Town.

The figure of speech used in the sentence above is ...

- A personification.
- B onomatopoeia.
- C rhyme.
- D simile.

(1)

Information text	LS & C	Word level	C	7	E	1, 4
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2.5 What is the suffix in the word “welcoming”?

- A -ming
- B com-
- C wel-
- D -ing

(1)

Information text	LS & C	Sentence level	C	9	M	1, 3
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2.6 Join the sentences below by using the conjunction in brackets.

The sandy flats are at the top of Table Mountain. The sandy flats gave rise to Table Mountain’s name. (and)

- A The sandy flats that are at the top of the Table Mountain and gave rise to Table Mountain’s name.
- B The sandy flats that are at the top of Table Mountain and the sandy flats gave rise to its name.
- C The sandy flats are at the top of Table Mountain and Table Mountain gave rise to its name.
- D The sandy flats are at the top of Table Mountain and gave rise to its name.

(1)

Information text	LS & C	Word level	K	8	E	2, 3, 4
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2.7 Give the opposite meaning of “below” in paragraph 1.

- A underneath
- B above
- C base
- D over

(1)

Information text	LS & C	Sentence level	C	9	M	1, 2
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2.8 Write the following sentence in its negative form.

(1)

Make use of rubbish bins.

Information text	LS & C	Sentence level	C	9	M	1, 2
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2.9 Write the sentence in the past continuous tense.

Lizards are sunning themselves.

Lizards ...

A will be sunning themselves.

B were sunning themselves.

C was sunning themselves.

D sunned themselves. (1)

Information text	LS & C	Word level (adjective)	C	9	M	1, 2, 3, 4
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2.10 Read the sentence below.

Gézelle started her race slowly.

The underlined word is an example of ...

A an adjective.

B an adverb.

C an article.

D a verb. (1)

Information text	LS & C	Word level (plurality)	K	8	E	4
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2.11 What is the singular form of the underlined word? (1)

The butterflies are very beautiful.

Information text	LS & C	Sentence level	K	9	E	1, 2, 3,
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2.12 Choose the sentence which is grammatically correct.

A Dassie were running along the rocks.

B Dassies are running along the rocks.

C Birds lives the wonderful life.

D Porcupine dig to fresh food. (1)

Information text	LS & C	Sentence level	K	9	M	2, 3
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2.13 The underlined words are an example of ...

Large eagles enjoy Table Mountain where they lived for many years.

- A An adjectival clause
- B A subordinate clause
- C A main clause
- D A noun clause (1)

Information text	LS & C	Word Level (verb)	K	7	E	1, 2
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2.14 What is the verb in the following sentence?

The porcupine ate the food.

- A porcupine
- B food
- C the
- D ate (1)

Information text		LS & C	Word level (article)	K	7	E	3
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2.15 Choose the correct answer from the words in brackets. (1)

The bus takes (a / an) round trip.

Newspaper Article	LS & C	Word level (superlatives)	K	8	E	3
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2.16 Complete the sentence below by choosing from the answers provided.

Table Mountain is the ... natural wonder of all.

- A better
- B poor
- C good
- D best (1)

Information text	LS & C	Sentence level	K	9	M	1, 2, ,4
------------------	--------	----------------	---	---	---	----------

2.17 Change the sentence below into indirect (reported) speech.

He says, "All creatures live in the fynbos."

- A He says that all creatures are living in the fynbos.
- B He says that all creatures live in the fynbos.
- C He says all creatures lived in the fynbos.
- D He says all creatures were living in the fynbos. (1)

Information text	LS & C	Word level (preposition)	K	9	E	1, 3
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2.18 What is the preposition in the following sentence?

The ride up the mountain provides a gentle trip.

- A ride
- B up
- C the
- D trip (1)

Information text	LS & C	Sentence level (types of sentence)	K	10	M	2, 3
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2.19 Tourists must visit Table Mountain.

The sentence is an example of

- A an exclamation.
- B a statement.
- C a command.
- D a question. (1)

Information text	LS & C	Sentence level (punctuation)	C	8	M	1
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2.20 Correct the sentence below by adding the correct punctuation.

Tourists can enjoy the restaurants delicious meal. (1)

Question Three

Read the text and write a summary by giving five (5) reasons why we should be proud of being South Africans.

Newspaper Article	LS & C	Summary writing	A	9	D	2, 3, 4
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TEXT 3: PROUDLY SOUTH AFRICAN!

- Use your own words as far as possible.
- Write only one fact per line.
- Each fact must be written in a grammatically correct sentence.
- Do not use more than 60 words.
- Indicate the number of words used at the end of the summary.

Proudly South African!

- 1 There are very few things that match the smell of meat sizzling on the braai stand and sipping on your favourite beverage while hanging out with family and friends. There are few things that are as South African as a braai. On that note, we've produced a food type that basically combines all of South Africa's most delicious flavours in one succulent sausage that is called boerewors.
- 2 The fact that you can travel a few hours beyond our cities and suburbs and enjoy wild animals, that others around the world would pay thousands to see, definitely earns us more than a few points. We have basically come up with our own 'language' that only fellow South Africans can enjoy, it's a beautifully unique way of uniting people from every different culture.
- 3 Table Mountain is a prominent landmark overlooking the city of Cape Town. This is one of the country's most photographed attractions. It's breath-taking to look at from below or from the top. This UNESCO World Heritage Site is definitely something to be proud of.
- 4 Trevor Noah was once a fairly unknown South African comedian who has just become the host of *The Daily Show*. This is one of the biggest shows in the United States of America and watched by millions of people all over the world. Our country bred a man who was not only responsible for changing the history of our own country, but of the world as well. Nelson Mandela is lovingly referred

to as Tata, and seen as the most famous man ever to come out of South Africa. South Africans are really proud and happy to share proudly South African products with the world.

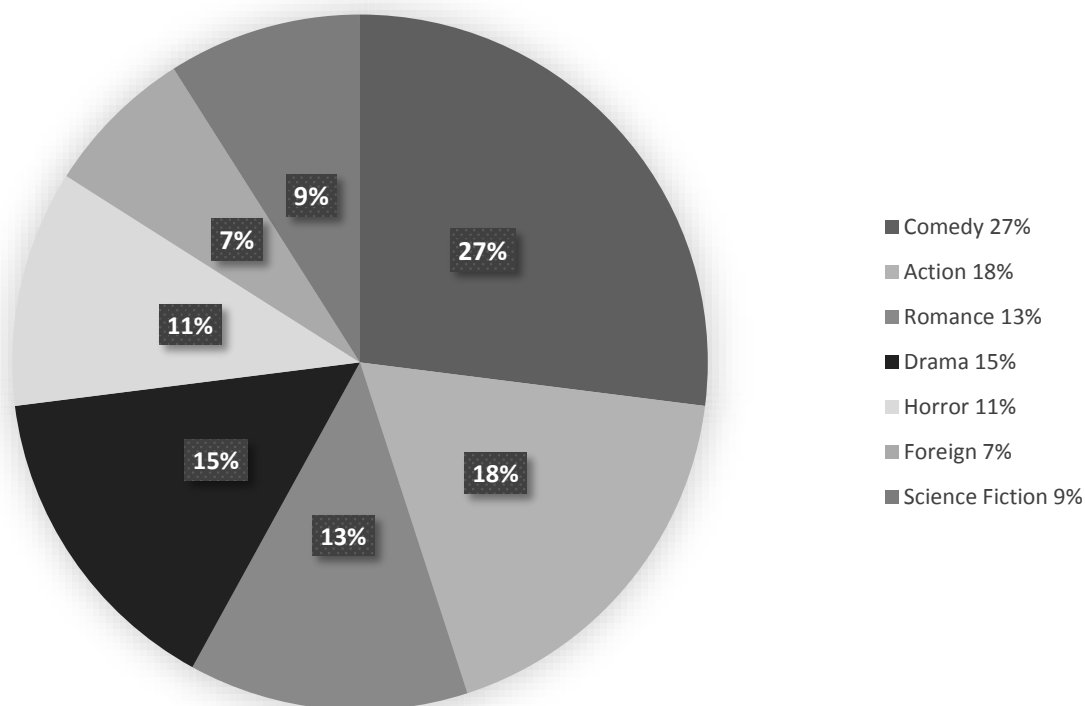
[Adapted from *Essentials.co.za/lifestyle*, April 2015 (Online)] (5)

Question Four

Study the information text and answer the questions:

TEXT 4: INFORMATION TEXT

Types of movies watched by teenagers



[Sourced from www.statcan.gc.ca, April 2015]

Information Text	Reading and viewing	Compare and Contrast	C	8	E	2
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4.1 Which two types of movies are the most popular choice for teenagers?

- A Comedy and Foreign
- B Drama and Comedy
- C Comedy and Action
- D Drama and Action

(1)

Information Text	Reading and viewing	Meaning of word	C	7	E	3
------------------	---------------------	-----------------	---	---	---	---

4.2 What type of movie is a comedy?

It is a movie that is ...

- A funny and involves romance.
- B meant to make people laugh.
- C telling a story through dance.
- D about a serious subject.

(1)

Information Text	LS & C	Inferential meaning	C	9	M	2
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4.3 What is the meaning of the word 'rated'?

- A The age restriction of a certain movie watched by teenagers.
- B The grading of different movie types according to choice.
- C A review of a movie watched by teenagers.
- D A type of movie watched by teenagers.

(1)

Information Text	Reading and viewing	Compare and contrast	C	9	M	2
------------------	---------------------	----------------------	---	---	---	---

4.4 What is the most unpopular movie type?

- A Science Fiction
- B Foreign
- C Drama
- D Horror

(1)

Information Text	Reading and viewing	Inferential reasoning	C	9	M	3
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4.5 Why do you think only 13% of teenagers watch movies with some romance involved?

Teenagers ...

A are not interested in romantic movies.

B like having romantic relationships.

C like watching romantic movies.

D are not easily impressed. (1)

Information Text	LS & C	Own opinion	A	10	D	3
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4.6 Is the pie chart effective in letting people draw conclusions on the type of movies watched by teenagers? Give a reason for your answer. (2)

Information Text	LS & C	Infer meaning of words	C	7	M	3
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4.7 Why is this called a pie chart?

A It looks more like a pie than a graph.

B It lists the different types of movies.

C It is round and split into sections.

D It is round and can be eaten. (1)

Newspaper Article	LS & C	Own opinion	C	9	M	3
-------------------	--------	-------------	---	---	---	---

4.8 Do you think Science Fiction movies should be based on real life? Provide a reason for your answer. (2)

Newspaper Article	LS & C	Implied meaning	C	9	M	2
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4.9 What kind of information about 'popularity' does this pie chart show?

A Movies watched by teenagers

B Percentages of teenagers

C Movies about teenagers

D Statistics on teenagers (1)

Question Five

Study the poem and answer questions:

TEXT 5: POETRY

Proudly South African

by Mainy

1. It's 18:30 and I'm staring out at the sunset
Listening to a young mother teaching her child the alphabet
The peace within that's over flowing
Seeing clearly the beauty in everything
2. I'm a South-African born and bred
We're a nation that stands together indeed
From north to south and east to west
We'll give nothing but our best
3. Together we'll braai
Together we'll cry
Together we'll strive
To keep this nation alive
4. I'm proudly South-African
I'll soar like a falcon
To shout it from up high
My heritage I'll never deny
5. The beauty within our land
To see all God has planned
From sunrise to sunset
This beauty we all met
6. Where great people come from and go to
Well maybe that's just my point of view
I'm a South-African born and bred
And what I've learned is that we're a nation that stands together indeed
7. Together we'll braai
Together we'll cry
Together we'll strive
To keep this nation alive
8. I'm proudly South-African
I'll soar like a falcon
To shout it from up high
My heritage I'll never deny

[Adapted from www.allpoetry.com, August 2016]

Poetry	Reading and viewing	Effectiveness of word use	C	9	E	1, 2, 3, 4
--------	---------------------	---------------------------	---	---	---	------------

5.1 Which word suggests that the poet was looking at the sunset in astonishment?
(Stanza 1)

- A watching
- B ignoring
- C flowing
- D staring

1

Poetry	Reading and viewing	Making inferences	C	9	M	1, 3, 4
--------	---------------------	-------------------	---	---	---	---------

5.2 Which two senses are used by the poet in stanza 1?

- A Sight and hearing
- B Smell and touch
- C Touch and taste
- D Taste and sight

1

Poetry	Reading and Viewing	Making inferences	C	9	M	1, 3, 4
--------	---------------------	-------------------	---	---	---	---------

5.3 'We're a nation that stands together indeed.'

What does the line mean?

- A An extremely divided nation
- B A nation that fights together
- C A multi-racial society
- D A truly united nation

1

Poetry	Reading and viewing	Rhyme	K	8	E	1,2,3,4
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5.4 The words 'west' and 'best' as used in stanza 2 is an example of ...

- A personification.
- B rhythm.
- C simile.
- D rhyme.

1

Context	Skill	Sub-skill	Cognitive Level	Grade	Difficulty Level	Term
Poetry	Reading and viewing	Effectiveness of word use	C	9	M	1, 2, 3, 4

5.5 What does the poet suggest with the use of the pronoun 'We' in stanza 3?

- A Togetherness and diversity of ethnic groups
- B South Africans should unite to build South Africa.
- C Unity, love and peace among ethnic groups
- D South Africans believe in chaos.

1

Poetry	Reading and viewing	Internal structure	C	8	M	1, 2, 3, 4
--------	---------------------	--------------------	---	---	---	------------

5.6 How does the use of rhyme make this poem more appealing?

- A By producing images that will appeal to the readers' eyes.
- B By giving human qualities to something that is not human.
- C By showing that they can imitate real sounds in poetry.
- D By making the poem come alive.

1

Poetry	Reading and viewing	Internal structure	C	10	M	1, 2, 3, 4
--------	---------------------	--------------------	---	----	---	------------

5.7. Why does the poet make use of repetition in stanza 8?

- A To persuade people to look after their countries.
- B To claim dominance over other people.
- C To show the beauty of his country.
- D To affirm his love for his country.

1

Poetry	Reading and viewing	Skimming and scanning	K	7	E	1, 2
--------	---------------------	-----------------------	---	---	---	------

5.8. What will the poet do to show appreciation of his country's heritage?

- A The poet will shout like a falcon from the mountain top.
- B The poet will soar like a falcon to shout from up high.
- C The poet will strive for happiness from up high.
- D The poet will climb up the mountain to shout.

1

Poetry	Reading and viewing	Theme and message	C	9	M	1, 2, 3, 4
--------	---------------------	-------------------	---	---	---	------------

5.9. What is the message that the poet wants to share?

- A To inform tourists why they should not visit South Africa.
- B To show how much South Africans dislike their country.
- C To express love and admiration for South Africa.
- D To show the beauty of Africa.

1

Poetry	Reading and viewing	Viewpoint of the writer	A	9	D	4
--------	---------------------	-------------------------	---	---	---	---

5.10 Quote one word from stanza 6 which shows how the poet feels about people visiting and living in South Africa.

1

Poetry	Reading and viewing	Opinion based on text	A	9	D	4
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5.11 Why do you think the poet will never deny his heritage?

1

Poetry	Reading and viewing	Identify mood/tone of the poem	A	9	M	4
--------	---------------------	--------------------------------	---	---	---	---

5.12 “And what I’ve learned is that we’re a nation that stands together indeed”
Which word will best describe the poet’s tone?

- A disappointment
- B sadness
- C pride
- D hope

1

QUESTION SIX

TRANSACTIONAL WRITING

Instructions

- Write a response to any one of the four (4) topics below.
- Write down the number and title of the text you have chosen, for example,
1. Friendly Letter.
- Remember that you have to show evidence of planning.
- You will be assessed according to content, language construction, length, planning and format

Transactional Writing	Writing and presenting	Text features and process writing	A	7	M	1, 3
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1. Friendly Letter

Your best friend changed schools at the end of Grade 7. Write a letter to him/her asking about the new school, teachers and activities. Remind your friend how you miss not having him/her around. The content of your response should be between 120 to 140 words.

GUIDELINES

- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Greeting/Salutation (informal)
 - Suitable ending (informal)
 - Name of sender (first name)
 - The contents should include details of the enquiry about the new

school,

teachers and activities.

(20)

Transactional Writing	Writing and presenting	Text features and process writing	A	8	M	4
-----------------------	------------------------	-----------------------------------	---	---	---	---

2. Dialogue

You were asked by an older boy/girl to accompany him/her to a party. Write out the conversation that took place when you asked your parent/ guardian for permission to attend the party. The content of your response should be between 140 – 160 words.

GUIDELINES

- The dialogue must be between parent/ guardian and learner.
- The register and tone of the dialogue will be informal.
- The correct dialogue format must be used:
 - Name of speakers
 - Using a new line for each speaker
 - Colon
 - Direct words and no quotation marks
 - Actions of speakers between brackets
 - Exchanges short and to the point

(20)

Transactional Writing	Writing and presenting	Text features and process writing	A	8, 9	M	1
-----------------------	------------------------	-----------------------------------	---	------	---	---

3. Speech

Your principal has asked you to speak to the current Grade 9 learners at your school about the importance of knowing one's likes and dislikes when choosing subjects. Write the speech. The content of your response should be between 140 – 160 words.

GUIDELINES

- The speech must be divided into paragraphs.
- There should be a clear introduction and conclusion.
- The tone, language and register of the speech should be appropriate to the audience (the learners of the school) and the topic.
- The speech must motivate learners to make informed decisions. (20)
- Avoid clichés and repetition.

Transactional Writing	Writing and presenting	Text features and process writing	A	9, 10	M	4
-----------------------	------------------------	-----------------------------------	---	-------	---	---

4. Magazine Article

The editor of Seventeen magazine, a magazine that focuses on teenagers, is concerned about the recent drop in sales of the magazine. You have been asked by the editor to write an article on any topic that would appeal to teenagers. The content of your response should be between 140 – 160 words.

20

GUIDELINES

- There must be an eye-catching and interesting heading.
- The article must be in paragraph form. Sub-headings may be included to structure the article.
- The tone and register of the article should be appropriate to the content of a teen magazine.
- The style should be personal, speaking directly to the reader. The style can be descriptive and figurative, appealing to the imagination of the reader.
- Names, places, times, positions and other necessary details should be included in the article.
- The article should stimulate the interest of the reader.

DIAGNOSTIC RUBRIC FOR TRANSACTIONAL WRITING
FIRST ADDITIONAL LANGUAGE

Criteria	GRADE 10	GRADE 9	GRADE 8	GRADE 7
	9-10	6-8	3-5	0-4
CONTENT (Response; organisation of ideas; awareness of purpose) 10 MARKS	<ul style="list-style-type: none"> • Complete adherence to the topic. • Outstanding response beyond the normal expectations of the features of the transactional text type. • Exceptional development of content. • Writing contains exceptional detail added to the text. • Outstanding achievement of purpose. 	<ul style="list-style-type: none"> • Adheres to the topic with minor deviations. • Adequate response demonstrating knowledge of the features of the transactional text type. • Adequate development of content • Details support the topic. • Purpose achieved. 	<ul style="list-style-type: none"> • Some adherence to the topic. • Basic response demonstrating some knowledge of the features of the transactional text type. • Some focus but some of the content is off the topic. • Few details support the topic. • Partial achievement of purpose. 	<ul style="list-style-type: none"> • Completely off the topic. • Response reveals no knowledge of the features of the transactional text type • Not able to express ideas clearly/ ideas are repetitive. • Details do not support the topic. • Purpose not achieved.
	5	4	2-3	0-1
LANGUAGE CONSTRUCTION (Sentence structure; register, style ,tone; word choice; language use, spelling and punctuation) 5 MARKS	<ul style="list-style-type: none"> • Effective and correct sentence structure. • Register, style, tone is highly appropriate to the purpose and context of the type of transactional text. • Exceptional use of appropriate vocabulary linked to the topic. • Correct language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Correct sentence structure. • Register, style, tone is appropriate to the purpose and context of the type of transactional text. • Appropriate vocabulary linked to the topic. • Few errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Some errors in sentence structure. • Register, style, tone is inappropriate for the purpose and context of the type of transactional text. • Limited use of appropriate vocabulary linked to the topic. • A large number of errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Poor sentence structure. • Register, style, tone is completely inappropriate for the purpose and context of the type of transactional text. • Vocabulary is not appropriate for the topic • Language usage, spelling and punctuation seriously flawed.
	5	4	2-3	0-1
FORMAT, LENGTH AND PLANNING 5 MARKS	<ul style="list-style-type: none"> • Appropriate and accurate format. • Planning has produced a flawlessly presentable and well-crafted text. • Response adheres to the required length 	<ul style="list-style-type: none"> • Appropriate format with minor inaccuracies. • Planning has produced a good, presentable text. • Response adheres to the required length 	<ul style="list-style-type: none"> • Necessary rules of format vaguely applied. • Planning has produced a moderately presentable text. • Response adheres to the required length 	<ul style="list-style-type: none"> • Necessary rules of format not applied. • Inadequate planning has resulted in a poorly presented text. • Response adheres to the required length

SCORING GUIDE FOR TRANSACTIONAL WRITING

GRADE 9 FIRST ADDITIONAL LANGUAGE

CRITERIA	MARK ALLOCATED	LEARNER SCORE
CONTENT	10	
LANGUAGE CONSTRUCTION	5	
FORMAT, LENGTH AND PLANNING	5	
TOTAL	20	

Question Seven

CREATIVE WRITING

Instructions

- Write an essay of between 210 – 250 words on ONE of the seven (7) topics below.
- Supply your own title if one has not been given.
- Remember to show all planning.
- You will be assessed according to content, language construction, planning, structure and length.

Context	Skill	Sub-skill	Cognitive Level	Grade	Difficulty Level	Term
Essay writing	Writing and presenting	Narrative, Descriptive, reflective (process writing)	A	7, 8, 9, 10	M	1, 2, 3, 4

1. Write a story ending with the following words . . .

“I will never forget the lesson I learnt that day.” (35)

2. Family gatherings such as Christmas and New Year are special occasions that young and old can enjoy. Describe ONE such festive day, paying attention to details such as the traditional meal, dress and guests.

Title your essay: An unforgettable family gathering! (35)

3. Sometimes dreams become a reality. Describe how ONE of your dreams came true.

Title your essay: My dream came true. (35)

4. Write an essay entitled:

“My favourite season of the year”

In your essay describe what makes this season your favourite, paying particular attention to the sights and sounds and smells you enjoy most. (35)

5. Write a story starting with the following words ...

“I woke up suddenly; I could hear something moving around.”

Use your own title. (35)

6. Write a story of revenge which goes wrong.

Title your essay: "An eye for an eye"

(35)

7. Tell a story about a young girl/boy, who succeeds in spite of very difficult circumstances, be it social or a disability.

Title your essay: "Against all odds"

(35)

DIAGNOSTIC RUBRIC FOR ESSAY

FIRST ADDITIONAL LANGUAGE

Criteria	GRADE 10	GRADE 9	GRADE 8	GRADE 7
	17-20	11-16	5-10	0-4
CONTENT (Response; organisation of ideas; awareness of purpose) 20 MARKS	<ul style="list-style-type: none"> • Complete adherence to the topic. • Intelligent, thought –provoking and mature ideas. • Exceptionally well organised (introduction, body and conclusion/ ending) detailed and coherent. • Excellent development of topic. • Outstanding achievement of purpose. 	<ul style="list-style-type: none"> • Adheres to the topic with minor deviations. • Ideas are reasonably coherent and convincing. • Essay is organised (introduction, body and conclusion/ending) and coherent. • Logical development of topic. • Purpose achieved. 	<ul style="list-style-type: none"> • Some adherence to the topic. • Able to express some ideas clearly. • Essay shows little evidence of organisation (introduction, body and conclusion/ ending) and coherence. • Essay makes some sense. • Partial achievement of purpose. 	<ul style="list-style-type: none"> • Completely off the topic. • Not able to express ideas clearly/ ideas are repetitive. • No evidence of organisation (introduction, body and conclusion/ ending) and coherence • Muddled handling of topic/ essay does not make sense. • Purpose not achieved.
	9-10	6-8	3-5	0-2
LANGUAGE CONSTRUCTION (Sentence structure; register, style ,tone; word choice; language use spelling and punctuation) 10 MARKS	<ul style="list-style-type: none"> • Effective and correct sentence structure. • Register, style, tone is highly appropriate to the purpose and context of the essay. • Effective use of wide range of vocabulary linked to the topic. • Correct language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Correct sentence structure. • Register, style, tone is appropriate to the purpose and context of the essay. • Fairly wide range of vocabulary linked to the topic. • Few errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Some errors in sentence structure. • Register, style, tone is inappropriate for the purpose and context of the essay. • Adequate vocabulary linked to the topic. • A large number of errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Poor sentence structure. • Register, style, tone is completely inappropriate for the purpose and context of the essay. • Limited vocabulary linked to the topic. • Language usage, spelling and punctuation seriously flawed.
	5	4	2-3	0-1
PLANNING, STRUCTURE AND LENGTH 5 MARKS	<ul style="list-style-type: none"> • Planning has produced a flawlessly presentable and well-crafted essay. • Effective introduction and conclusion. • Essay is 210-250 words in length. • Essay does not exceed 250 words in length. 	<ul style="list-style-type: none"> • Planning has produced a good, presentable essay. • Good introduction and conclusion. • Essay is 210-250 words in length. • Essay is too long but does not exceed 260 words in length. 	<ul style="list-style-type: none"> • Planning has produced a moderately presentable essay. • Adequate introduction and conclusion. • Essay is too short (130-180 words in length). • Essay is too long (exceeds 250 words in length). 	<ul style="list-style-type: none"> • Inadequate planning has resulted in a poorly presented essay. • Ineffective or no introduction, no conclusion. • Essay is too short (less than 130 words in length). • Essay is too long (exceeds 300 words in length).

SCORING GUIDE FOR ESSAY
GRADE 9 FIRST ADDITIONAL LANGUAGE

CRITERIA	MARK ALLOCATED	LEARNER SCORE
CONTENT	20	
LANGUAGE CONSTRUCTION	10	
PLANNING, STRUCTURE AND LENGTH	5	
TOTAL	35	



**DIAGNOSTIC MARKING GUIDELINES
FIRST ADDITIONAL LANGUAGE MEMORANDUM:
ENGLISH GRADE 9**

This memorandum consists of 21 pages.

QUESTIONS	Marks per section		Total mark = 125
	1. Comprehension	21	
	2. Information Text: Language	21	
	3. Summary	05	
	4. Information Text: Pie Chart	11	
	5. Literary text: Poetry	12	
	6. Transactional Writing	20	
	7. Creative Writing	35	

Question One: NEWSPAPER ARTICLE

SA TEEN HURDLES TO GOLD AT YOUTH OLYMPICS

No.	Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
1.1	A School contact		Conclusion arrived at is weak because not all contacts are friends/ mates		3	7
	B School enemy		Unable to associate meaning of familiar and unfamiliar words. (*vocabulary development)		1	
	C School friend✓	1	Correct response	M	4	
	D School date		Makes some superficial connections but the answer is not text based.		2	
1.2	A It was the fastest she had ever run.✓	1	Correct response	M	4	9
	B It was the best moment of her life.		Inferences arrived at are weaker than the required response.		3	
	C She had a slow start to the race.		Makes weak connections and cannot read with understanding. (*transitional words highlighting contrast)		1	
	D She won the only gold medal.		Conclusions and inferences arrived at are weaker than the ones required for the correct response.		2	
1.3	A Johannesburg		Has some general knowledge of the word city but response is not text based.		1	7

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	B	Botswana		Makes superficial connections but cannot skim, scan and sift information.	E	2	
	C	Nanjing✓	1	Correct response		4	
	D	China		Conclusion arrived at is weaker than required for the correct answer as the candidate cannot separate a city from a country.		3	
1.4	A	School mates, sporting representatives and government officials✓	1	Correct response	E	4	9
	B	School mates and the Olympic committee		Conclusions or inferences arrived at are weaker than ones required for correct response.		3	
	C	The Youth Committee		Makes superficial connections but cannot apply skimming and scanning skills to get the answer.		2	
	D	Tourists		Has some general knowledge of the topic but response is not text based.		1	
1.5	A	Everyone started the race very quickly.✓	1	Correct response	M	4	9
	B	She had no energy at the start.		Makes superficial connections but cannot relate facts and details in the text.		2	
	C	She started the race too slow.		Conclusions or inferences arrived at are weaker than ones required for correct response.		3	
	D	She was injured.		Has some general knowledge of the topic but response is not text based.		1	
1.6	A	Personification		Shows some knowledge of comparisons but cannot differentiate between simile and personification.		2	9
	B	Onomatopoeia		Has some knowledge about figures of speech but cannot distinguish between a sound device and a comparison.		1	
	C	Metaphor		Shows some knowledge of comparisons but cannot differentiate between metaphor and simile.		3	
	D	Simile✓	1	Correct response	D	4	

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
1.7	A	When she realised she had enough energy left.✓	1	Correct response	M	4	9
	B	When she started the race.		Makes weak conclusions or inferences resulting from poor interpretation of the plot in the text.		3	
	C	The night before the race.		Makes superficial connections but cannot follow the sequence of events in the text.		2	
	D	After the race.		Has some general knowledge of the topic but response is not text based.		1	
1.8	A	She was the only athlete who did not win a medal for South Africa.		Has some general knowledge of the topic but response is not text based.		1	9
	B	She was the only athlete who won a medal for South Africa.		Makes weak conclusions or inferences due to poor interpretation and misunderstanding of the plot.		3	
	C	She won South Africa's only gold medal.✓	1	Correct response	M	4	
	D	She set a new world record.		Makes superficial connections but cannot show understanding of facts and details.		2	
1.9	A	She was given a golden watch.		Has some general knowledge of the topic but response is not text based.		2	10
	B	She was covered in gold.		Makes weak conclusion due to inability to apply inferential reasoning.		3	
	C	She won a gold medal.✓	1	Correct response	M	4	
	D	She had a golden tan.		Makes superficial connections but cannot relate facts and details in the text.		1	
1.10	A	They are her team mates.		Response is unrelated to information required (inferring meaning)		1	8
	B	They are her cousins.		Conclusions or inferences arrived at are weak due to inability to grasp implication.		3	
	C	They are her siblings.✓	1	Correct response	E	4	

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	D	They are her friends.		Unable to relate implied meaning of facts in text.		2	
1.11	A	To watch Gezelle's race on television. ✓	1	Correct response	E	4	7
	B	To watch Gezelle on television.		Makes weak conclusions due to poor understanding of relations between parts of the text.		3	
	C	To take Janine to the airport.		Makes superficial connections but shows poor understanding of the logical development of the text.		2	
	D	He fell ill at work.		Has some general knowledge of the topic but response is not text based.		1	
1.12	A	People wanted to ask permission to go to the airport.		Has some general knowledge of the topic but response is not text based.		1	8
	B	People wanted to know how the family was doing.		Makes superficial connections but cannot see implications made in the text.		2	
	C	People wanted to find out more about Gézelle.		Conclusions or inferences arrived at are weak due to inability to draw conclusions and apply insight.		3	
	D	People wanted to congratulate the family. ✓	1	Correct response	M	4	
1.13	A	They were screaming, crying and celebrating.		Conclusions or inferences arrived at are weak due to inability to skim and scan.		3	9
	B	They planned a party, bought cake and cried.		Has some general knowledge of the topic but response is not text based.		1	
	C	They were screaming, laughing and crying. ✓	1	Correct response	E	4	
	D	They shouted, cried and danced.		Makes superficial connections but cannot separate essentials from non-essentials.		2	

No.	Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE															
1.14	<table><tr><td>0</td><td>1</td><td>2</td></tr><tr><td colspan="3">SCORING GUIDE</td></tr><tr><td>If only opinion or reason is given.</td><td>Opinion is given but the reason (substantiation) is weak.</td><td>Correct opinion is given and the reason strongly supports the option chosen.</td></tr><tr><td colspan="3">LEVEL OF SKILL DEVELOPMENT</td></tr><tr><td>No understanding of either the text or the question.</td><td>Partial understanding</td><td>Comprehension of a complex idea.</td></tr></table>			0	1	2	SCORING GUIDE			If only opinion or reason is given.	Opinion is given but the reason (substantiation) is weak.	Correct opinion is given and the reason strongly supports the option chosen.	LEVEL OF SKILL DEVELOPMENT			No understanding of either the text or the question.	Partial understanding	Comprehension of a complex idea.	D		9
	0	1	2																		
	SCORING GUIDE																				
	If only opinion or reason is given.	Opinion is given but the reason (substantiation) is weak.	Correct opinion is given and the reason strongly supports the option chosen.																		
	LEVEL OF SKILL DEVELOPMENT																				
	No understanding of either the text or the question.	Partial understanding	Comprehension of a complex idea.																		
	YES.✓ She won the race because she felt no pressure after listening to her coach.✓																				
	OR																				
	NO. ✓ Her coach could have told her to stay focused. ✓																				
	0 marks if only the opinion or reason (substantiation) is given.																				
1 mark if YES/NO is correct but the reason (substantiation is wrong or weak)																					
2 marks if YES/NO is evident and the reason supports the YES/NO																					
1.15	A	They asked family members and the church to contribute money.	Conclusions or inferences arrived at are weak due to inability to separate essentials from non-essentials.		2	8															
	B	The asked SASCOC and the community to support Gézelle.	Has some general knowledge of the topic but response is not text based.		1																
	C	They held braais and dance competitions.	Makes superficial connections but cannot relate facts and details in the text.		3																
	D	They held braais and a dance. ✓	1	Correct response	E		4														
1.16	A	that Gézelle needed more support with her school work.	Conclusions or inferences arrived at are weak due to inability to make generalizations based on comprehension.		3	10															
	B	to support Gézelle after the Youth Olympic Games.	Makes superficial connections due to inability to see text structure and organisation of text.		2																

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	C	to ask Gézelle's school to support her financially.		Has some general knowledge of the topic but response is not text based.		1	
	D	to support Gézelle in her talent. ✓	1	Correct response	E	4	
1.17		difficult✓	1		M		9
1.18	A	responsible✓	1	Correct response	M	4	9
	B	reasonable		Makes superficial connections but cannot make generalisations based on what is stated in the text.		2	
	C	academic		Conclusions or inferences arrived at are weak due to inability to draw conclusion and see implications.		3	
	D	careless		Has some general knowledge of the topic but response is not text based.		1	
1.19	A	She decided to catch up on her school work after the Youth Olympics.		Conclusions or inferences arrived at are weak due to inability to draw conclusions and see implications.		3	9
	B	She decided to give up on netball at an early age.		Makes superficial connections but unable to make generalisations based on what is said in texts.		2	
	C	She is hardworking and dedicated. ✓	1	Correct response	D	4	
	D	She always listens to her parents.		Has some general knowledge of the topic but response is not text based.		1	
1.20		I would have studied just as hard to achieve success.✓/ Accept any similar decision/ response.	1		D		9

Question Two: Information Text – Language Structures and Use

Table Mountain

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
2.1	A	common noun		Close association but shows lack of understanding of difference between common and proper nouns (generic vs specific) and capitalisation used for proper nouns.		3	7
	B	proper noun ✓	1	Correct response	M	4	
	C	preposition		Unable to differentiate between preposition and noun.		1	
	D	pronoun		Unable to differentiate between a pronoun and proper noun (parts of speech)		2	
2.2		Train – reference to train as means of transport Train - reference made to teaching, coaching a skill Train – reference made to exercise for a specific purpose (to keep fit) Train – a line or procession of persons, animals or vehicles.	2				8
	012						
	SCORING GUIDE						
	Both sentences fail to show the differences.			Only one sentence indicating clear meaning.	Two correct sentences indicating clear meaning.		
2.3	A	colourful		Not able to decode meaning of unfamiliar words using word attack skills.		3	9
	B	amazing✓	1	Correct response	D	4	
	C	awful		Unable to understand that the word is used to emphasise something negative.		1	
	D	dull		Unable to differentiate between familiar words that are similar but not synonymous.		2	
2.4	A	personification	1	Correct response	D	4	9
	B	onomatopoeia		Lacks basic knowledge of figurative language use to create sound effect.		2	

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	C	rhyme		Minimal understanding of sound devices.		1	
	D	simile		Lacks understanding of figures of speech (comparison).		3	
2.5	A	-ming		Demonstrates minimal knowledge of the use of suffixes and root word.		3	7
	B	Com-		Lacks basic knowledge of the use of suffix and prefix.		1	
	C	wel-		Unable to differentiate between a prefix and a suffix.		2	
	D	-ing✓	1	Correct response.	E	4	
2.6	A	The sandy flats that are at the top of the Table Mountain and gave rise to Table Mountain's name.		Unable to apply the use of substitution in the joining of sentences.		2	9
	B	The sandy flats that are at the top of Table Mountain and the sandy flats gave rise to its name.		Reflects close association, but is unable to apply the rule of substitution in the combining of two sentences.		3	
	C	The sandy flats are at the top of Table Mountain and Table Mountain gave rise to its name.		Total misunderstanding of how to use "and" as a conjunction.		1	
	D	The sandy flats are at the top of Table Mountain and gave rise to its name. ✓	1	Correct response	M	4	
2.7	A	underneath		Unable to identify difference between synonyms and antonyms.		1	8
	B	above✓	1	Correct response	E	4	
	C	base		Conceptual understanding of antonyms incorrect.		2	
	D	over		Shows an idea of the concept but unable to make connections.		3	

No.	Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
2.8	Do not make use of rubbish bins. ✓ Don't make use of rubbish bins. NB: learner scores zero if apostrophe is incorrectly placed.	1		E		9
2.9	A will be sunning themselves.		Lacks understanding of the tenses.		2	9
	B were sunning themselves.✓	1	Correct response	M	4	
	C was sunning themselves.		Lacks basic understanding of the rules of concord.		3	
	D sunned themselves.		Confuses simple past tense with past continuous tense.		1	
2.10	A an adjective		Confuses the function of an adverb and an adjective.		3	9
	B an adverb✓	1	Correct response	M	4	
	C an article		Unable to distinguish between the use and function of an article and an adverb.		1	
	D a verb		Unable to distinguish between a verb and an adverb.		2	
2.11	butterfly	1	Correct answer	E		8
2.12	A Dassie were running along the rocks.		Shows limited understanding and knowledge of subject verb agreement.		3	9
	B Dassies are running along the rocks.✓	1	Correct response	E	4	
	C Birds lives the wonderful life.		Shows limited understanding and knowledge of subject verb agreement and article.		2	
	D Porcupine dig to freesh food.		Lacks basic understanding and knowledge of subject, verb agreement, preposition and spelling.		1	
2.13	A an adjectival clause		Lacks basic knowledge of identifying types of clauses.		1	9
	B a subordinate clause		Demonstrates an understanding of clauses, but unable to identify the correct type.		3	

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	C	a main clause✓	1	Correct response	D	4	
	D	a noun clause		Unable to distinguish between main and noun clauses.		2	
2.14	A	porcupine		Unable to differentiate between a noun and a verb.		3	7
	B	food		Unable to differentiate between a noun and a verb.		2	
	C	the		Confuses nouns and articles.		1	
	D	ate✓	1	Correct response	E	4	
2.15		a	1	Correct response	E		7
		an		Lack of knowledge of the use of indefinite article 'an'.			
2.16	A	better		Demonstrates some understanding of the rules of degree of comparison, but unable to apply it successfully.		3	8
	B	poor		Lacks basic knowledge of the rules of degree of comparison.		1	
	C	good		Shows some knowledge of the rule but unable to apply.		2	
	D	best✓	1	Correct response	E	4	
2.17	A	He says that all creatures are living in the fynbos.		Knows the rules of direct and indirect speech but unable to apply them fully.		3	9
	B	He says that all creatures live in the fynbos.✓	1	Correct response	M	4	
	C	He says all creatures lived in the fynbos.		Unable to apply some of the rules of direct and indirect speech.		2	
	D	He says all creatures were living in the fynbos.		Unable to apply all the rules of direct and indirect speech.		1	
2.18	A	ride		Unable to distinguish between a verb and a preposition.		3	9
	B	up✓	1	Correct response	E	4	
	C	the		Unable to distinguish between an article and a preposition		2	
	D	trip		Unable to differentiate between a noun and a preposition.		1	

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
2.19	A	an exclamation.		Unable to differentiate between an exclamation and a command.		2	10
	B	a statement.		Unable to recognise sentence types.		3	
	C	a command.✓	1	Correct answer.	M	4	
	D	a question.		Unable to recognise sentence types.		1	
2.20		Tourists can enjoy the restaurant's delicious meal.	1		M		8

Question 3:

PROUDLY SOUTH AFRICAN!

Summary marking guidelines

Expected answer	MARK	Diagnostic Analysis	COGNITIVE LEVEL	LEVEL OF UNDERSTANDING	GRADE
<p>We like to braai✓ and make boerewors.✓ We have lots of wildlife✓ and have come up with our own language.✓ We have a world heritage site, the beautiful Table Mountain.✓ We have well known people like Trevor Noah and Nelson Mandela. ✓ We are proud of our South African products. ✓ (Accept any 5 facts.)</p> <p>Note:</p> <ul style="list-style-type: none"> Count up to 60 words. Draw a double line (//) after the 60th word. Read until the end of the sentence of the 60th word and disregard the rest. 	5		A	D	9

Question Four: Information Text – Pie Chart

No.	Expected answer		MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
4.1	A	Comedy and Foreign		Fails to interpret data.		1	8
	B	Drama and Comedy		Conclusions or inferences arrived at are not precise.		3	
	C	Comedy and Action✓	1	Correct response	E	4	
	D	Drama and Action		Makes superficial connections but does not understand basic numerical concepts		2	
4.2	A	funny and involves romance.		Conclusions or inferences arrived at are not precise due to inadequate ability to derive meaning of words from their context.		3	7
	B	meant to make people laugh.✓	1	Correct response	E	4	
	C	telling a story through dance.		Makes superficial connections but cannot work out meaning of words from their context.		2	
	D	about a serious subject.		Has some general knowledge of the topic but response is not text based.		1	
4.3	A	The age restriction of a certain movie watched by teenagers.		Makes superficial connections but struggles to see how parts of sentences define other parts.		3	9
	B	The grading of different movie types according to choice. ✓	1	Correct response	M	4	
	C	A review of a movie watched by teenagers.		Conclusions or inferences arrived at are weak due to inability to workout meaning of words from context.		2	
	D	A type of movie watched by teenagers.		Has some general knowledge of the topic but response is not text based.		1	

No.	Expected answer		MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
4.4	A	Science Fiction		Conclusions or inferences arrived at are not precise due to inability to interpret data.		3	9
	B	Foreign✓	1	Correct response	M	4	
	C	Drama		Makes errors when decoding facts. Grabs pieces of text unrelated to the question asked.		1	
	D	Horror		Makes errors that reflect inability to interpret data.		2	
4.5	A	are not interested in romantic movies.✓	1	Correct response	D	4	9
	B	like having romantic relationships.		Makes errors that reflect initial understanding of numerical concepts but struggles in data manipulation skills.		2	
	C	like watching romantic movies.		Makes errors when decoding facts. Grabs pieces of text unrelated to the question asked.		1	
	D	are not easily impressed.		Conclusions or inferences arrived at are not precise due to inability to draw conclusions and make generalisations from given data.		3	

No.	Expected answer		MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE														
4.6	<table><tr><td>0</td><td>1</td><td>2</td></tr><tr><td colspan="3">SCORING GUIDE</td></tr><tr><td>If only opinion or reason is given.</td><td>Opinion is given but the reason (substantiation) is weak.</td><td>One of the two options is given and the reason strongly supports the option chosen.</td></tr><tr><td colspan="3">LEVEL OF SKILL DEVELOPMENT</td></tr><tr><td>No understanding of either the text or the question.</td><td>Partial understanding</td><td>Comprehension of a complex idea</td></tr></table>			0	1	2	SCORING GUIDE			If only opinion or reason is given.	Opinion is given but the reason (substantiation) is weak.	One of the two options is given and the reason strongly supports the option chosen.	LEVEL OF SKILL DEVELOPMENT			No understanding of either the text or the question.	Partial understanding	Comprehension of a complex idea	D		10
	0	1	2																		
	SCORING GUIDE																				
	If only opinion or reason is given.	Opinion is given but the reason (substantiation) is weak.	One of the two options is given and the reason strongly supports the option chosen.																		
	LEVEL OF SKILL DEVELOPMENT																				
	No understanding of either the text or the question.	Partial understanding	Comprehension of a complex idea																		
	YES.✓ It shows exactly what teenagers watch/ it is easy to read/ or any relevant response.✓																				
	OR																				
	NO.✓ Movies like animated movies were not included.✓																				
	0 marks if only the reason (substantiation) or opinion is given.																				
1 mark if YES/NO is correct but the reason (substantiation) is wrong.																					
2 marks if YES/NO is evident and the reason supports the YES/NO																					
4.7	A	It looks more like a pie than a graph.		Makes errors that show inadequate knowledge and understanding of information presented visually.		3	7														
	B	It lists the different types of movies.		Conclusions or inferences are weak due to poor understanding of graphs		2															
	C	It is round and split into sections.✓	1	Correct response	M	4															
	D	It is round and can be eaten.		Has some general knowledge of the topic but response is not related to the text.		1															

No.	Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE															
4.8	<table><tr><td>0</td><td>1</td><td>2</td></tr><tr><td colspan="3">SCORING GUIDE</td></tr><tr><td>If only opinion or reason is given.</td><td>Opinion is given but the reason (substantiation) is weak.</td><td>Correct opinion is given and the reason strongly supports the option chosen.</td></tr><tr><td colspan="3">LEVEL OF SKILL DEVELOPMENT</td></tr><tr><td>No understanding of either the text or the question.</td><td>Partial understanding</td><td>Comprehension of a complex idea.</td></tr></table>			0	1	2	SCORING GUIDE			If only opinion or reason is given.	Opinion is given but the reason (substantiation) is weak.	Correct opinion is given and the reason strongly supports the option chosen.	LEVEL OF SKILL DEVELOPMENT			No understanding of either the text or the question.	Partial understanding	Comprehension of a complex idea.	D		9
	0	1	2																		
	SCORING GUIDE																				
	If only opinion or reason is given.	Opinion is given but the reason (substantiation) is weak.	Correct opinion is given and the reason strongly supports the option chosen.																		
	LEVEL OF SKILL DEVELOPMENT																				
	No understanding of either the text or the question.	Partial understanding	Comprehension of a complex idea.																		
	NO.✓ Science Fiction is not based on reality. / Science Fiction movies deal with imagined situations✓ 0 marks if only the reason (substantiation) or opinion is given. 1 mark if NO is correct but the reason (substantiation) is wrong. 2 marks if NO is evident and the reason supports the NO.																				
4.9	A	Movies watched by teenagers.✓	1	Correct response	M	4	9														
	B	Percentages of teenagers		Poor association resulting from poor understanding of information presented visually.		2															
	C	Movies about teenagers		Conclusions or inferences arrived at are not precise because of inability to read information represented on a graph.		3															
	D	Statistics of teenagers		Has some general knowledge of the topic but response is not related to the text.		1															

Question Five: Literary Text - Poetry

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
5.1	A	Watching		Related in meaning but not precise		3	9
	B	Ignoring		Close association		2	
	C	Flowing		not related to the context of the text		1	
	D	Staring	1	Correct response	E	4	
5.2	A	Sight and hearing	1	Correct response	M	4	9
	B	Smell and touch		Not able to decode meaning of unfamiliar words using word attack skills		2	
	C	Touch and taste		Unable to differentiate between familiar words that are similar but not synonymous.		1	
	D	Taste and sight		Conclusions or inferences arrived at are not precise and cannot make generalisations based on context.		3	
5.3	A	A nation that fights together		Has some general knowledge of the topic but response is not text based.		1	9
	B	An extremely divided nation		Makes superficial connection but cannot understand basic poetry concepts.		2	
	C	A multiracial society		Conclusions or inferences arrived at are not precise because of inadequate ability to make generalisations.		3	
	D	A truly united nation	1	Correct response	M	4	
5.4	A	personification.		Has some general knowledge of the topic but response is not text based		1	8
	B	simile.		Demonstrates minimal knowledge of the use of figures of speech in poetry.		2	
	C	rhythm.		Makes superficial connections but cannot dichotomise between rhythm and rhyme		3	
	D	rhyme. ✓	1	Correct response.	E	4	

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
5.5	A	Togetherness and diversity of ethnic groups.		Conclusions or inferences arrived at are weak and cannot make generalisations based on context.		2	9
	B	South Africans should unite to build South Africa.✓	1	Correct response	M	4	
	C.	Unity, love and peace among ethnic groups		Makes superficial connection but cannot reason inferentially.		3	
	D.	South Africans believe in chaos and disorder.		Has some general knowledge of the topic but response is not text based.		1	
5.6	A	By producing images that will appeal to the readers' eyes.		Lacks knowledge and understanding of figures of speech.		2	8
	B	By giving human qualities to something that is not human.		Confuses personification with rhyme.		1	
	C	By showing that they can imitate real sounds in poetry.		Cannot differentiate onomatopoeia from rhyme		3	
	D	By making the poem come alive.	1	Correct response	M	4	
5.7	A	To persuade people to look after their countries.		Conclusions or inferences arrived at are not precise and cannot make generalisations based on context.		3	10
	B	To claim dominance over other people.		Shows some general knowledge of the topic but response is not text based.		1	
	C	To show the beauty of his country.		Makes superficial connection but cannot apply inferential reasoning.		2	
	D	To affirm his love for his country.	1	Correct response	D	4	
5.8	A	The poet will shout like a falcon from the mountain top.		Makes superficial connections but cannot relate facts and details in the text		2	7
	B	The poet will soar like a falcon to shout from up high. ✓	1	Shows some general knowledge of the topic but response is not text based.	E	4	

No.		Expected answer	MARK	Diagnostic Analysis	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCE	GRADE
	C	The poet will strive for happiness from up high.		Conclusions or inferences arrived at are not precise and cannot follow the sequence of events in the text.		3	
	D	The poet will climb up the mountain to shout.		Correct response		1	
5.9	A	To show how much South Africans dislike their country.		Makes superficial connections but cannot relate facts and details in the text		2	9
	B	To inform tourists why they should not visit South Africa.		Shows some general knowledge of the topic but response is not text based.		1	
	C	To express love and admiration for South Africa. ✓	1	Correct response	D	4	
	D	To show the beauty of Africa.		Conclusions or inferences arrived at are not precise and cannot follow the sequence of events in the text.		3	
5.10	'great'		1				9
5.11	The poet expresses a sense of pride✓ when writing about the good/positive/beautiful aspects of South Africa. ✓ (Accept any suitable response.)		1		D		9
5.12	A	disappointment		Unable to understand use of emotive language.		1	9
	B	sadness		Cannot identify emotive language in a poem		2	
	C	pride	1	Correct response	M	4	
	D	hope		Makes superficial connections but cannot identify tone or mood.		3	

Question 6 – TRANSACTIONAL WRITING				
Criteria	GRADE 10	GRADE 9	GRADE 8	GRADE 7
CONTENT (Response; organisation of ideas; awareness of purpose) 10 MARKS	9-10	6-8	3-5	0-4
	<ul style="list-style-type: none"> • Complete adherence to the topic. • Outstanding response beyond the normal expectations of the features of the transactional text type. • Exceptional development of content. • Writing contains exceptional detail added to the text. • Outstanding achievement of purpose. 	<ul style="list-style-type: none"> • Adheres to the topic with minor deviations. • Adequate response demonstrating knowledge of the features of the transactional text type. • Adequate development of content. • Details support the topic. • Purpose achieved. 	<ul style="list-style-type: none"> • Some adherence to the topic. • Basic response demonstrating some knowledge of the features of the transactional text type. • Some focus but some of the content is off the topic. • Few details support the topic. • Partial achievement of purpose. 	<ul style="list-style-type: none"> • Completely off the topic. • Response reveals no knowledge of the features of the transactional text type. • Not able to express ideas clearly/ ideas are repetitive. • Details do not support the topic. • Purpose not achieved.
LANGUAGE CONSTRUCTION (Sentence structure; register, style ,tone; word choice; language use, spelling and punctuation) 5 MARKS	5	4	2-3	0-1
	<ul style="list-style-type: none"> • Effective and correct sentence structure. • Register, style, tone is highly appropriate to the purpose and context of the type of transactional text. • Exceptional use of appropriate vocabulary linked to the topic. • Correct language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Correct sentence structure. • Register, style, tone is appropriate to the purpose and context of the type of transactional text. • Appropriate vocabulary linked to the topic. • Few errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Some errors in sentence structure. • Register, style, tone is inappropriate for the purpose and context of the type of transactional text. • Limited use of appropriate vocabulary linked to the topic. • A large number of errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Poor sentence structure. • Register, style, tone is completely inappropriate for the purpose and context of the type of transactional text. • Vocabulary is not appropriate for the topic. • Language usage, spelling and punctuation seriously flawed.
FORMAT, LENGTH AND PLANNING 5 MARKS	5	4	2-3	0-1
	<ul style="list-style-type: none"> • Appropriate and accurate format. • Planning has produced a flawlessly presentable and well-crafted text. • Response adheres to the required length 	<ul style="list-style-type: none"> • Appropriate format with minor inaccuracies. • Planning has produced a good, presentable text. • Response adheres to the required length 	<ul style="list-style-type: none"> • Necessary rules of format vaguely applied. • Planning has produced a moderately presentable text. • Response adheres to the required length 	<ul style="list-style-type: none"> • Necessary rules of format not applied. • Inadequate planning has resulted in a poorly presented text. • Response adheres to the required length

Question 7 – ESSAY WRITING

Criteria	GRADE 10	GRADE 9	GRADE 8	GRADE 7
	17 -20	11-16	5-10	0-4
CONTENT (Response; organisation of ideas; awareness of purpose) 20 MARKS	<ul style="list-style-type: none"> • Complete adherence to the topic. • Intelligent, thought –provoking and mature ideas. • Exceptionally well organised (introduction, body and conclusion/ ending) detailed and coherent. • Excellent development of topic. • Outstanding achievement of purpose. 	<ul style="list-style-type: none"> • Adheres to the topic with minor deviations. • Ideas are reasonably coherent and convincing. • Essay is organised (introduction, body and conclusion/ending) and coherent. • Logical development of topic. • Purpose achieved. 	<ul style="list-style-type: none"> • Some adherence to the topic. • Able to express some ideas clearly. • Essay shows little evidence of organisation (introduction, body and conclusion/ ending) and coherence. • Essay makes some sense. • Partial achievement of purpose. 	<ul style="list-style-type: none"> • Completely off the topic. • Not able to express ideas clearly/ ideas are repetitive. • No evidence of organisation (introduction, body and conclusion/ ending) and coherence. • Muddled handling of topic/ essay does not make sense. • Purpose not achieved.
LANGUAGE CONSTRUCTION (Sentence structure; register, style ,tone; word choice; language use spelling and punctuation) 10 MARKS	9-10	6-8	3-5	0-2
	<ul style="list-style-type: none"> • Effective and correct sentence structure. • Register, style, tone is highly appropriate to the purpose and context of the essay. • Effective use of wide range of vocabulary linked to the topic. • Correct language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Correct sentence structure. • Register, style, tone is appropriate to the purpose and context of the essay. • Fairly wide range of vocabulary linked to the topic. • Few errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Some errors in sentence structure. • Register, style, tone is inappropriate for the purpose and context of the essay. • Adequate vocabulary linked to the topic. • A large number of errors in language usage, spelling and punctuation. 	<ul style="list-style-type: none"> • Poor sentence structure. • Register, style, tone is completely inappropriate for the purpose and context of the essay. • Limited vocabulary linked to the topic. • Language usage, spelling and punctuation seriously flawed.
PLANNING, STRUCTURE AND LENGTH 5 MARKS	5	4	2-3	0-1
	<ul style="list-style-type: none"> • Planning has produced a flawlessly presentable and well-crafted essay. • Effective introduction and conclusion. • Essay is 210-250 words in length. • Essay does not exceed 250 words in length. 	<ul style="list-style-type: none"> • Planning has produced a good, presentable essay. • Good introduction and conclusion. • Essay is 210-250 words in length. • Essay is too long but does not exceed 260 words in length. 	<ul style="list-style-type: none"> • Planning has produced a moderately presentable essay. • Adequate introduction and conclusion. • Essay is too short (130-180 words in length). • Essay is too long (exceeds 250 words in length). 	<ul style="list-style-type: none"> • Inadequate planning has resulted in a poorly presented essay. • Ineffective or no introduction, no conclusion. • Essay is too short (less than 130 words in length). • Essay is too long (exceeds 300 words in length).

