



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **DIAGNOSTIC TEST ITEMS GRADES 6 AND 9**

**HOME 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.

	<b>Spread of Questions</b>			
<b>Weighting</b>	$\pm 10\%$	$\pm 20\%$	$\pm 60\%$	$\pm 10\%$
<b>Grade 6</b>	4	5	6	7
<b>Grade 9</b>	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.

	<b>Spread of Questions</b>			
<b>Weighting</b>	$\pm 10\%$	$\pm 20\%$	$\pm 60\%$	$\pm 10\%$
<b>Grade 6</b>	4	5	6	7
<b>Grade 9</b>	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.

<b>Grade 6:</b> <b>(Grade 1 and 2 questions on visual text)</b>
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**

<b>Levels of Performance</b>	<b>Possible Learner Error</b>
<b>Level 1</b>	<ul style="list-style-type: none"> <li>• Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question.</li> <li>• Learner invokes prior knowledge related to the general topic being tested, but response is not text-based.</li> <li>• 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.</li> </ul>
<b>Level 2</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference.</li> <li>• The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.</li> </ul>

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

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 HOME  
LANGUAGE  
DIAGNOSTIC  
QUESTIONS & MEMO:**



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### **DIAGNOSTIC RESOURCE BANK INTERMEDIATE PHASE ENGLISH HOME LANGUAGE GRADE: 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 viewing skill. Hence you will select all the Reading and Viewing Grade 4 and 5 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 text, subject component, content/concept or skill, grade level of the question, difficulty level and term (in which the content/skill is taught) e.g.:

<b>Context</b>	<b>Skill</b>	<b>Sub-skill</b>	<b>Cognitive level</b>	<b>Grade</b>	<b>Difficulty Level</b>	<b>Term</b>
Instructional text	Reading and Viewing	Key features of text	K	4	E	2

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

Instructional text	Reading and Viewing	Key features of text	K	4	E	2
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## Question One

### TEXT 1: Story

Read the story below and answer the questions.

1. A great Heron was flying South for the winter, looking for warmer climates. He flew over a swamp, where he saw the most beautiful bird he'd ever seen. He landed on a rock nearby to introduce himself.



2. The pink bird was stunning. Her long legs were perfectly knobby at the knees, almost delicate, like pipe straws. Her beak was curved and prominent, and she gave off the cutest fluting noises when she called to her flock. What a graceful neck, too!

3. "Hello," he called to her. She regarded him with big, cautious eyes. "What do you want?" she asked. "I only wanted to greet such a magnificent bird." He replied. The gorgeous bird snorted an unladylike laugh. "Clearly you do not know me," she replied, while slurping up some bugs.



4. "Oh, but you caught my eye from the sky and I simply had to land and meet you." She stumbled away from him, flinging mud from her webbed feet. He followed her. As she clumsily walked, she nodded her head in a strange way. She was not quite what he'd imagined. She found some more bugs and started chewing away noisily.
5. Somehow, it was not as attractive as it'd seemed before. The way she closed her beak together was somewhat rude, and was that a burp he'd just heard? She glared at him. "What now?" she demanded, chewing with her mouth open.
6. "Nothing, just..." was that a bug crawling on her feathers? Gross! How could he have been so misled? He flew away in disgust at her lack of manners. Sometimes, looks can be deceiving.

*By: Andrew Frinkle*

(Adapted from <http://files.havefunteaching.com>)

## QUESTIONS

Story	Reading and viewing	Plot	K	4	E	1
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1.1 Why was Heron flying south?

He wanted to go to ...

- A meet other birds.
- B a warmer place.
- C a cooler place.
- D a swamp.

(1)

Story	Reading and viewing	Plot	C	5	M	1
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1.2 Why did Heron land in the swamp?

He wanted to ...

- A meet the flamingo.
- B rest on a rock.
- C catch the fish.
- D eat bugs.

(1)

Story	Reading and viewing	Vocabulary meaning	C	6	M	1
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1.3 Which word in paragraph 3 means that the flamingo was very careful?

- A magnificent
- B gorgeous
- C cautious
- D clearly

(1)

Story	Reading and viewing	Figures of speech-word meaning	A	7	D	1
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1.4 The text describes the flamingo's legs as "delicate, like pipe straws."

What figure of speech is this?

A assonance

B metaphor

C synonym

D simile

(1)

Story	Reading and viewing	Elements of fable (Character)	C	5	M	1
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1.5 Fill in the missing words from the text to describe the flamingo.

She had a ... beak with a ... neck.

(2)

Story	Reading and viewing	Characters	C	6	M	1
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1.6 What was Heron's first impression of Flamingo?

He felt that she was...

A different and interesting.

B graceful and beautiful.

C strange and different.

D not his type.

(1)

Story	Reading and viewing	Characteristics	A	6	D	1
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1.7 How did Heron's opinion of Flamingo change after he got to know her?

He was ...

A impressed by her appearance but disappointed by her manners.

B unimpressed by her appearance and her manners.

C unimpressed by her nest appearance and manners.

D impressed by her appearance and her manners.

(1)

Story	Reading and viewing	Characters	C	5	M	2
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1.8 What were the two things Flamingo did, that Heron disliked?

Burping and ...

- A chewing with her mouth open.
- B chewing quietly.
- C screaming.
- D slouching.

(1)

Story	Reading and viewing	Title	A	6	D	1
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1.9 What could be another possible title for this story?

- A Looks can be deceiving
- B The Heron and the Fish
- C The boy and the bird
- D The swamp

(1)

Story	Reading and viewing	Reading process (Scanning for details - plot)	C	5	M	1
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1.10 What do flamingos eat?

- A feathers
- B seeds
- C bugs
- D mud

(1)

Story	Language Structures and Conventions	Punctuation (Capital letter and question mark)	C	6	M	1
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1.11 Choose the correctly punctuated sentence.

do all birds fly to other countries during the winter months

- A do all birds fly to other countries during the winter months?
- B do all birds fly to other countries during the winter months.
- C do all Birds fly to other countries during the winter months!
- D do all birds fly to other countries during the winter months?

(1)

Story	Language Structures and Conventions	Word meaning (Antonyms)	C	6	M	1
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1.12 Find an antonym in Paragraph 4, for the word **quietly**.

- A clumsily
- B happily
- C noisily
- D simply

(1)

Story	Language Structures and Conventions	Word meaning (Synonyms)	C	6	M	1
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1.13 What is a synonym for the word 'appearances' in paragraph 6?

- A disappearances
- B misleads
- C disgusts
- D looks

(1)

Story	Language Structures and Conventions	Word meaning (Auxiliary verbs)	C	6	M	2
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1.14 Identify the auxiliary verb in the sentence.

Flamingo was eating a bug.

- A was eating
- B eating
- C was
- D a

(1)

Story	Language	Word level work (Prefixes)	C	6	M	2
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1.15 Add a prefix to the word “attractive” to give it an opposite meaning.

- A attractiveness
- B unattractive
- C distractive
- D attract

(1)

Story	Language Structures and Conventions	Sentence level work (Future tense)	C	6	M	1
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1.16 Rewrite the sentence in the simple future tense.

She found some more bugs in the swamp.

- A She will have found some more bugs in the swamp.
- B She will not find some more bugs in the swamp.
- C She will find some more bugs in the swamp.
- D She finds some more bugs in the swamp.

(1)

Story	Language Structures and Conventions	Sentence level (Passive voice)	C	6	M	3
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1.17 Rewrite the sentence in the passive voice.

Heron saw a beautiful bird.

- A A beautiful bird was seen by Heron.
- B A beautiful bird is seen by Heron.
- C "Heron saw a beautiful bird."
- D A beautiful bird saw Heron.

(1)

Story	Language Structures and Conventions	Sentence level (Reported speech)	C	6	M	1
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1.18 Rewrite the sentence in the reported speech.

"I am hungry," said Heron.

- A Heron said that he was hungry.
- B Am I hungry? asked Heron.
- C Heron said he is hungry.
- D Heron said I am hungry.

(1)

Story	Language Structures and Conventions	Word level (Pronouns)	C	5	M	3
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1.19 Replace the underlined noun with a suitable pronoun.

Heron left Heron's nest to fly south.

- A because
- B them
- D he's
- C his

(1)

Story	Language Structures and Conventions	Word level (prepositions)	C	6	M	1
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1.20 Fill in a suitable preposition to complete the sentence.

Flamingo waded ... the muddy water.

- A over
- B walk
- C on
- D in

(1)

Story	Language Structures and Conventions	Sentence level (Subject/verb/object)	C	6	M	1
-------	-------------------------------------	--------------------------------------	---	---	---	---

1.21 Write down the subject in the following sentence.

The pink bird was stunning.

- A was stunning
- B The pink bird
- C The bird
- D pink bird

(1)

Story	Language Structures and Conventions	Word level (Correct form of verb – verb tense)	C	6	M	2
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1.22 Identify the correct form of the verb to complete the sentence below.

The Flamingo and the Heron ... be flying south for the winter.

- A was
- B will
- C are
- D is

(1)



Story	Language Structures and Conventions	Word level (Degrees of comparison)	C	5	M	3
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1.23 Identify the degree of comparison to complete the sentence below.

Flamingo is ... than Heron

- A tallest
- B taller
- C tale
- D tall

(1)

Story	Language Structures and Conventions	Word level (Pronouns)	C	6	M	1
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1.24 Complete the following sentence by filling in a suitable pronoun.

Flamingo really knows how to enjoy ...

- A oneself.
- B herself.
- C hers.
- D her.

(1)

Story	Language	Sentence level (Sentence types)	C	6	M	1
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1.25 Identify the sentence type.

“What do you want?”

- A statement
- B command
- C question
- D phrase

(1)

Story	Language Structures and Conventions	Word meaning (Onomatopoeia)	C	6	M	4
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1.26 What is the figure of speech in the following phrase?

“slurping up some bugs.”

- A onomatopoeia
- B assonance
- C antonym
- D simile

(1)

Story	Language Structures and Conventions	Word meaning (Idiomatic expressions)	C	6	M	1
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1.27 What does “you caught my eye” (paragraph 4 ) mean?

It means that Flamingo caught Heron’s ...

- A imagination.
- B attention.
- C tears.
- D fish.

(1)

## Question Two

### TEXT 2: Poem

Read the poem below and answer the questions.

#### Get Out of Bed

1. Get out of bed you silly fool!  
Get up right now, it's time for school.  
If you don't dress without a fuss,  
I'll throw you naked on the bus!
2. Oh, Mum, don't make me go today.  
I'm feeling worse than yesterday.  
You cannot imagine what I'm going through.
3. I've got a strange, rare case of flu.  
My body aches, my throat is sore.  
I'm sure I'm knocking on death's door.  
You can't send me to school—*achoo!*— (sneeze)  
Cause everyone could get it, too.
4. Besides the children despise me there.  
They always tease, and always stare  
And all the teachers know my name.  
When something's wrong, it's me they blame
5. You faked a headache yesterday.  
Don't pull that stuff on me today.  
Stop acting like a silly fool—  
The principal cannot skip school



Diane Z Shore

<https://books.google.co.za>

## QUESTIONS

Poem	Reading and viewing	Rhyming words	K	4	E	1
------	---------------------	---------------	---	---	---	---

2.1 Which word from stanza 1 rhymes with 'fuss'.

- A blame
- B dress
- C fuse
- D bus

(1)

Poem	Reading and viewing	Uses reading strategies. (Contextual clues-shows understanding of text)	K	6	E	1
------	---------------------	---	---	---	---	---

2.2 How does the person travel to school?

He ...

- A imagines that he is there.
- B catches the school bus.
- C drives to school.
- D skips to school.

(1)

Poem	Reading and viewing	Shows understanding of text	K	6	E	1
------	---------------------	-----------------------------	---	---	---	---

2.3 What is the one thing that the person wants to do?

He wants to ...

- A play at home.
- B stay at home.
- C go to school.
- D wash his car.

(1)

Poem	Reading and viewing	Figurative meaning	A	7	D	1
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2.4 What does the expression 'I'm sure I'm knocking on death's door' mean?

I am about to ...

- A sneeze.
- B stare.
- C cry.
- D die.

(1)

Poem	Reading and viewing	Vocabulary	C	5	M	1
------	---------------------	------------	---	---	---	---

2.5 Which word in stanza 4 means that the learners did not like the person?

- A despise
- B imagine
- C blame
- D tease

(1)

Poem	Reading and viewing	Uses reading strategies. (Contextual clues)	C	5	M	2
------	---------------------	--	---	---	---	---

2.6 Why does he not want to go to school?

- A He does not have a car.
- B The children tease him.
- C He is always sneezing.
- D He dislikes the bus.

(1)

Poem	Reading and viewing	Figures of speech (simile)	A	7	D	2
------	---------------------	----------------------------	---	---	---	---

2.7 Identify the figure of speech in the sentence below.

Stop acting like a silly fool.

- A personification
- B metaphor
- C antonym
- D simile

(1)

Poem	Reading and viewing	Vocabulary development	C	6	M	1
------	---------------------	------------------------	---	---	---	---

2.8 What does the word 'skip' in stanza 5 mean?

- A jump
- B miss
- C fake
- D play

(1)

Poem	Reading and viewing	Understanding of poem	C	6	M	1,4
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2.9 Who, according to the poem, does not want to go to school?

- A principal
- B children
- C teacher
- D mum

(1)

Poem	Language Structures and Conventions	Word level (Nouns)	C	6	M	1
------	-------------------------------------	--------------------	---	---	---	---

2.10 Identify the part of speech of the underlined word.

Stop acting like a silly fool.

- A adjective
- B pronoun
- C simile
- D noun

(1)

Poem	Language Structures and Conventions	Sentence level (Past continuous tense)	A	6	D	2
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2.11 What is the tense of the following sentence?

The children are teasing me.

- A present continuous tense
- B past continuous tense
- C personification
- D future tense

(1)

Poem	Language Structures and Conventions	Word meaning (Idiom)	A	6	D	1
------	-------------------------------------	----------------------	---	---	---	---

2.12 What is the expression: 'I'm knocking on death's door' an example of?

- A alliteration
- B antonym
- C proverb
- D idiom

(1)

Poem	Language Structures and Conventions	Word level (Degree of comparison)	A	5	D	3
------	-------------------------------------	-----------------------------------	---	---	---	---

2.13 Identify the sentence with the correct degree of comparison.

- A Mary was more intelligent than Jane.
- B Mary was most intelligent than Jane.
- C Mary was intelligent than Jane.
- D Mary was intelligent.

(1)

Poem	Language Structures and Conventions	Word level (Adverb of manner)	C	6	M	3
------	-------------------------------------	-------------------------------	---	---	---	---

2.14 Fill in a suitable adverb of manner.

The teacher yelled at the boy ...

- A yesterday.
- B outside.
- C angrily.
- D angry.

(1)

Poem	Language Structures and Conventions	Word level (Prepositions)	K	5	E	2
------	-------------------------------------	---------------------------	---	---	---	---

2.15 Fill in the correct preposition.

Mom was yelling ... her son.

- A through
- B next
- C on
- D at

(1)



Poem	Language Structures and Conventions	Word level (Conjunctions)	C	5	M	1
------	-------------------------------------	---------------------------	---	---	---	---

2.16 Complete the sentences using the correct conjunction.

Mother woke her son ... he refused to get up.

- A because
- B under
- C where
- D but

(1)

Poem	Language Structures and Conventions	Word meaning (Synonyms)	C	6	M	1
------	-------------------------------------	-------------------------	---	---	---	---

2.17 Write down a synonym for the word 'wrong' as used in the poem.

- A incorrect
- B wrongly
- C correct
- D faked

(1)

Poem	Language Structures and Conventions	Sentence level (Sentence types)	C	6	M	1
------	-------------------------------------	---------------------------------	---	---	---	---

2.18 Identify the type of sentence below.

Did the children like the teacher?

- A exclamation
- B statement
- C question
- D proverb

(1)

Poem	Language Structures and Conventions	Word level (Pronouns)	K	4	E	1
------	-------------------------------------	-----------------------	---	---	---	---

2.19 Replace the underlined words in the following sentence with a pronoun.

The boy went to school.

- A They
- B She
- C He
- D It

(1)

Poem	Language Structures and Conventions	Word meaning (Alliteration)	C	5	M	3
------	-------------------------------------	-----------------------------	---	---	---	---

2.20 Write down 2 words that show the alliteration in Stanza 3.

- A death's door
- B body aches
- C rare scare
- D silly fool

(1)

Poem	Language Structures and Conventions	Spelling and punctuation (Capital and full stop)	C	5	M	3
------	-------------------------------------	--	---	---	---	---

2.21 Which one of the sentences is punctuated correctly?

the teacher cannot skip school

- A The teacher cannot skip school.
- B The teacher cannot skip school
- C The teacher cannot, skip school.
- D The teacher cannot skip school?

(1)

Poem	Language Structures and Conventions	Sentence level (Subject verb agreement)	K	6	E	1
------	-------------------------------------	---	---	---	---	---

2.22 Fill in the missing word.

The man ... pretending to be ill.

- A where
- B were
- C wear
- D was

(1)

Poem	Language Structures and Conventions	Word level (Articles)	K	4	E	1
------	-------------------------------------	-----------------------	---	---	---	---

2.23 Choose the correct article to complete the sentence..

The school principal addressed ... learners.

- A the
- B an
- C at
- D a

(1)

Poem	Language Structures and Conventions	Sentence level (Direct speech)	A	6	D	3
------	-------------------------------------	--------------------------------	---	---	---	---

2.24 Rewrite the following sentence in the direct speech.

The man said that his throat was sore.

- A The man said, "My throat is sore."
- B The man said, "His throat is sore."
- C "The man said my throat is sore!"
- D Is the man's throat sore?

(1)

TOTAL 24

### Question Three

#### TEXT 3: Recipe

Read the recipe below and answer the questions.

#### How to make Pancakes

##### Ingredients:

1 cup (250g) cake flour

A pinch of salt

½ cup (125ml) water

Golden syrup to drizzle

Fresh cream

2 Eggs

¼ cup oil



##### Method:

1. Sift the dry ingredients together.
2. Beat eggs, water and milk together.
3. Pour the egg mixture into the flour mixture and mix thoroughly.
4. Add the oil and mix until smooth and creamy.
5. Leave the mixture to stand for 30 minutes.
6. Heat a non-stick frying pan and cook one pancake at a time.
7. Pour golden syrup over pancakes and add whipped fresh cream.

(Makes 10 pancakes)

### QUESTIONS

Recipe	Reading and viewing	Shows understanding of text and how it functions	K	6	E	4
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3.1 What is this text about?

How to make...

- A fresh cream.
- B cupcakes.
- C pancakes.
- D mixtures.

(1)

Recipe	Reading and viewing	Details of text	K	5	E	2
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3.2 Which of the following is used as a dry ingredient in this text?

- A golden syrup
- B baking tray
- C flour
- D eggs

(1)

Recipe	Reading & viewing	Understanding new vocabulary	C	5	M	2
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3.3 What does “a pinch of salt” mean ?

- A small amount of salt
- B large amount of salt
- C to hurt someone
- D cup of salt

(1)

Recipe	Reading and viewing	Understanding of how text functions	C	6	M	2
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3.4 What do you call the items needed to make pancakes?

- A ingredients
- B cake flour
- C sugar
- D fruit

(1)

Recipe	Reading and viewing	Shows understanding of how text functions	C	6	M	2
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3.5 What in a recipe explains how pancakes are made?

- A decoration
- B method
- C mixture
- D cream

(1)

Recipe	Reading and viewing	Understands text information	A	5	D	4
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3.6 What should be done once the mixture is smooth?

It should be ...

- A thrown away.
- B cooked.
- C poured.
- D baked.

(1)

Recipe	Reading and viewing	Understands how text functions-sequencing	A	6	D	2
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3.7 What is the hygienic thing to do before preparing food?

- A Wash one's hands.
- B Get more flour.
- C Beat the eggs.
- D Buy a stove.

(1)

Recipe	Reading and viewing	Understands details of text	K	5	E	4
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3.8 How long should the mixture stand for before it is used?

- A 30 seconds
- B 30 minutes
- C 30 hours
- D 3 hours

(1)

Recipe	Reading and viewing	Vocabulary-inference word meaning	C	6	M	2
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3.9 What does the word drizzle mean?

- A sprinkle
- B pour
- C rain
- D mix

(1)

Recipe	Reading and viewing	Understands details of text	K	6	E	2
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3.10 Which utensil is used to cook the pancakes?

- A frying pan
- B kitchen
- C stove
- D bowl

(1)

Recipe	Reading and viewing	Analyses characteristics of text	C	6	M	2
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3.11 What type of instructional text is this?

- A pamphlet
- B manual
- C recipe
- D report

(1)

Recipe	Reading and viewing	Orders jumbled instructions	C	6	E	2
--------	---------------------	-----------------------------	---	---	---	---

3.12 The following steps for making pancakes are incorrectly sequenced.

Write down only the letter of the correct answer.

Step	Method
Step 1	Sift all the dry ingredients.
Step 2	Pour golden syrup over the pancakes.
Step 3	Leave mixture to stand for 30 minutes.
Step 4	Cook one pancake at a time.

- A Steps 1 – 3 – 4 – 2
- B Steps 2 – 4 – 3 – 1
- C Steps 4 – 1 – 2 – 3
- D Steps 3 – 2 – 5 – 1

(1)

Recipe	Reading and viewing	Understand details of text	K	6	E	2
--------	---------------------	----------------------------	---	---	---	---

3.13 How many pancakes can be made?

- A 125
- B 10
- C 30
- D 5

(1)

Recipe	Language Structures and Conventions	Word level (Suffixes)	C	6	M	2
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3.14 Choose the correct form of the word in brackets.

Pour a little syrup (gentle) over the pancakes.

- A generously
- B roughly
- C gently
- D gentle

(1)

Recipe	Language Structure and Conventions	Word level (Verbs)	K	6	E	2
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3.15 Identify the part of speech of the underlined word.

Beat the eggs, water and milk together.

- A metaphor
- B adverb
- C noun
- D verb

(1)



Recipe	Language Structure and Conventions	Word level (Adjectives)	K	6	E	2
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3.16 Which word in the following sentence is an adjective?

Mum made tasty pancakes.

- A pancakes
- B made
- C tasty
- D Mum

(1)

Recipe	Language Structure and Conventions	Sentence level (Future tense)	C	6	M	2
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3.17 Which sentence is written in the future tense?

Dad ...

- A shall eat pancakes.
- B will eat pancakes.
- C bought pancakes.
- D eats pancakes.

(1)

Recipe	Language Structure and Conventions	Word level (Prepositions)	C	5	M	2
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3.18 Fill in the correct preposition.

Fry pancakes one ... a time.

- A before
- B and
- C at
- D it

(1)

Recipe	Language Structure and Conventions	Word level (Auxiliary verbs)	C	6	M	2
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3.19 Fill in a suitable auxiliary verb from the options below.

My mum ... cooking a delicious meal.

- A went
- B were
- C was
- D has

(1)

Recipe	Language Structure and Conventions	Word level (Plurals)	K	4	E	1
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3.20 Write the plural form of the underlined word..

Mum packed the pancakes in the box.

- A packets
- B boxing
- C boxes
- D boxed

(1)

Recipe	Language Structure and Conventions	Word meaning (Synonyms)	C	6	M	1
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3.21 Which word is similar in meaning (synonym) to “whip” in line 7?

- A freeze
- B whizz
- C beat
- D pour

(1)

Recipe	Language Structure and Conventions	Word level (Conjunctions)	A	6	D	1
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3.22 Which one of the following sentences uses the conjunction correctly?

My brother loves cookies, ...

- A therefore my brother eats a lot of cookies.
- B therefore he bought chocolates.
- C therefore he eats a lot of them.
- D therefore he ate a lot.

(1)

Recipe	Language Structure and Conventions	Word meaning (Antonyms)	C	7	M	1
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3.23 Which word from the text is an antonym of the underlined word?

Stir the mixture until crumbly.

- A whipped
- B smooth
- C syrup
- D solid

(1)

Recipe	Language Structure and Conventions	Spelling and punctuation (Capital and comma)	C	6	M	1
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3.24 Rewrite the following sentence and insert the correct punctuation.

pour the egg water and milk mixture into a container.

(2)

Recipe	Language Structure and Conventions	Sentence level (Reported speech)	A	6	D	1
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3.25 Identify the sentence that is correctly written in the reported speech.

Mum said, "The pancakes are ready".

- A Mum said that "The pancakes are ready."
- B Mum said that the pancakes were ready.
- C The pancakes are ready mum said.
- D Mum said pancakes are ready.

(1)

Recipe	Language Structure and Conventions	Word level (Proper nouns)	K	6	E	1
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3.26 State the proper noun in the following sentence.

Sipho loves eating pancakes.

- A pancakes
- B eating
- C loves
- D Sipho

(1)

Recipe	Language Structure and Conventions	Word level (Possessive pronoun)	C	5	E	3
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3.27 Identify the possessive pronoun in the following sentence.

The children ate their pancakes hungrily.

- A children
- B pancake
- C their
- D the

(1)

TOTAL 28

## Question Four

TEXT 4: Newspaper article

Read the article below and answer the questions.


**News 24**

### **HERO BY NAME, HERO BY ACTION**

**8 JULY 2016**



**Hero the Superdog**

1. Durban – A dog named Hero has lived up to his name, staying with an injured dog **companion** for days, only leaving to fetch food and return it to his injured **companion**.
  2. Hero's story is a **remarkable** tale of loyalty, which played out two weeks ago at a section of a railway track in Shallcross, Durban.
  3. Another dog and Hero had been spotted on the tracks. Someone reported the dogs to the Durban and Coast SPCA, saying the dogs had been hit by a train. Only one dog has been hit by a passing train. It was paralysed by severe spinal damage and it was **unable** to move.
  4. For three days, Hero stayed with the injured hound, leaving only to fetch food and return it to the injured dog. On March 18, Inspector Lucas Moloi responded to the call.
- 
5. SPCA spokesperson Lindsey Fogarty said Moloi arrived at the scene to find Hero caring for the injured animal. "Security officers in the area reported that they had seen the dog going out to look for food and bringing it back to his injured friend. He stayed close by as Inspector Moloi carried his canine companion to safety, watching over her and ensuring no further harm was caused," she said.
  6. "The injured dog had a severe spinal injury and had to be put down to **prevent** further suffering. Her guardian angel is up for adoption, looking for his forever home," Fogarty said.
  7. "Hero is such an amazing dog. He is very loving and desperate for attention. He adores belly rubs. He is a little timid, but he won't let that get in the way of making new friends."
  8. Hero is recovering from a bit of a cough, is otherwise in good health and in high spirits. The good news is that he is at the beginning stages of adoption by a Durban family.

Jeff Wicks, News24 Adapted from [www.news 24.com](http://www.news24.com)

## QUESTIONS

Newspaper Article	Reading and viewing	Text features (Title)	K	4	E	1
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4.1 What is the name of this newspaper?

- A Hero 24
- B News 24
- C Durban
- D Herald

(1)

Newspaper Article	Reading and viewing	Inferring meaning	C	5	M	1
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4.2 What does the title “Hero by name, hero by action” mean?

- A The dog was a hero to save another dog and his name is also Hero.
- B Two dogs named Hero were injured on the train tracks.
- C A dog saved another dog whose name was Hero.
- D Hero was a naughty dog.

(1)

Newspaper Article	Reading and viewing	Inferring meaning	C	5	M	1
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4.3 What does the word companion in paragraph 1 mean?

- A friend
- B loyal
- C hero
- D pet

(1)

Newspaper Article	Reading and viewing	Elements of text (Setting)	K	4	E	1
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4.4 In which city did this story take place?

- A Cape Town
- B Durban
- C SPCA
- D Coast

(1)

Newspaper Article	Reading and viewing	Understanding details of text	K	6	E	1
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4.5 Why did Hero return to the injured dog every day?

He went back to ... the dog

- A guard
- B harm
- C feed
- D lick

(1)

Newspaper Article	Reading and viewing	Understanding details of text	K	5	E	1
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4.6 Complete the sentence.

Mr ... found the dogs.

- A Shallcross
- B Fogarty
- C Moloji
- D Wicks

(1)

Newspaper Article	Reading and viewing	Vocabulary development	C	4	M	4
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4.7 Which word in paragraph 7 has the same meaning as 'shy'?

- A desperate
- B loving
- C quiet
- D timid

(1)

Newspaper Article	Reading and viewing	Understanding details of text	C	4	M	4
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4.8 Why did Hero keep watch while the other dog was taken to safety?

Hero wanted to see if the dog was ...

- A hungry.
- B injured.
- C clean.
- D safe.

(1)

Newspaper Article	Reading and viewing	Reading strategies- understands details of text	A	6	D	1
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4.9 How may Hero's health be described at present?

He is ...

- A sick and unhealthy.
- B healthy and happy.
- C sick but happy.
- D lost and alone.

(1)

Newspaper Article	Reading and viewing	Inferring meaning	C	6	M	1
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4.10 What does the picture caption "Hero the Superdog" mean?

Hero can ...

- A feed dogs.
- B save lives.
- C run fast.
- D fly high.

(1)



Newspaper Article	Language Structure and Conventions	Word level (Verb tense)	C	5	M	1
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4.11 Fill in the correct word.

Hero ... another dog two weeks ago.

- A saves
- B saved
- C save
- D safe

(1)

Newspaper Article	Language Structure and Convention	Word level (Conjunctions)	C	6	M	4
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4.12 Join the following sentences using the given conjunction.

The dog could not move. The dog was paralysed. (because)

- A The dog could not move because the dog was paralysed
- B The dog could not move because it was paralysed.
- C Because the dog could not move it was paralysed.
- D The dog could not move. The dog was paralysed.

(1)

Newspaper Article	Language Structure and Convention	Word level (Reflexive pronouns)	K	6	E	1
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4.13 What is the pronoun in the following sentence?

The injured dog could not look after himself.

- A himself
- B look
- C dog
- D the

(1)

Newspaper Article	Language Structure and Convention	Word meaning (Synonyms)	A	6	D	4
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4.14 Match the words in column A with the correct synonyms in column B.

Write down only the letter of the correct answer.

Column A		Column B	
1	remarkable (paragraph 2)	A	powerless
2	unable (paragraph 3)	B	stop
3	prevent (paragraph 6)	C	amazing
		D	continue

A 1 - C; 2 - A ; 3 - B

B 1 - C; 2 - B ; 3 - A

C 1 - D; 2 - C ; 3 - A

D 1 - D ; 2 - B ; 3 - A

(1)

Newspaper Article	Language Structure and Convention	Sentence level (Passive voice)	C	6	M	3
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4.15 What is the passive voice of the following sentence?

A family from Durban adopted the dog.

A The dog were adopted by a family from Durban.

B The dog was adopted by a family from Durban.

C A family from Durban was adopted by a dog.

D The dog adopted a family from Durban.

(1)

Newspaper Article	Language Structure and Convention	Sentence level (Subject/verb/object )	K	4	E	4
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4.16 What is the subject in the following sentence?

The dog has been hit by a train.

A The dog

B a train

C hit

D a

(1)

Newspaper Article	Language Structure and Convention	Word meaning (Figurative language)	A	5	D	1
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4.17 What does to be “in high spirits” (paragraph 8) mean?

It means to be ...

- A healthy.
- B injured.
- C happy.
- D flying.

(1)

Newspaper Article	Language Structure and Convention	Sentence level (Sentence types)	C	4	M	1
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4.18 Identify the following sentence type.

Dogs are a man's best friend.

- A Direct Speech
- B Exclamation
- C Statement
- D Command

(1)

Newspaper Article	Language Structure and Convention	Word level Ssuffix)	K	6	E	3
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4.19 Add a suffix to the word in brackets to complete the sentence.

Lindsey was (deep) saddened by the dog's death.

- A deepened
- B deepness
- C deeply
- D dearly

(1)

Newspaper Article	Language Structure and Convention	Word meaning (Simile)	K	6	E	1
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4.20 What is the figure of speech in 'The train was as fast as lightning'.

- A alliteration
- B metaphor
- C antonym
- D simile

(1)

Newspaper Article	Language Structure and Convention	Spelling and punctuation	C	6	M	1
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4.21 Choose the correctly punctuated sentence from the given options.

The reporter said I really admire that dog

- A The reporter said that I really admire that dog.
- B The reporter said, "I really admire that dog."
- C The reporter said, I really admire that dog.
- D The reporter adopted the dog.

(1)

Newspaper Article	Language Structure and Convention	Word level (Verbs tense)	K	4	E	4
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4.22 Fill in the correct word.

The inspector ... to put the animal down.

- A have
- B has
- C had
- D will

(1)

Newspaper Article	Language Structure and Convention	Word level (Antonyms)	K	5	E	1
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4.23 What is the opposite of the underlined word?

Hero enjoyed playing with his old friends.

- A enemies
- B young
- C older
- D aged

(1)

### Question Five

#### TEXT 5: Informational text

Read the article below and answer the questions.

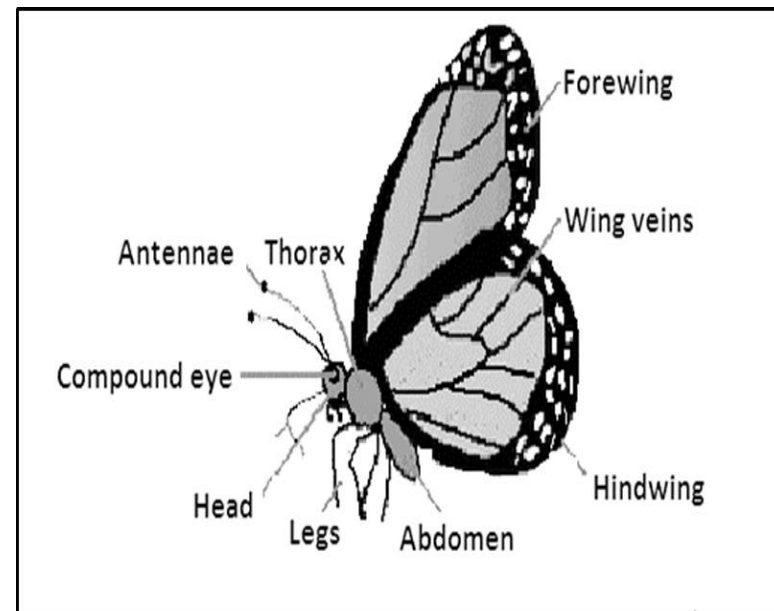
### BUTTERFLIES

#### General facts

- 1 Butterflies are insects, but large scaly wings set them apart. These wings allow them to fly but only when their body temperature is above 86 degrees. The fastest butterflies can fly up to 48 km per hour.
- 2 Scientists estimate that there are 28,000 species of butterflies throughout the world. Most butterflies are found in tropical rainforests, but they can live in all climates and altitudes of the world. The butterfly does migrate to avoid cold weather.
- 3 Butterflies have three body parts, like all other insects: the head, the thorax (chest), and the abdomen (bottom). The butterfly's four wings and six legs are attached to the thorax.
- 4 Butterflies are colourful for many reasons. The colours help them attract a mate and absorb heat. The colour also helps them blend in among the flowers when they are feeding.

#### Life-cycle

- 5 Butterflies change four times during their lives in a process which is called **metamorphosis**.

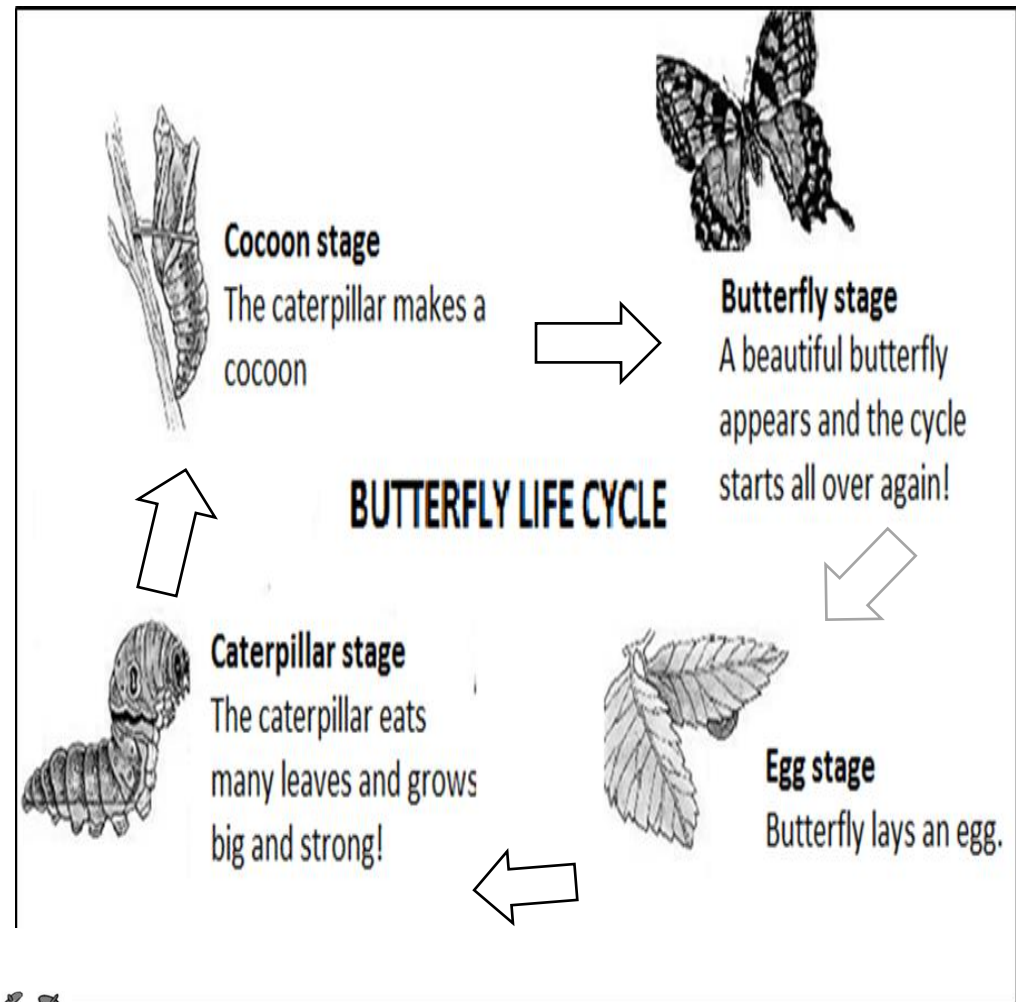


They are born as eggs (stage 1). Next they turn into caterpillars, or larvae (stage 2). The caterpillar will eat constantly – it loves leaves and flowers – and will grow and grow through this stage of its life.

- 6 As the **caterpillar grows**, it sheds its skin. When the caterpillar has grown several thousand times its original size, it goes into a resting stage. This is when the caterpillar becomes a pupa, in a **cocoon** (stage 3). Finally, the cocoon breaks open and a butterfly comes out (stage 4).
- 7 Female butterflies are usually larger than males and they live longer.

### HOW TO CREATE A BUTTERFLY GARDEN

- 1 Research first. Find out which butterflies are common in your area.
- 2 Choose "Host Plants" for your garden. Note from your research what the caterpillar (larvae) of the local butterflies eat.
- 3 Choose "Nectar Plants" for your garden. Nectar plants serve as the food source for the butterfly.
- 4 Purchase plants or seeds for your garden centre.
- 5 Create your butterfly garden.
- 6 Observe and enjoy the butterfly activity in your garden. Watch for female butterflies laying eggs on host plants.



## QUESTIONS

Information text	Reading and viewing	Understands details of text	K	4	E	2
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5.1 Why are butterflies different from other insects?

They are different, because of their ... scaly wings.

A colourful

B thick

C large

D six

(1)

Information text	Reading and viewing	Understanding details of text	K	4	E	2
------------------	---------------------	-------------------------------	---	---	---	---

5.2 How far can a butterfly fly within an hour?

A 28 km

B 86 cm

C 48 km

D 50 km

(1)

Information text	Reading and viewing	Reading strategies – contextual clues	C	5	M	1
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5.3 When only can butterflies can fly?

When their body temperature is ...

A between 85 and 86 degrees.

B not more than 100 degrees.

C above 86 degrees.

D below 86 degrees.

(1)



Information text	Reading and viewing	Literal meaning and vocabulary	C	7	M	3
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5.4 What is the meaning of the word “estimate” in paragraph 2?

- A catch
- B count
- C guess
- D fly

(1)

Information text	Reading and viewing	Inferring meaning of unfamiliar words	C	7	M	3
------------------	---------------------	---------------------------------------	---	---	---	---

5.5 What is meant by the following statement?

“Butterflies migrate to warmer climates in winter.”

They ...

- A go to wetter areas during winter.
- B travel to warmer areas in winter.
- C are caught in nets in winter.
- D lay eggs during winter.

Information text	Reading and viewing	Uses reading strategies - Understanding details of text	K	5	E	1
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5.6 How many legs does a butterfly have?

- A three
- B four
- C five
- D six

(1)

Information text	Reading and viewing	Uses reading strategies Understanding details of text	C	6	M	4
------------------	---------------------	--	---	---	---	---

5.7 Name the butterfly's body parts.

- A head, thorax, abdomen
- B wings, head, thorax
- C legs, chest, thorax
- D neck, head, feet

(1)

Information text	Reading and viewing	Reading strategies - Understanding details of text	C	6	M	4
------------------	---------------------	---	---	---	---	---

5.8 Why are butterflies colourful?

They are colourful because it helps them to attract ...

- A a mate, absorbs heat and blends in with the flowers.
- B people, absorb water and blend with the enemies.
- C flowers, absorb heat and blend with a mate.
- D heat, absorbs flowers and finds a mate.

(1)

Information text	Reading and viewing	Uses knowledge / textual clues to determine meaning	C	6	M	4
------------------	---------------------	---	---	---	---	---

5.9 What does the word metamorphosis mean? It means a change in ...

It means a change in ...

- A appearance.
- B behaviour.
- C climate.
- D diet.

(1)

Information text	Reading and viewing	Understanding details of text	K	7	E	3
------------------	---------------------	-------------------------------	---	---	---	---

5.10 Fill in the missing word to complete the sentence.

A butterfly changes ... times in its life cycle.

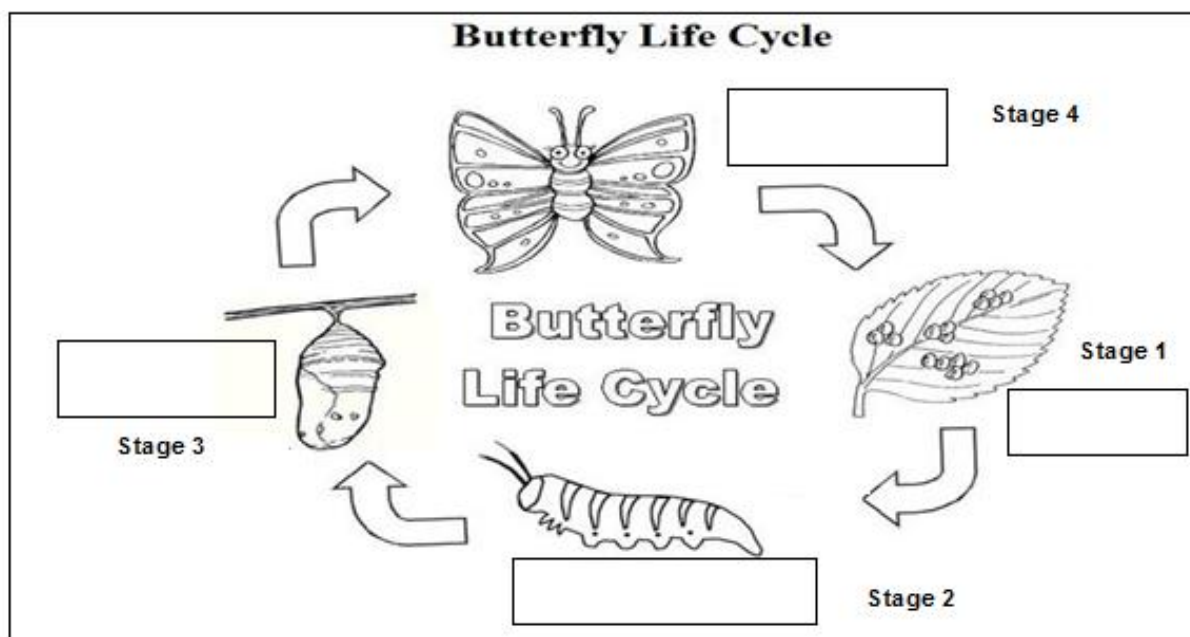
- A three
- B four
- C five
- D six

(1)

Information text	Reading and viewing	Inferring meaning from images	A	7	D	3
------------------	---------------------	-------------------------------	---	---	---	---

In the following illustration, the lifecycle of the butterfly shows the following:

5.11 Which option given below, best fits into the blocks/stages?



- A **Stage 1:** caterpillar, **Stage 2:** eggs, **Stage 3:** cocoon, **Stage 4:** butterfly
- B **Stage 1:** caterpillar, **Stage 2:** eggs, **Stage 3:** butterfly, **Stage 4:** cocoon
- C **Stage 1:** eggs, **Stage 2:** caterpillar, **Stage 3:** cocoon, **Stage 4:** butterfly
- D **Stage 1:** leaf, **Stage 2:** worm, **Stage 3:** cocoon, **Stage 4:** butterfly

(1)

Information text	Language Structure and Convention	Spelling and punctuation(Capital letter, comma and full stop)	C	6	M	1
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5.12 Choose the correctly punctuated sentence.

butterflies bees and moths all belong to the insect family

- A Do butterflies, bees and moths all belong to the insect family?
- B Butterflies, Bees and Moths all belong to the Insect family.
- C Butterflies, bees and moths all belong to the insect family.
- D Butterflies bees and moths, all belong to the insect family.

(1)

Information text	Language Structure and Convention	Word level (Plurals)	K	4	E	1
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5.13 What is the plural of the underlined word?

Butterflies have three body parts.

- A body's
- B bodies
- C babies
- D bodes

(1)

Information text	Language Structure and Convention	Word level (Adjectives)	C	6	M	2
------------------	-----------------------------------	-------------------------	---	---	---	---

5.14 Identify the adjective in the sentence?

Butterflies are found in wet areas.

- A butterflies
- B wet
- C are
- D in

(1)

Information text	Language Structure and Convention	Sentence level (Future tense)	C	6	M	3
------------------	---	----------------------------------	---	---	---	---

5.15 Rewrite the sentence in the future tense.

Butterflies change four times during their lives.

- A Butterflies are going to change four times during their lives.
- B Butterflies shall change four times during their lives.
- C Butterflies will change four times during their lives.
- D Butterflies do not change during their lives.

(1)

Information text	Language Structure and Convention	Sentence level (Indirect speech)	A	6	D	3
------------------	---	-------------------------------------	---	---	---	---

5.16 Rewrite the sentence in the Indirect speech.

Mr Khune said, "I love watching butterflies in the garden."

- A Mr Khune said that he loves watching butterflies in the garden.
- B Mr Khune said that he loved watching butterflies in the garden.
- C Mr Khune said, I loved watching butterflies in the garden.
- D Does Mr Khune love watching butterflies in the garden?

(1)

Information text	Language Structure and Convention	Sentence level ( Passive voice)	C	6	M	3
------------------	---	------------------------------------	---	---	---	---

5.17 Rewrite the sentence in the passive voice.

Caterpillars eat leaves and flowers.

- A Leaves and flowers are being eaten by caterpillars.
- B Leaves and flowers are eaten by caterpillars.
- C Leaves and flowers eat caterpillars.
- D "Caterpillars eat leaves and flowers."

(1)

Information text	Language Structure and Convention	Spelling and punctuation (Apostrophe to show possession )	A	6	D	
------------------	-----------------------------------	---	---	---	---	--

5.18 Choose the correct form of the word to complete the sentence. (1)

A ...wings are colourful.

- A butterfly's
- B butterflies
- C butterflies'
- D butterfly

Information text	Language Structure and Convention	Spelling and punctuation (Abbreviation)	C	5	M	2
------------------	-----------------------------------	---	---	---	---	---

5.19 Write out the following abbreviation: km (1)

- A keep moving
- B kilometre
- C kilogram
- D kissing

Information text	Language Structure and Convention	Word level (Prefix)	C	6	M	2
------------------	-----------------------------------	---------------------	---	---	---	---

5.20 Add a prefix to the word attached so that it means the opposite. (1)

- A unattached
- B reattached
- C attachable
- D attach

Information text	Language Structure and Convention	Word level (Reflexive pronouns))	C	5	M	3
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5.21 Choose the correct word to complete the sentence. (1)

Dad and I caught the butterflies ...

- A ourselves.
- B himself.
- C myself.
- D itself.

Information text	Language Structure and Convention	Word meaning (Homophones)	A	7	D	1
------------------	---	------------------------------	---	---	---	---

5.22 Write a homophone for weather.

- A whether
- B feather
- C climate
- D wither

(1)

Information Text	Language Structure and Convention	Word level (Conjunctions)	C	6	M	1
------------------	---	------------------------------	---	---	---	---

5.23 Complete the sentence.

The butterfly comes out ... the cocoon opens.

- A before
- B after
- C since
- D while

(1)

Information Text	Language Structure and Convention	Word level (Abstract nouns)	A	6	D	1
------------------	---	--------------------------------	---	---	---	---

5.24 What part of speech is the underlined word?

Butterflies have a love for nectar.

- A collective noun
- B common noun
- C abstract noun
- D conjunction

(1)

Information Text	Language Structure and Convention	Word meaning (Alliteration)	C	7	M	1
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5.25 Identify the figure of speech in the following sentence?

A **beautiful big bright butterfly** sat on a flower

- A assonance
- B alliteration
- C metaphor
- D nouns

(1)

Information Text	Language Structure and Convention	Word level (Auxiliary verb)	C	6	M	2
------------------	---	--------------------------------	---	---	---	---

5.26 Identify the correct form of the verb to complete the sentence.

Insects ... very important in the ecosystem.

- A was
- B has
- C are
- D is

(1)

TOTAL 27



## WRITING and PRESENTING

Context	Skill	Sub skill	Cognitive L	Grade	Difficult L	Term
Narrative essay	Writing and presenting	<p>Writes a story</p> <ul style="list-style-type: none"><li>• Creates believable characters</li><li>• Shows knowledge of character, plot, setting, conflict, climax</li><li>• Plots main events using a flow chart</li></ul> <p>– beginning (exposition), middle (rising action, climax) and ending (denouement)</p> <ul style="list-style-type: none"><li>• Orders logically</li><li>• Expresses ideas clearly and logically</li><li>• Uses a theme or message</li></ul>	A	6	M, D	2

### Question Six

#### Narrative Essay

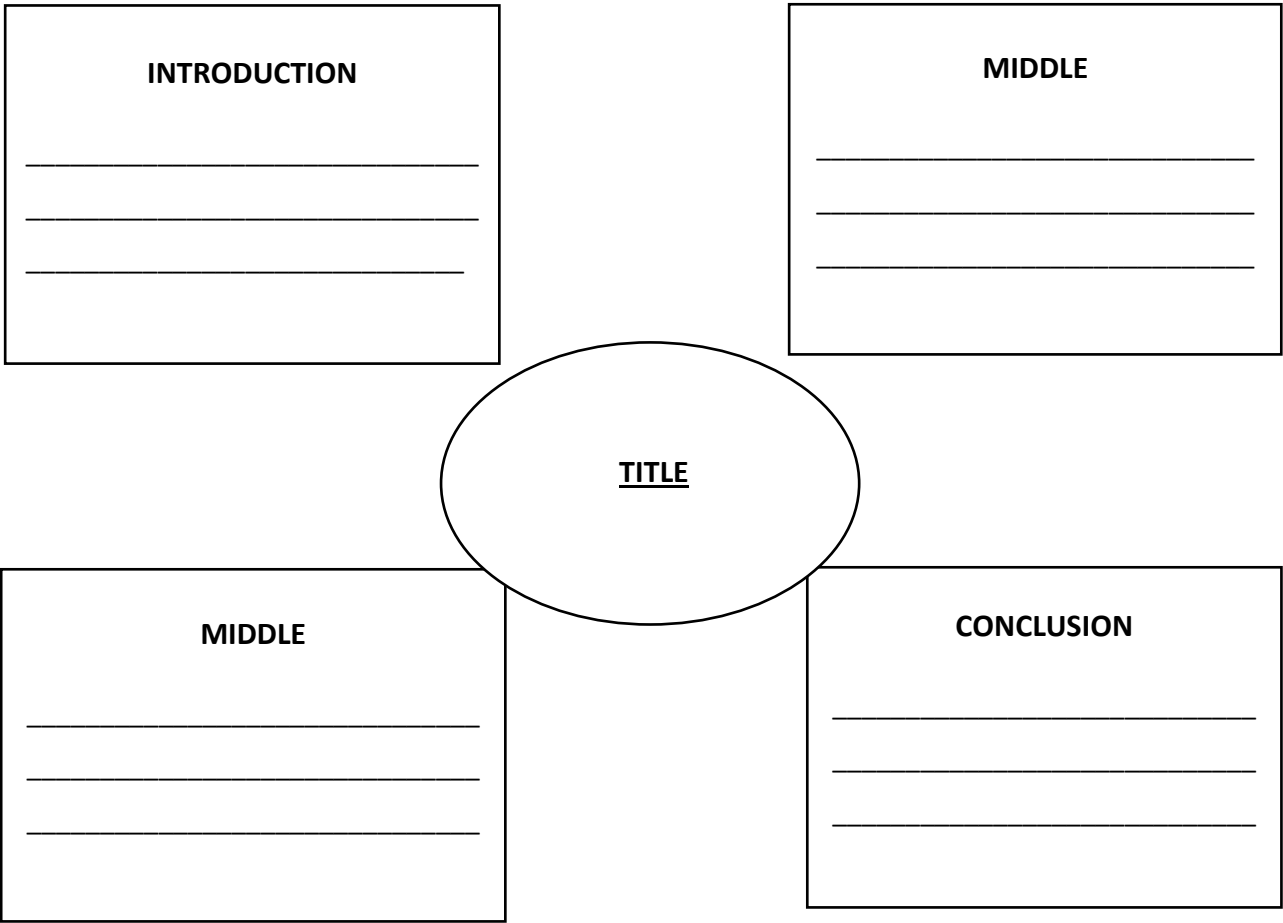
#### Instructions

One morning you open your front door, and find a large package on the doorstep. What is in it? Who put it there? What do you do with it?

Write a story about the package, using specific details to make the story come alive.

- Your essay should be between 140 – 150 words long and have between 4 – 6 paragraphs.
- Give your essay a title.
- Make sure your essay has an introduction, a body and a conclusion.
- Use a new paragraph every time you introduce a new idea.
- Use the writing process: planning, rough draft, editing, final copy.

Use the mind map below for your planning.



	CRITERIA FOR ASSESSMENT	MARK	LEARNER MARK
1.	Content	5	
2.	Language Structures and Conventions	5	
3.	Planning	2	
4.	Length	3	
5.	Format/ Features	5	
	TOTAL:	20/2	
		<b>10</b>	

Context	Skill	Sub skill	Cognitive L	Grade	Difficulty	Term
Transactional text (Dialogue)	Writing and presenting	<p>Writes a dialogue</p> <p>Reveals characters and motivation</p> <ul style="list-style-type: none"> <li>• Establishes tone or mood</li> <li>• Creates or adds to existing conflict</li> <li>• Produces a first draft with awareness of the central idea</li> <li>• Shows understanding of style and register</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Uses a variety of compound and complex sentences</li> </ul>	A	6	M, D	1

## Question Seven

Transactional Writing: Dialogue

### INSTRUCTIONS

Themba and Mary are planning a class party for the Grade 6A class. They are discussing all the fun activities that they will have during the party.



They talk about the following:

- The theme of the party.
- The food that they are planning to have.
- The games which they will play at the party.
- Who will provide the entertainment for the party?

Write the dialogue between Themba and Mary. Each person should have four speaking turns (100 –120 words).

### Remember the following when writing a dialogue

- Make sure that you use the correct punctuation marks and that the spelling is correct.
- Write the names of the characters on the left side of the page.
- Use a colon ( : ) after the name of the character who is speaking.
- Use a new line to indicate each new speaker.
- Put the actions of the characters in brackets.

Remember to include the planning for the dialogue.

	CRITERIA FOR ASSESSMENT	MARK	LEARNER MARK
1.	Content	5	
2.	Language Structures and Conventions	5	
3.	Planning	2	
4.	Length	3	
5.	Format/ Features	5	
	TOTAL:	20 /2	
		10	

Context	Skill	Sub skill	Cognitive L	Grade	Difficult L	Term
Transactional text (friendly letter)	Writing and presenting	<p>Writes a friendly letter</p> <ul style="list-style-type: none"> <li>• Uses correct layout</li> <li>• Shows awareness of audience and style</li> <li>• Uses appropriate tone</li> <li>• Plans, drafts and refines writing, focusing on improving language, spelling, tenses and linking sentences into cohesive paragraphs</li> <li>• Uses connecting words, e.g. 'however', synonyms and antonyms to link sentences into cohesive paragraphs</li> <li>• Uses correct spelling and punctuation</li> </ul>	A	6	M, D	3

## Question Eight

Transactional Writing: Friendly Letter

Write a letter of 100-120 words to your friend, telling him/her about **one** of the following:

Your favourite :

- sports person/ star

**or**

- television actor (tress)

**or**

- music star

**Your letter should have:**

- an address
- a suitable greeting / salutation
- three paragraphs with interesting sentences
- a good ending
- your name

Make sure that the grammar, punctuation and spelling is correct.

Use different adjectives and adverbs to describe the person.

Do not forget to hand in the planning for your letter.

**Use the following guidelines when writing the paragraphs:**

- Paragraph 1: Who is this person and what does he/ she do.
- Paragraph 2: Say why you admire the person. Name a few characteristics
- Paragraph 3: What does this person do for the community or for other people?

Remember to include the planning for the dialogue.

### MARKING GUIDE

	CRITERIA FOR ASSESSMENT	MARK	LEARNER MARK
1.	CONTENT	10	
2.	LANGUAGE STRUCTURES and CONVENTIONS	5	
3.	PLANNING, STRUCTURE AND LENGTH	5	
	TOTAL:	<b>20 /2</b>	
		<b>10</b>	

Context	Skill	Sub skill	Cognitive L	Grade	Difficult L	Term
Transactional text (Newspaper article)	Writing and presenting	<p>Writes a newspaper article</p> <ul style="list-style-type: none"> <li>• Uses headline, by-line, lead paragraph, answers to Who, What, Where, When and Why/How</li> <li>• Writes a topic sentence and includes relevant information to develop a coherent paragraph</li> <li>• Selects, classifies and categorises relevant information from different sources</li> <li>• Plans, drafts and refines writing,</li> <li>• Reflects on and evaluates writing and creative work</li> <li>• Writes neatly and legibly</li> </ul> <p>Uses clear structure:</p> <ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• Ending</li> </ul>	A	6	M, D	1

## Question Nine

Transactional Writing: Newspaper article

### Instructions

Write a newspaper article about something interesting or important that happened at school.

Use the following points to guide you:

- Give your article a heading and a date.
- Write your own name at the beginning of the article to show that you are 'the reporter'.
- When did the event take place?
- Where did the event take place?
- Who was at the event?
- Describe in detail at least one of the exciting things that happened.

Remember to include the planning for the dialogue.

	CRITERIA FOR ASSESSMENT	MARK	LEARNER MARK
1.	Content	5	
2.	Language and Spelling	5	
3.	Planning	2	
4.	Length	3	
5.	Format/ Features	5	
	TOTAL:	20 / 2	
		10	

KEYS		
	Abbreviations	Cognitive levels as shown in caps
Cognitive levels:	<b>K</b> – Knowledge and facts	Levels 1 and 2
	<b>C</b> – Conceptual knowledge	Levels 3
	<b>A</b> – Application	Levels 4 and 5
Type of question:	<b>MCQ</b> – Multiple choice question <b>OEQ</b> – Open ended question <b>SA</b> – Short Answer	
Level of Difficulty	<b>E</b> – Easy <b>M</b> – Moderate <b>D</b> – Difficult	





## DIAGNOSTIC RESOURCE BANK

### MARKING GUIDELINES

#### ENGLISH HOME LANGUAGE:

#### GRADE 6

##### Question One: Story

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
1.1	A	meet other birds.		Makes a erroneous connection between climate and place		1	4
	B	a warmer place.	1	Correct response	E	4	
	C	a cooler place.		Opposite of correct answer, therefore confused with text information.		3	
	D	a swamp.		Able to relate to place, but incorrect connection made		2	
1.2	A	meet the flamingo.	1	Correct response.	M	4	5
	B	rest on a rock.		Related to text but does not link to the actual purpose		3	
	C	catch the fish		Does not link response related to the text.		1	
	D	eat bugs.		Incorrect connection linked to the character rather than plot.		2	
1.3	A	magnificent		Unable to infer meaning of unfamiliar words.		2	6
	B	gorgeous		Incorrect inference of word meaning.		3	
	C	cautious	1	Correct response.	M	4	
	D	carefully		Not in context with the referenced paragraph. Connected careful to carefully.		1	
1.4	A	assonance		A superficial connection is made, no evidence of assonance in question		2	7
	B	metaphor		Confuses metaphor and simile.		3	
	C	synonym		Does not understand the concept.		1	
	D	simile	1	Correct response.	D	4	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
1.5		She had a <b>prominent</b> beak with a <b>graceful</b> neck.	1		M	4	5
1.6	A	different and interesting.		Related to the text, misunderstanding of character's action		3	6
	B	graceful and beautiful.	1	Correct response	M	4	
	C	strange and different.		The response is not text- based		1	
	D	not his type.		A superficial connection is made to the understanding of character actions, but it does not relate to the purpose of the text		2	
1.7	A	impressed by her appearance but disappointed by her manners.	1	Correct response.	D	4	6
	B	unimpressed by her appearance and her manners.		Related to the text, but not to the main purpose that is focused in the text		3	
	C	unimpressed by her nest appearance and manners.		A superficial connection is made to the contents of the text and it does not relate to the purpose of the text		2	
	D	impressed by her appearance and her manners.		Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question.		1	
1.8	A	chewing with her mouth open.	1	Correct response.	M	4	5
	B	chewing quietly.		Misunderstanding of the characters action.		3	
	C	screaming.		Incorrect understanding of the characters action.		2	
	D	slouching.		Response not related to text.		1	
1.9	A	Looks can be deceiving.	1	Correct response.	D	4	6
	B	The Heron and the Fish		Misunderstands the main idea/ message of the story to provide a suitable title		2	
	C	The boy and the bird		Response not related to text.		1	
	D	The swamp		In context, but title is not related to the events, Heron flew over a swamp.		3	
1.10	A	feathers		In the text, feathers are not edible. A superficial connection is made.		2	5

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	B	seeds		The response is not text based		1	
	C	bugs	1	Correct response.	M	4	
	D	mud		Related to text but not to the main purpose that is focused in the text as a whole.		3	
1.11	A	do all birds fly to other countries during the winter months?		Does not apply punctuation rules appropriately - has an idea about question sentence but does not start a sentence with a capital letter.		2	
	B	do all birds fly to other countries during the winter months.		Does not apply punctuation rules appropriately – uses a full stop instead of a question mark.		3	6
	C	do all Birds fly to other countries during the winter months!		Does not apply punctuation rules. Did not know rules about capital letters or question marks.		1	
	D	Do all birds fly to other countries during the winter months?	1	Correct response.	M	4	
1.12	A	clumsily		Related to correct response but cannot be used as an antonym for quietly. Not found in paragraph 4.		3	
	B	happily		Response not related to text.		1	
	C	noisily	1	Correct response.	M	4	6
	D	simply		Connection is made to the contents of the paragraph but does not relate to the purpose of the text. A superficial response is made.		2	
1.13	A	disappearances		Is unable to differentiate between a synonym and an antonym.		3	
	B	misleads		Connection is made to the contents of the paragraph but does not relate to the purpose of the text. A superficial response is made.		2	6
	C	disgusts		Response not related to text.		1	
	D	looks	1	Correct response.	M	4	
1.14	A	was eating		Unable to distinguish between the auxiliary verb and the verb.		3	
	B	eating		Identified verb, unable to relate to the concept.		2	6

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	C	was	1	Correct response.	M	4	
	D	a		Does not understand the concept confuses the auxiliary with an article. Cannot identify an auxiliary verb		1	
1.15	A	attractiveness		Confuses the suffix with the prefix.		3	6
	B	unattractive	1	Correct response.	M	4	
	C	distractive		Limited knowledge of prefixes, unable to retrieve details related to text.		1	
	D	attract		Fails to understand the concept tested - identified the root word.		2	
1.16	A	She will have found some more bugs in the swamp.		Identified the future perfect tense.		3	6
	B	She will not find some more bugs in the swamp.		Changed sentence in to the negative form.		1	
	C	She will find some more bugs in the swamp.	1	Correct response.	M	4	
	D	She finds some more bugs in the swamp.		Confused simple future and simple present tense.		2	
1.17	A	A beautiful bird was seen by Heron.	1	Correct response.	M	4	6
	B	A beautiful bird is seen by Heron.		Written in the simple present tense and not the past tense.		3	
	C	"Heron saw a beautiful bird."		Confused passive voice with direct speech. Does not know passive voice.		1	
	D	A beautiful bird saw Heron.		Did not use "by" – only changed the position of the subject and object. Has some knowledge of passive voice.		2	
1.18	A	Heron said that he was hungry.	1	Correct response	M	4	6
	B	Am I hungry? asked Heron.		No knowledge of reported speech.		1	
	C	Heron said I am hungry.		Has some knowledge of reported speech, but omitted word 'that'.		2	
	D	Heron said he is hungry.		Incorrectly written in reported speech; did not change the pronoun and tense of the verb.		3	
1.19	A	because		Confuses conjunction with pronoun.		1	5

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	B	them		Incorrect response – confused with the singular and plural form of the pronoun		2	
	C	he's		Confuses with the contracted form.( similar sound to the correct response)		3	
	D	his	1	Correct response	M	4	
1.20	A	over		Confusion between adverb and preposition.		2	6
	B	walk		Unable to identify a preposition.		1	
	C	on		Has some knowledge of prepositions, but incorrect preposition chosen.		3	
	D	in	1	Correct response	M	4	
1.21	A	was stunning		Identified predicate instead of subject		2	6
	B	The pink bird	1	Correct response.	M	4	
	C	The bird		An incomplete subject identified.		3	
	D	pink bird		Unable to identify the subject part of a sentence. Omitted the definite article.		1	
1.22	A	was		Uses incorrect tense – past tense.		2	6
	B	will	1	Correct response.	M	4	
	C	are		Uses incorrect tense – future tense.		1	
	D	is		Does not take plural into account.		3	
1.23	A	tallest		Identified the superlative degree to compare more than two objects.		3	5
	B	taller	1	Correct response.	M	4	
	C	tale		Response not related to text.		1	
	D	tall		Positive degree is used when describing one object.		2	
1.24	A	oneself.		This is a reflexive pronoun but is not the correct one. Can identify a reflexive pronoun		3	6
	B	herself.	1	Correct response.	M	4	
	C	hers.		hers is a possessive pronoun. Does not know a reflexive pronoun.		1	
	D	her.		her is personal pronoun not a reflexive.		2	
1.25	A	statement		Has some knowledge of sentence types but incorrect choice made		2	6

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	B	command		Confuses question mark with exclamation mark.		3	
	C	question	1	Correct response.	M	4	
	D	phrase		No knowledge of types of sentences.		1	
1.26	A	onomatopoeia	1	Correct response.	M	4	6
	B	assonance		Shows some understanding of sound devices, but cannot identify onomatopoeia from a text.		3	
	C	antonym		No knowledge of figure of speech.		1	
	D	simile		Some understanding of figure of speech, but no knowledge of sound devices.		2	
1.27	A	imagination.		Unable to infer meaning of unfamiliar words.		3	6
	B	attention.	1	Correct response.	M	4	
	C	tears.		Does not understand the difference between literal and figurative meaning.		2	
	D	fish.		Fails to read closely to connect response related to text.		1	

**Question Two: Poem**

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
2.1	A	blame		In text, but not relevant.		2	4
	B	dress		The last letter of the word is the same as the correct response, but interpreted incorrectly.		3	
	C	fuse		Answer not text based, unrelated to information required.		1	
	D	bus	1	Correct response.	E	4	
2.2	A	imagines that he is there.		Incorrect interpretation of text.		1	6
	B	catches the school bus.	1	Correct response.	E	4	
	C	drives to school.		A superficial connection is made.		2	
	D	skips to school.		Related to text but not to the main purpose that is focused in the text as a whole.		3	
2.3	A	play at home.		In context, incorrect interpretation.		3	6
	B	stay at home.	1	Correct response.	E	4	
	C	go to school.		Unable to use contextual clues to show understanding		2	
	D	wash his car.		Response is not text based.		1	
2.4	A	sneeze.		Misinterprets the word sneeze within brackets as a contextual clue to the figurative meaning		3	7
	B	stare.		In text, but not relevant to the expression.		2	
	C	cry.		Unable to infer figurative meaning of an idiom.		1	
	D	die.	1	Correct response.	D	4	
2.5	A	despise	1	Correct response	M	4	5
	B	imagine		Out of context, no understanding of negative meaning like other words		1	
	C	blame		In text, but does not know the meaning of the word.		3	
	D	tease		Incorrect inference.		2	
2.6	A	He does not have a car.		Out of context, total misunderstanding of poem.		1	5
	B	The children tease him.	1	Correct response.	M	4	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	C	He is always sneezing		Related to the text but not to the main purpose that is focused in the text as a whole.		3	
	D	He dislikes the bus		In text, but not relevant to the meaning of the poem.		2	
2.7	A	personification		In text, but wrong figure of speech.		2	7
	B	metaphor		Confuses metaphor and simile.		3	
	C	antonym		No knowledge of concept, figurative language identified.		1	
	D	simile	1	Correct response.	D	4	
2.8	A	jump		Does not understand the meaning of the poem.		1	6
	B	miss	1	Correct response.	M	4	
	C	fake		Superficial connection is made to the contents of the paragraph but it does not relate to the purpose of the text.		2	
	D	play		In context, but incorrect inference.		3	
2.9	A	principal	1	Correct response	M	4	6
	B	children		Misunderstanding of what poem is really about.		2	
	C	teacher		Learner makes incorrect assumption, because the word teacher appears in text.		3	
	D	mum		Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question.		1	
2.10	A	adjective		Does not know the difference between the concepts – nouns and adjectives		2	6
	B	pronoun		Confuses a noun and pronoun.		3	
	C	simile		Out of context, does not know the difference between part of speech and figure of speech.		1	
	D	noun	1	Correct response.	M	4	
2.11	A	present continuous tense.	1	Correct response	D	4	6



NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	B	past continuous tense.		Understands what continuous tense is, but confusion between future and past.		3	
	C	personification		No knowledge of tenses.		1	
	D	future tense		Displays some knowledge of tenses, but cannot identify continuous tense.		2	
2.12	A	alliteration		Unable to differentiate between a sound device and an idiom		2	6
	B	antonym		Confuses antonym with figures of speech.		1	
	C	proverb		Confuses proverb and idiom.		3	
	D	idiom	1	Correct response	D	4	
2.13	A	Mary was more intelligent than Jane.	1	Correct response.	D	4	5
	B	Mary was most intelligent than Jane.		Confuses comparative and superlative – language conventions.		3	
	C	Mary was intelligent than Jane.		Unable to apply rules for degrees of comparison		2	
	D	Mary was intelligent.		Does not understand degrees of comparison.		1	
2.14	A	yesterday		Identified adverb of time.		3	6
	B	outside		Identified adverb of place.		2	
	C	angrily	1	Correct response.	M	4	
	D	angry		Cannot differentiate between an adverb and adjective.		1	
2.15	A	through		Cannot differentiate between a preposition and a conjunction.		2	5
	B	next		Identified an adjective instead of the preposition. No knowledge of prepositions.		1	
	C	on		A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.		3	
	D	at	1	Correct response.	E	4	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
2.16	A	because		Conjunction of reason- joins principal clauses and subordinate clauses.		3	5
	B	under	1	Cannot differentiate between a conjunction and a preposition.		2	
	C	where		Conjunction of place.		1	
	D	but		Correct response.	M	4	
2.17	A	incorrect	1	Correct response – identified synonym.	M	4	6
	B	wrongly		Not relevant, has no knowledge of synonyms		1	
	C	correct		Incorrectly identified an antonym instead of a synonym.		3	
	D	faked		Limited vocabulary and knowledge of synonyms.		2	
2.18	A	exclamation		Confuses question and exclamation		3	6
	B	statement		Confuses types of sentence.		2	
	C	question	1	Correct response	M	4	
	D	proverb		Response not related to the focus of question.		1	
2.19	A	They		Confuses singular and plural pronouns.		3	4
	B	She		Confuses male and female.		2	
	C	He	1	Correct response	E	4	
	D	It		Used the incorrect address form. It refers to an animal/object.		1	
2.20	A	death's door	1	Correct response.	M	4	5
	B	body aches		In context but not relevant –not a figure of speech.		2	
	C	rare scare		Confuses alliteration with assonance.		3	
	D	silly fool		Out of context. Does not understand the concept - alliteration		1	
2.21	A	The teacher cannot skip school.	1	Correct response.	M	4	5
	B	The teacher cannot skip school		Incorrect response. Fails to apply punctuation rule to end a sentence.		2	
	C	The teacher cannot, skip school.		Incorrect response. Lacks understanding of the use of a comma.		3	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	D	The teacher cannot skip school?		Incorrect Response. Limited knowledge of punctuation.		1	
2.22	A	where		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.		2	
	B	were		Does not know that a plural noun requires a plural auxiliary verb.		3	
	C	wear		Identify details totally irrelevant from the concept of subject-verb-agreement.		1	
	D	was	1	Correct response	E	4	
2.23	A	the	1	Correct response.	E	4	
	B	an		Confused with use of the article 'an' with singular, countable nouns that begin with vowel.		2	4
	C	at		Answer not related to concept covered in the question. Limited knowledge of articles		1	
	D	a		Does not know when to use correct article for singular or plural noun.		3	
2.24	A	The man said, "My throat is sore."	1	Correct response.	D	4	6
	B	The man said, "His throat is sore."		Unable to apply rule to change pronoun from 3 <sup>rd</sup> to 1 <sup>st</sup> person.		3	
	C	"The man said my throat is sore!."		Incorrect use of quotation marks.		2	
	D	Is the man's throat sore?		Out of context - Limited knowledge of direct speech		1	

### Question 3: Recipe

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
3.1	A	fresh cream.		Moderate to inadequate conceptual knowledge demonstrated, thereby arriving at a weak response.		2	6
	B	cupcakes.		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	
	C	pancakes.	1	Correct response.	E	4	
	D	mixtures.		Makes errors that reflect analysis and interpretation and the conclusions arrived at are weaker than those required for the correct response.		3	
3.2	A	golden syrup		They apply their limited knowledge as an over-generalisation and therefore come to a weak inference		2	5
	B	baking tray		Cannot differentiate between wet and dry ingredients.		1	
	C	flour	1	Correct response.	M	4	
	D	eggs		A distracter may be related to the correct response in meaning but be too narrow or broad given the circumstances.		3	
3.3	A	small amount of salt	1	Correct response.	M	4	5
	B	large amount of salt		A distracter may be related to the correct response in meaning but be too narrow or broad given the circumstances.		3	
	C	to hurt someone		Makes errors that reflect focus on decoding and retrieving facts that are not necessarily related to the text or question.		1	
	D	cup of salt		They apply their limited knowledge as an over-generalisation and therefore come to a weak inference		2	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
3.4	A	Ingredients	1	Correct response.	M	4	6
	B	cake flour		Moderate level of understanding – text based detail unrelated to the main idea.		2	
	C	Sugar		Significant level of understanding, only a part of the main idea.		3	
	D	fruit		Makes errors that reflect focus on decoding and retrieving facts that are not necessarily related to the text or question.		1	
3.5	A	decoration		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	6
	B	method	1	Correct response.	M	4	
	C	mixture		Significant level of understanding, but not the main idea. Unable to distinguish between method and mixture.		3	
	D	cream		Moderate level of understanding – text based detail unrelated to the main idea.		2	
3.6	A	thrown away.		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	5
	B	cooked.	1	Correct response.	D	4	
	C	poured.		Moderate level of understanding demonstrated. Text based detail but unrelated to the main idea.		2	
	D	baked		Related to methods but not the main purpose that is focused in the text.		3	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
3.7	A	Wash one's hands.	1	Correct response.	D	4	6
	B	Get more flour.		Makes errors that reflect focus on decoding and retrieving facts that are not necessarily related to the text or question.		3	
	C	Beat the eggs.		A superficial connection is made, not linking to the focus of the question.		2	
	D	Buy a stove.		Learner invokes prior knowledge related to the general concept being tested, but the response is not text-based.		1	
3.8	A	30 seconds		Significant level of understanding. Partially text based. Confuses minutes and seconds.		3	5
	B	30 minutes	1	Correct response.	E	4	
	C	30 hours		Moderate level of understanding. Partially text based. Confuses hours and minutes.		2	
	D	3 hours		Minimal level of understanding. Limited prior knowledge, not text based.		1	
3.9	A	sprinkle	1	Correct response.	M	4	6
	B	pour		A distractor may be related to the correct response in meaning but be too narrow or broad given the circumstances.		3	
	C	rain		Learner invokes prior knowledge related to the general concept being tested, but the response is not text-based.		1	
	D	mix		Moderate level of understanding. Text based detail unrelated to the main idea.		2	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
3.10	A	frying pan	1	Correct response.	E	4	6
	B	kitchen		Learner invokes prior knowledge related to the general concept being tested, but the response is not text-based.		1	
	C	stove		A superficial connection is made, not linking to the focus of the question.		2	
	D	bowl		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response		3	
3.11	A	pamphlet		Makes errors that reflect initial understanding of facts or details in text, but is unable to relate them to the components in the question.		2	6
	B	manual		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	
	C	recipe	1	Correct response.	M	4	
	D	report		Significant level of understanding, confuses recipe with report.		3	
3.12	A	1 - 3 - 4 - 2	1	Correct response.	E	4	6
	B	2 - 4 - 3 - 1		Moderate level of understanding is demonstrated. Displays limited knowledge of sequencing events as there should appear.		2	
	C	4 - 1 - 2 - 3		Makes errors that reflect analysis and interpretation, but conclusions arrived at are secondary or weaker ones than required for the correct response.		3	
	D	3 - 2 - 5 - 4		Makes errors in retrieving facts in chronological order.		1	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
3.13	A	125		Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text.		1	6
	B	10	1	Correct response.	E	4	
	C	30		Makes errors that reflect analysis and interpretation, but conclusions arrived at are secondary or weaker ones than required for the correct response.		3	
	D	5		A superficial connection is made thereby arriving at a weak response.		2	
3.14	A	generously		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response		3	6
	B	roughly		Learner invokes prior knowledge related to the general concept being tested, but the response is not text-based.		1	
	C	gently	1	Correct response.	M	4	
	D	gentle		Makes errors that reflect initial understanding of concept, but is unable to relate them to the components of the question.		2	
3.15	A	metaphor		Confuses parts of speech with figures of speech.		1	6
	B	adverb		Confuses verbs and adverbs.		2	
	C	noun		Confuses nouns and verbs.		3	
	D	verb	1	Correct response.	E	4	
3.16	A	pancakes		Confuses nouns and adjectives.		3	6
	B	made		Confuses verbs and nouns.		2	
	C	tasty	1	Correct response.	E	4	
	D	Mum		Confuses nouns and verbs. No knowledge of adjectives.		1	



NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
3.17	A	shall eat pancakes.		Misunderstanding of the tense with modals.		3	6
	B	will eat pancakes.	1	Correct response.	M	4	
	C	bought pancakes		Inability to apply future tense.		1	
	D	eats pancakes.		Confuses present and future tense.		2	
3.18	A	before		A distractor may be related to the correct response in meaning, but is not the required response in context.		3	5
	B	and		They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion.		2	
	C	at	1	Correct response.	M	4	
	D	it		Minimal prior knowledge, not in context.		1	
3.19	A	went		Inability to identify an auxiliary verb.		1	6
	B	were		Incorrectly recognises an auxiliary verb. Were is an irregular verb.		2	
	C	was	1	Correct response.	M	4	
	D	has		A distractor may be related to the correct response in meaning, but is not the required response in context.		3	
3.20	A	packets		Response not related to text		1	4
	B	boxing		A superficial connection is made thereby arriving at a weak response.		2	
	C	boxes	1	Correct response.	E	4	
	D	boxed		Misinterprets association to plural form. Cannot differentiate between plurals and the past tense.		3	
3.21	A	freeze		Inability to infer meaning related to text.		1	6

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	B	whizz		Misunderstanding the vocabulary to identify a synonym. Connecting to the similarity of the word and not precise.		3	
	C	beat	1	Correct response	M	4	
	D	pour		Incorrect inference to a synonym.		2	
3.22	A	therefore my brother eats a lot of cookies.		Repetition of main clause. Redundancy.		3	
	B	therefore he bought chocolates.		Inability to connect sentences related to text.		1	
	C	therefore he eats a lot of them.	1	Correct response.	D	4	6
	D	therefore he ate a lot.		Incorrectly applied concord when connecting sentences.		2	
3.23	A	whipped		Superficial association connecting to an antonym.		2	
	B	smooth	1	Correct response.	M	4	
	C	syrup		Minimal prior knowledge of concept, response not related to the focus of the question		1	7
	D	solid		Makes errors that reflect initial understanding of concept, but is unable to relate them to the components of the question.		3	
3.24		Pour the egg, water and milk mixture into a container.	2	Correct response	M		6
3.25	A	Mum said that "The pancakes are ready."		Able to apply direct speech but failed to apply punctuation rules.		3	
	B	Mum said that the pancakes were ready.	1	Correct response.	D	4	
	C	The pancakes are ready mum said.		Unable to apply reported speech.		1	6
	D	Mum said pancakes are ready.		Learner has limited knowledge of reported speech.		2	
3.26	A	pancakes		Unable to differentiate between a proper noun and a common noun.		3	6

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	B	eating		Inability to recognise a proper noun. Eating is a verb and not a proper noun.		1	
	C	loves		Unable to recognise a proper noun. Limited knowledge of the different nouns. Loves is an abstract noun.		2	
	D	Sipho	1	Correct response.	E	4	
3.27	A	children		Incorrect connection to indicate possessive pronoun/noun.		2	5
	B	pancake		Unable to differentiate between a pronoun and a noun.		3	
	C	their	1	Correct response.	E	4	
	D	the		Inability to understand and recognise a pronoun.		1	

#### Question Four: Newspaper article

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
4.1	A	Hero 24		Makes errors that reflect analysis and interpretation, but conclusions arrived at are secondary or weaker ones than required for the correct response.		3	4
	B	News 24	1	Correct response	E	4	
	C	Durban		A superficial connection is made thereby arriving at a weak response.		2	
	D	Herald		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	
4.2	A	The dog was a hero to save another dog and his name is also Hero.	1	Correct response.	M	4	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	B	Two dogs named Hero were injured on the train tracks		Moderate level of understanding, text based detail unrelated to the main idea.		2	
	C	A dog saved another dog whose name was Hero.		Makes errors that reflect analysis and interpretation, but conclusions arrived at are secondary or weaker ones than required for the correct response.		3	5
	D	Hero was a naughty dog		The response is not text based. Does not show understanding of text and title.		1	
4.3	A	friend	1	Correct response.	M	4	5
	B	loyal		A superficial connection is made, which does not relate to the focus of the question.		2	
	C	hero		A distractor may be related to the correct response in meaning, but is not the required response in context.		3	
	D	pet		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	
4.4	A	Cape Town		The response is not text based.		1	4
	B	Durban	1	Correct response.	E	4	
	C	SPCA		Related to the text, but is unable to distinguish between city and organisation name.		2	
	D	Coast		Related to the text, but the response indicates limited knowledge. (coast is viewed as a place)		3	
4.5	A	guard		Related to the text, but not the main reason that is focused in the text.		3	6
	B	harm		A superficial connection is made to the focus of the question.		2	
	C	feed	1	Correct response.	E	4	
	D	lick		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	
4.6	A	Shallcross		They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion.		2	5
	B	Fogarty		Related to text but not to the main purpose that is focused in the text.		3	
	C	Moloi	1	Correct response.	E	4	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	D	Wicks		A distractor may be related to the correct response in meaning, but is not the required response in context.		1	
4.7	A	desperate		Related to the text, but not to the main focus of identifying a word similar in meaning.		3	4
	B	loving		A superficial connection is made to the contents of paragraph 7, but does not relate to the focus of the question.		2	
	C	quiet		Response is not text based ( within paragraph 7)		1	
	D	timid	1	Correct response	M	4	
4.8	A	hungry		A distractor may be related to the correct response in meaning, but is not the required response in context.		3	4
	B	injured.		The learner may focus on literal/superficial aspects and makes superficial connections to arrive at weak responses.		2	
	C	clean.		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	
	D	safe.	1	Correct response	M	4	
4.9	A	sick and unhealthy.		Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are weaker ones than required for the correct response.		3	6
	B	healthy and happy.		Makes errors that reflect initial understanding of facts or details in the text.		2	
	C	sick but happy.	1	Correct response.	D	4	
	D	lost and alone .		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	
4.10	A	feed dogs.		Superficial connection is made to the contents of the caption, but does not relate to the main purpose.		2	6
	B	save lives.	1	Correct response.	M	4	
	C	run fast.		Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are weaker ones than required for the correct response. .		3	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	D	fly high.		Response not related to text.		1	
4.11	A	saves		Significant level of understanding, but confuses past and present tense.		3	5
	B	saved	1	Correct response.	M	4	
	C	save		Moderate level of understanding, but response is weak within context.		2	
	D	safe		Response not related to text.		1	
4.12	A	The dog could not move because the dog was paralysed.		Does not change the subject to "he." Repetition of the subject in both sentences.		3	6
	B	The dog could not move because it was paralysed.	1	Correct response.	M	4	
	C	Because the dog could not move it was paralysed.		Incorrect position of the conjunctions.		2	
	D	The dog could not move. The dog was paralysed		No understanding of conjunctions.		1	
4.13	A	himself	1	Correct response	E	4	6
	B	look		Confuses pronoun with verb.		2	
	C	dog		Confuses pronoun with noun.		3	
	D	the		Response reflects limited knowledge of pronouns.		1	
4.14	A	1- C; 2 - A ; 3 - B	1	Correct response.	D	4	6
	B	1- C; 2 - B ; 3 - A		Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are weaker ones than required for the correct response.		3	
	C	1 - D; 2 - C ; 3 - A		The learner may focus on literal/superficial aspects and makes superficial connections to arrive at weak responses.		2	
	D	1 - D ; 2 - B ; 3 - A		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.		1	
4.15	A	The dog were adopted by a family from Durban.		Unable to use correct tense of auxiliary verb, in the passive voice.		3	6

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
	B	The dog was adopted by a family from Durban.	1	Correct response.	M	4	
	C	A family from Durban was adopted by a dog.		Unable to use correct sequence of object and subject in passive voice.		2	
	D	The dog adopted a family from Durban.		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.		1	
4.16	A	The dog	1	Correct response.	E	4	
	B	a train		In context, confuses subject with object.		3	
	C	hit		In context, confuses subject with verb.		2	
	D	a		Response reflects limited knowledge of subject/verb and object.		1	4
4.17	A	healthy.		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response. Confuses with positive connotation.		3	
	B	injured.		Lacks understanding of word meaning related to figurative speech within context.		2	
	C	happy.	1	Correct response.	D	4	
	D	flying.		Response not related to text, indicates limited knowledge of figurative language.		1	5
4.18	A	Direct Speech		Response not related to focus of question.		1	
	B	Exclamation		Moderate level of understanding of sentence types, therefore a superficial connection is made.		2	
	C	Statement	1	Correct response.	M	4	
	D	Command		Significant level of understanding is demonstrated which indicates a lack of understanding of features of commands thereby making an incorrect response.		3	4
4.19	A	deepened		Response not related to the focus of the question.		2	
	B	deepness		Significant level of understanding but incorrect response is selected.		3	
	C	deeply	1	Correct response.	E	4	
	D	dearly		Response not related to text.		1	6

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
4.20	A	alliteration		Confuses types of figures of speech and sound devices.		2	6
	B	metaphor		Confuses metaphor and simile.		3	
	C	antonyms		Limited knowledge of figures of speech and word meaning.		1	
	D	simile	1	Correct response.	E	4	
4.21	A	The reporter said that I really admire that dog.		Limited understanding of Direct and Indirect Speech concepts / inverted commas.		2	6
	B	The reporter said, "I really admire that dog."	1	Correct response.	M	4	
	C	The reporter said, I really admire that dog.		Significant level of understanding, but has no conceptual knowledge of the features required for Direct Speech.		3	
	D	The reporter adopted the dog.		No understanding of punctuation rules applied to direct speech		1	
4.22	A	have		Does not know when to use have and has.		3	4
	B	has	1	Correct response.	E	4	
	C	had		Confuses tenses.		2	
	D	will		No understanding of concept and tenses.		1	
4.23	A	enemies		Not related to text. Limited knowledge of word meaning - antonyms		1	5
	B	young	1	Correct response.	E	4	
	C	older		Confuses opposite with degree of comparison.		2	
	D	aged		Misunderstands question / concept of opposite, instead provided synonym.		3	



**Question Five: Information text**

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E M D)	LEVEL OF PERFORMANCE	GRADE
5.1	A	colourful		Makes errors that reflect analysis and interpretation, but the conclusion arrived at is secondary than required for correct response.		3	4
	B	thick		Response not related to text.		1	
	C	large	1	Correct response.	E	4	
	D	six		They apply their limited knowledge as an over- generalisation and therefore come to a weak conclusion.		2	
5.2	A	28 km		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response		3	4
	B	86 cm		Related to text but is confused with another number mentioned in the same paragraph.		2	
	C	48 km	1	Correct response.	E	4	
	D	50 km		Response is not text based.		1	
5.3	A	between 85 and 86 degrees.		Moderate level of understanding, text based detail not related to the main idea. Inability to use contextual clues.		2	5
	B	not more than 100 degrees.		Response is not text based.		1	
	C	above 86 degrees.	1	Correct response.	M	4	
	D	below 86 degrees.		Significant level of understanding makes errors that reflect analysis and interpretation, thereby arriving at a secondary response to the required one.		3	
5.4	A	catch		There is no understanding of the question, limited vocabulary development is demonstrated.		1	7
	B	count		Related to the focus of the question, but is not the required response		3	
	C	guess	1	Correct response.	M	4	
	D	fly		A superficial connection is made to the focus of the question, but is not the correct response.		2	
5.5	A	go to wetter areas during winter.		Makes errors that reflect analysis and interpretation, but the		3	7

				conclusions arrived at are weaker than the required response			
	B	travel to warmer areas in winter.	1	Correct response.	M	4	
	C	are caught in nets in winter.		Response is not text based.		1	
	D	lay eggs during winter.		Moderate level of understanding, text based detail unrelated to the main idea, does not know the meaning of the word migrate.		2	
5.6	A	three		A superficial connection is made to the focus of the question which is unrelated.		2	
	B	four		Related to the text, but is not the required response, confuses legs with number of wings.		3	5
	C	five		Response is not text based.		1	
	D	six	1	Correct response.	E	4	
5.7	A	head, thorax, abdomen	1	Correct response.	M	4	
	B	wings, head, thorax		A distractor may be related to the correct response in meaning, but is not the required response in context.		3	6
	C	legs, chest, thorax		All details are not text based Chest & thorax refer to the same thing/ close reading of details not applied.		2	
	D	neck, head, feet		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	6
5.8	A	a mate, absorbs heat and blends in with the flowers.		Correct response.		4	
	B	people, absorb water and blend with enemies.		Learner invokes prior knowledge related to the general concept being tested, but the response is not entirely text-based.		1	
	C	flowers, absorb heat and blend with a mate.		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response		3	
	D	heat, absorbs flowers and finds a mate.		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.		2	
5.9	A	appearance.	1	Correct response.	M	4	
	B	behaviour.		Significant level of understanding indicates limited vocabulary development.		3	6

	C	climate.		A superficial connection is made to infer meaning of the word.		2	
	D	diet.		Response not related to text.		1	
5.10	A	three		Makes errors that reflect analysis and interpretation, thereby arriving at a secondary response to the required one.		3	7
	B	four	1	Correct response.	E	4	
	C	five		Response not related to contents in paragraph		1	
	D	six		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.		2	
5.11	A	<b>Stage 1:</b> caterpillar, <b>Stage 2:</b> eggs, <b>Stage 3:</b> cocoon, <b>Stage 4:</b> butterfly		Close reading of text is not effectively applied in order to recognize an omission.		1	7
	B	<b>Stage 1:</b> caterpillar, <b>Stage 2:</b> eggs, <b>Stage 3:</b> butterfly, <b>Stage 4:</b> cocoon		Unable to transfer information from visual to narrative form.		2	
	C	<b>Stage 1:</b> eggs, <b>Stage 2:</b> caterpillar, <b>Stage 3:</b> cocoon, <b>Stage 4:</b> butterfly	1	Correct response.	D	4	
	D	<b>Stage 1:</b> leave, <b>Stage 2:</b> worm, <b>Stage 3:</b> cocoon, <b>Stage 4:</b> butterfly		Significant level of understanding, only part of the main idea. Misinterpretation of leaf as part of the life cycle.		3	
5.12	A	Do butterflies, bees and moths all belong to the insect family?		Minimal level of understanding, prior knowledge. Fails to apply punctuation rules appropriately.		1	6
	B	Butterflies, Bees and Moths all belong to the Insect family.		Moderate level of understanding. Incorrectly applied the use of capital letters		2	
	C	Butterflies, bees and moths all belong to the insect family.	1	Correct response.	M	4	
	D	Butterflies bees and moths, all belong to the insect family.		Significant level of understanding. Does not recognise the use of commas to separate items.		3	
5.13	A	body's		Makes errors that reflect analysis and interpretation, but conclusion arrived at are secondary or weaker ones than required for the correct answer.		3	4
	B	bodies	1	Correct response	E	4	
	C	babies		Response not related to focus of question and text.		1	

	D	bodes		They applied their limited knowledge as an overgeneralisation and therefore come to a weak conclusion.		2	
5.14	A	butterflies		Moderate level of understanding. Confuses the future tense with the future continuous tense		2	6
	B	wet		Correct response.	M	4	
	C	are	1	Does not understand the concept adjectives, identified a verb instead.		3	
	D	in		Limited knowledge of parts of speech. 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.		1	
5.15	A	Butterflies are going to change four times during their lives.		Moderate level of understanding. Confuses the future tense with the future continuous tense		2	6
	B	Butterflies shall change four times during their lives.		Significant level of understanding. Does not recognise shall as a modal.		3	
	C	Butterflies will change four times during their lives.	1	Correct response.	M	4	
	D	Butterflies do not change during their lives.		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.		1	
5.16	A	Mr Khune said that he loves watching butterflies in the garden.		Significant level of understanding. Does not change the tense / rules are not applied correctly.		3	6
	B	Mr Khune said that he loved watching butterflies in the garden.	1	Correct response.	D	4	
	C	Mr Khune said, I loved watching butterflies in the garden.		Moderate level of understanding. Does not change pronoun to 3 <sup>rd</sup> person.		2	
	D	Does Mr Khune love watching butterflies in the garden?		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.		1	

5.17	A	Leaves and flowers are being eaten by caterpillars.		Significant level of understanding. Confuses the tenses, incorrect verb tense in the passive voice		3	6
	B	Leaves and flowers are eaten by caterpillars.	1	Correct response.	M	4	
	C	Leaves and flowers eat caterpillars.		Moderate level of understanding. Swopped subject and object around but did not insert the word "by".		2	
	D	"Caterpillars eat leaves and flowers."		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.		1	
5.18	A	butterfly's	1	Correct response.	D	4	6
	B	butterflies		Moderate level of understanding. Unable to apply the apostrophe.		2	
	C	butterflies'		Partial understanding of the use of an apostrophe but is incorrectly applied to the focus of the question.		3	
	D	butterfly		Minimal level of understanding. Unable to recognise the concept tested – gave a direct transcription.		1	
5.19	A	keep moving		Moderate level of understanding making a superficial connection to the focus of the question.		2	5
	B	kilometre	1	Correct response.	M	4	
	C	kilogram		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response. Confuses abbreviations.		3	
	D	kissing		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.		1	
5.20	A	unattached	1	Correct response.	M	4	6
	B	reattached		A distracter may be related to the correct response in meaning, but be too broad or narrow given the focus of the question.		3	
	C	attachable		They apply their limited knowledge as an overgeneralisation and therefore come to a weak		2	

				conclusion. Added a suffix instead of a prefix.			
	D	attach		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..		1	
5.21	A	ourselves.		Correct response	M	4	
	B	himself.		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response		3	
	C	myself.		They apply their limited knowledge as an over- generalisation and therefore come to a weak conclusion Learner looked at the pronoun "I" only.		2	
	D	itself.	1	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.Itself is not used to refer to people		1	5
5.22	A	whether		Correct response.	D	4	7
	B	feather		Minimal level of understanding. Confuses homophone with assonance.		1	
	C	climate		The learner may focus on superficial aspect of a text and makes superficial connections to arrive at weak responses .Related to weather-synonym.		2	
	D	wither		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response.		3	
5.23	A	before		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response		3	
	B	after	1	Correct response.	M	4	6
	C	since		The learner may focus on superficial aspect of a text and makes superficial connections to arrive at weak responses.			

	D	while		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.		1	
5.24	A	collective noun		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		2	6
	B	common noun		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are secondary than required for the correct response.		3	
	C	abstract noun	1	Correct response.	D	4	
	D	conjunction		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.		1	
5.25	A	assonance		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are secondary than required for the correct response. Cannot differentiate between assonance and alliteration.		3	7
	B	alliteration	1	Correct response.	M	4	
	C	metaphor		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 Does not understand figures of speech in order to differentiate correctly.		2	
	D	nouns		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. - confuses figure of speech with part of speech.		1	

5.26	A	was		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 Does not identify the correct tense & does not understand subject/verb agreement.		2	6
	B	has		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. Does not identify the correct tense & does not understand subject/verb agreement.		1	
	C	are	1	Correct response.	M	4	
	D	Is		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are secondary than required for the correct response Incorrect subject verb agreement.		3	



QUESTION 6: CREATIVE WRITING: NARRATIVE TEXT				
MARK ALLOCATION AND GRADE LEVEL				
	GR 7 4-5	GR 6 3	GR 5 2	GR 4 0-1
<b>CONTENT</b> (Response; organisation of ideas; awareness of purpose )  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>Complete adherence to the topic.</li><li>Intelligent, thought –provoking and mature ideas.</li><li>Exceptionally well organised (introduction, body and conclusion/ ending) detailed and coherent.</li><li>Excellent development of topic.</li><li>Outstanding achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>Adheres to the topic with minor deviations.</li><li>Ideas are reasonably coherent and convincing.</li><li>Essay is organised (introduction, body and conclusion/ending) and coherent.</li><li>Logical development of topic.</li><li>Purpose achieved.</li></ul>	<ul style="list-style-type: none"><li>Some adherence to the topic.</li><li>Able to express some ideas clearly.</li><li>Essay shows little evidence of organisation (introduction, body and conclusion/ ending).and coherence</li><li>Essay makes some sense.</li><li>Partial achievement of purpose</li></ul>	<ul style="list-style-type: none"><li>Completely off the topic.</li><li>Not able to express ideas clearly/ ideas are repetitive.</li><li>No evidence of organisation (introduction, body and conclusion/ ending).and coherence</li><li>Muddled handling of topic/ essay does not make sense.</li><li>Purpose not achieved.</li></ul>
	5	4	3	1-2
<b>LANGUAGE CONSTRUCTION</b> (Sentence structure; register, style ,tone; word choice; language use spelling and punctuation) <b>5 MARKS</b>	<ul style="list-style-type: none"><li>Effective and correct sentence structure</li><li>Register, style, tone highly appropriate to the purpose and context of the essay</li><li>Effective use of wide range of vocabulary linked to the topic</li><li>Correct language usage, spelling and punctuation</li></ul>	<ul style="list-style-type: none"><li>Correct sentence structure</li><li>Register, style, tone appropriate to the purpose and context of the essay</li><li>Fairly wide range of vocabulary linked to the topic</li><li>Few errors in language usage, spelling and punctuation</li></ul>	<ul style="list-style-type: none"><li>Some errors in sentence structure</li><li>Register, style, tone inappropriate for the purpose and context of the essay</li><li>Adequate vocabulary linked to the topic</li><li>A large number of errors in language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Poor sentence structure</li><li>Register, style, tone completely inappropriate for the purpose and context of the essay.</li><li>Limited vocabulary linked to the topic</li><li>Language usage, spelling and punctuation seriously flawed.</li></ul>
	3		2	0-1
<b>LENGTH</b>  <b>3 MARKS</b>	<ul style="list-style-type: none"><li>Essay does not exceed 150 words in length</li><li>Essay is 140-150words in length</li></ul>		<ul style="list-style-type: none"><li>Essay is too short (100 words in length) ./</li><li>Essay is too long (exceeds 200 words in length.)</li></ul>	<ul style="list-style-type: none"><li>Essay is exceptionally short (less than 50 words in length.) /</li><li>Essay is too long (exceeds 250 words in length.)</li></ul>
	4-5	3-2	0-1	
<b>FORMAT/ FEATURES</b> <b>5 MARKS</b>	Story written in past tense Clearly and effectively mention the following elements of a story: •have believable characters •tell where it took place •clearly have different actions that took place tell where the actions took place. •have a message/ theme	Some parts of story deviates from past tense Some of the elements of the story are presented.	Story written in different tenses/ no tense indicated. Very little or no elements of the story presented.	
	2		0-1	
<b>PLANNING</b> <b>2 MARKS</b>	<ul style="list-style-type: none"><li>Mind map/ planning tool used effectively</li><li>Details in planning tool reflected in final text.</li><li>Shows understanding of the purpose of planning tool.</li></ul>		<ul style="list-style-type: none"><li>Mind map/ planning tool used partly or not at all</li><li>Details from planning tool does not appear in final text/ Some details appear</li><li>Unclear/ no skill of using the planning tool.</li></ul>	
<b>TOTAL MARKS</b>	20			

QUESTION 7: TRANSACTIONAL WRITING: DIALOGUE				
	MARK ALLOCATION AND GRADE LEVEL			
	GR 7	GR 6	GR 5	GR 4
CRITERIA	4-5	3	2	0-1
<b>CONTENT</b> (Response; organisation of ideas; awareness of purpose )  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>Complete adherence to the topic.</li><li>Outstanding response beyond the normal expectations of the features of the transactional text type.</li><li>Exceptional development of content.</li><li>Writing contains exceptional detail added to the text.</li><li>Outstanding achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>Adheres to the topic with minor deviations.</li><li>Adequate response demonstrating knowledge of the features of the transactional text type.</li><li>Content stays on the topic.</li><li>Details support the topic.</li><li>Purpose achieved.</li></ul>	<ul style="list-style-type: none"><li>Some adherence to the topic.</li><li>Basic response demonstrating some knowledge of the features of the transactional text type</li><li>Some focus but some of the content is off the topic.</li><li>Few details support the topic.</li><li>Partial achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>Completely off the topic.</li><li>Response reveals no knowledge of the features of the transactional text type</li><li>Not able to express ideas clearly/ ideas are repetitive.</li><li>Details do not support the topic.</li><li>Purpose not achieved.</li></ul>
	4-5	3	2	0-1
<b>LANGUAGE CONSTRUCTION</b> (Sentence structure; register, style ,tone; word choice; language use, spelling and punctuation)  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>Effective and correct sentence structure.</li><li>Register, style, tone highly appropriate to the purpose and context of the type of transactional text.</li><li>Exceptional use of appropriate vocabulary linked to the topic.</li><li>Correct language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Correct sentence structure.</li><li>Register, style, tone appropriate to the purpose and context of the type of transactional text.</li><li>Appropriate vocabulary linked to the topic.</li><li>Few errors in language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Some errors in sentence structure.</li><li>Register, style, tone inappropriate for the purpose and context of the type of transactional text.</li><li>Limited use of appropriate vocabulary linked to the topic.</li><li>A large number of errors in language usage, spelling and punctuation.</li><li></li></ul>	<ul style="list-style-type: none"><li>Poor sentence structure.</li><li>Register, style, tone completely inappropriate for the purpose and context of the type of transactional text.</li><li>Vocabulary is not appropriate for the topic</li><li>Language usage, spelling and punctuation seriously flawed.</li></ul>
	2		0-1	
<b>PLANNING</b> <b>2 MARKS</b>	<ul style="list-style-type: none"><li>Evidence of planning</li><li>Planning relevant to topic</li></ul>		<ul style="list-style-type: none"><li>Some evidence of planning</li><li>Planning not done/ merely re-written text</li></ul>	
	3		2	0-1
<b>LENGTH</b>  <b>3 MARKS</b>	<ul style="list-style-type: none"><li>Response is 100-120 words in length.</li><li>Response does not exceed 180 words.</li></ul>		<ul style="list-style-type: none"><li>Response is too short (80-90 words in length).</li><li>Response is too long (130-150 words in length).</li></ul>	<ul style="list-style-type: none"><li>Response is exceptionally short (less than 80 words in length).</li><li>Response is too long (exceeds 150 words in length).</li></ul>
	4-5	2-3	0-1	
<b>FORMAT/ FEATURES</b> <b>5 MARKS</b>	<b>Letter format:</b> At first glance, must give the impression of a letter. (There must be a salutation, introduction, body and a conclusion.) One <b>address</b> correctly placed and complete with date <b>Salutation:</b> correctly placed No punctuation Line left before and after salutation <b>Conclusion :</b> Correct position relevant to the instruction friend. no punctuation in the conclusion	<b>Letter format:</b> At first glance, must give the impression of a letter. One of the features of the letter omitted.	Letter format not adhered to. Features distorted and incorrect.	
TOTAL: 20 /2 = 10				

QUESTION 8: TRANSACTIONAL WRITING: FRIENDLY LETTER				
	MARK ALLOCATION AND GRADE LEVEL			
	GR 7	GR 6	GR 5	GR 4
CRITERIA	4-5	3	2	0-1
<b>CONTENT</b> (Response; organisation of ideas; awareness of purpose )  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>Complete adherence to the topic.</li><li>Outstanding response beyond the normal expectations of the features of the transactional text type.</li><li>Exceptional development of content.</li><li>Writing contains exceptional detail added to the text.</li><li>Outstanding achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>Adheres to the topic with minor deviations.</li><li>Adequate response demonstrating knowledge of the features of the transactional text type.</li><li>Content stays on the topic.</li><li>Details support the topic.</li><li>Purpose achieved.</li></ul>	<ul style="list-style-type: none"><li>Some adherence to the topic.</li><li>Basic response demonstrating some knowledge of the features of the transactional text type</li><li>Some focus but some of the content is off the topic.</li><li>Few details support the topic.</li><li>Partial achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>Completely off the topic.</li><li>Response reveals no knowledge of the features of the transactional text type</li><li>Not able to express ideas clearly/ ideas are repetitive.</li><li>Details do not support the topic.</li><li>Purpose not achieved.</li></ul>
	4-5	3	2	0-1
<b>LANGUAGE CONSTRUCTION</b> (Sentence structure; register, style ,tone; word choice; language use, spelling and punctuation)  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>Effective and correct sentence structure.</li><li>Register, style, tone highly appropriate to the purpose and context of the type of transactional text.</li><li>Exceptional use of appropriate vocabulary linked to the topic.</li><li>Correct language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Correct sentence structure.</li><li>Register, style, tone appropriate to the purpose and context of the type of transactional text.</li><li>Appropriate vocabulary linked to the topic.</li><li>Few errors in language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Some errors in sentence structure.</li><li>Register, style, tone inappropriate for the purpose and context of the type of transactional text.</li><li>Limited use of appropriate vocabulary linked to the topic.</li><li>A large number of errors in language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Poor sentence structure.</li><li>Register, style, tone completely inappropriate for the purpose and context of the type of transactional text.</li><li>Vocabulary is not appropriate for the topic</li><li>Language usage, spelling and punctuation seriously flawed.</li></ul>
	2		0-1	
<b>PLANNING</b> <b>2 MARKS</b>	<ul style="list-style-type: none"><li>Evidence of planning</li><li>Planning relevant to topic</li></ul>		<ul style="list-style-type: none"><li>Some evidence of planning</li><li>Planning not done/ merely re-written text</li></ul>	
	3		2	0-1
<b>LENGTH</b> <b>3 MARKS</b>	<ul style="list-style-type: none"><li>Response is 160-180 words in length.</li><li>Response does not exceed 180 words.</li></ul>		<ul style="list-style-type: none"><li>Response is too short (130-150 words in length).</li><li>Response is too long (201-220 words in length).</li></ul>	<ul style="list-style-type: none"><li>Response is exceptionally short (less than120 words in length).</li><li>Response is too long (exceeds 220 words in length).</li></ul>
	4-5	2-3	0-1	
<b>FORMAT/ FEATURES</b> <b>5 MARKS</b>	<b>Letter format:</b> At first glance, must give the impression of a letter. (There must be a salutation, introduction, body and a conclusion.) One <b>address</b> correctly placed and complete with date <b>Salutation:</b> correctly placed No punctuation Line left before and after salutation <b>Conclusion :</b> Correct position relevant to the instruction friend. no punctuation in the conclusion	<b>Letter format:</b> At first glance, must give the impression of a letter. One of the features of the letter omitted.	Letter format not adhered to. Features distorted and incorrect.	
TOTAL: 20 /2 = 10				

QUESTION 9: TRANSACTIONAL WRITING: NEWSPAPER ARTICLE				
	MARK ALLOCATION AND GRADE LEVEL			
	GR 7	GR 6	GR 5	
CRITERIA	4-5	3	2	0-1
<b>CONTENT</b> (Response; organisation of ideas; awareness of purpose )  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>• Complete adherence to the topic.</li><li>• Outstanding response beyond the normal expectations of the features of the transactional text type.</li><li>• Exceptional development of content.</li><li>• Writing contains exceptional detail added to the text.</li><li>• Outstanding achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>• Adheres to the topic with minor deviations.</li><li>• Adequate response demonstrating knowledge of the features of the transactional text type.</li><li>• Content stays on the topic.</li><li>• Details support the topic.</li><li>• Purpose achieved.</li></ul>	<ul style="list-style-type: none"><li>• Some adherence to the topic.</li><li>• Basic response demonstrating some knowledge of the features of the transactional text type</li><li>• Some focus but some of the content is off the topic.</li><li>• Few details support the topic.</li><li>• Partial achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>• Completely off the topic.</li><li>• Response reveals no knowledge of the features of the transactional text type</li><li>• Not able to express ideas clearly/ ideas are repetitive.</li><li>• Details do not support the topic.</li><li>• Purpose not achieved.</li></ul>
	4-5	3	2	0-1
<b>LANGUAGE CONSTRUCTION</b> (Sentence structure; register, style ,tone; word choice; language use, spelling and punctuation)  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>• Effective and correct sentence structure.</li><li>• Register, style, tone highly appropriate to the purpose and context of the type of transactional text.</li><li>• Exceptional use of appropriate vocabulary linked to the topic.</li><li>• Correct language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Correct sentence structure.</li><li>• Register, style, tone appropriate to the purpose and context of the type of transactional text.</li><li>• Appropriate vocabulary linked to the topic.</li><li>• Few errors in language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Some errors in sentence structure.</li><li>• Register, style, tone inappropriate for the purpose and context of the type of transactional text.</li><li>• Limited use of appropriate vocabulary linked to the topic.</li><li>• A large number of errors in language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>• Poor sentence structure.</li><li>• Register, style, tone completely inappropriate for the purpose and context of the type of transactional text.</li><li>• Vocabulary is not appropriate for the topic</li><li>• Language usage, spelling and punctuation seriously flawed.</li></ul>
	2		0-1	
<b>PLANNING</b> <b>2 MARKS</b>	<ul style="list-style-type: none"><li>• Evidence of planning</li><li>• Planning relevant to topic</li></ul>		<ul style="list-style-type: none"><li>• Some evidence of planning</li><li>• Planning not done/ merely re-written text</li></ul>	
	3		2	0-1
<b>LENGTH</b>  <b>3 MARKS</b>	<ul style="list-style-type: none"><li>• Response is 160-180 words in length.</li><li>• Response does not exceed 180 words.</li></ul>		<ul style="list-style-type: none"><li>• Response is too short (130-150 words in length).</li><li>• Response is too long (201-220 words in length).</li></ul>	<ul style="list-style-type: none"><li>• Response is exceptionally short (less than120 words in length).</li><li>• Response is too long (exceeds 220 words in length).</li></ul>
	4-5	2-3	0-1	
<b>FORMAT/ FEATURES</b> <b>5 MARKS</b>	Features are clearly included Head line By line Lead paragraph	Some of features omitted	Most of features omitted/ none included	
TOTAL: 20 /2 = 10				

QUESTION 9: TRANSACTIONAL WRITING: NEWSPAPER ARTICLE				
	MARK ALLOCATION AND GRADE LEVEL			
	GR 7	GR 6	GR 5	
CRITERIA	4-5	3	2	0-1
<b>CONTENT</b> (Response; organisation of ideas; awareness of purpose )  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>Complete adherence to the topic.</li><li>Outstanding response beyond the normal expectations of the features of the transactional text type.</li><li>Exceptional development of content.</li><li>Writing contains exceptional detail added to the text.</li><li>Outstanding achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>Adheres to the topic with minor deviations.</li><li>Adequate response demonstrating knowledge of the features of the transactional text type.</li><li>Content stays on the topic.</li><li>Details support the topic.</li><li>Purpose achieved.</li></ul>	<ul style="list-style-type: none"><li>Some adherence to the topic.</li><li>Basic response demonstrating some knowledge of the features of the transactional text type</li><li>Some focus but some of the content is off the topic.</li><li>Few details support the topic.</li><li>Partial achievement of purpose.</li></ul>	<ul style="list-style-type: none"><li>Completely off the topic.</li><li>Response reveals no knowledge of the features of the transactional text type</li><li>Not able to express ideas clearly/ ideas are repetitive.</li><li>Details do not support the topic.</li><li>Purpose not achieved.</li></ul>
	4-5	3	2	0-1
<b>LANGUAGE CONSTRUCTION</b> (Sentence structure; register, style ,tone; word choice; language use, spelling and punctuation)  <b>5 MARKS</b>	<ul style="list-style-type: none"><li>Effective and correct sentence structure.</li><li>Register, style, tone highly appropriate to the purpose and context of the type of transactional text.</li><li>Exceptional use of appropriate vocabulary linked to the topic.</li><li>Correct language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Correct sentence structure.</li><li>Register, style, tone appropriate to the purpose and context of the type of transactional text.</li><li>Appropriate vocabulary linked to the topic.</li><li>Few errors in language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Some errors in sentence structure.</li><li>Register, style, tone inappropriate for the purpose and context of the type of transactional text.</li><li>Limited use of appropriate vocabulary linked to the topic.</li><li>A large number of errors in language usage, spelling and punctuation.</li></ul>	<ul style="list-style-type: none"><li>Poor sentence structure.</li><li>Register, style, tone completely inappropriate for the purpose and context of the type of transactional text.</li><li>Vocabulary is not appropriate for the topic</li><li>Language usage, spelling and punctuation seriously flawed.</li></ul>
	2		0-1	
<b>PLANNING</b> <b>2 MARKS</b>	<ul style="list-style-type: none"><li>Evidence of planning</li><li>Planning relevant to topic</li></ul>		<ul style="list-style-type: none"><li>Some evidence of planning</li><li>Planning not done/ merely re-written text</li></ul>	
	3		2	0-1
<b>LENGTH</b>  <b>3 MARKS</b>	<ul style="list-style-type: none"><li>Response is 160-180 words in length.</li><li>Response does not exceed 180 words.</li></ul>		<ul style="list-style-type: none"><li>Response is too short (130-150 words in length).</li><li>Response is too long (201-220 words in length).</li></ul>	<ul style="list-style-type: none"><li>Response is exceptionally short (less than120 words in length).</li><li>Response is too long (exceeds 220 words in length).</li></ul>
	4-5	2-3	0-1	
<b>FORMAT/ FEATURES</b> <b>5 MARKS</b>	Features are clearly included Head line By line Lead paragraph	Some of features omitted	Most of features omitted/ none included	
TOTAL: 20 /2 = 10				

# **GRADE 9 HOME LANGUAGE DIAGNOSTIC QUESTIONS & MEMO**



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## SENIOR PHASE

### ENGLISH HOME 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 level of the reading comprehension skills. 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.

## QUESTION ONE

Read the following text carefully and answer the questions.

### TEXT 1: MAGAZINE ARTICLE

#### YES, BUT ARE THEY REALLY FRIENDS?

1. Facebook calls contacts on their social network “friends,” which in some instances can be a complete contradiction. When 13-year-olds first sign up on Facebook, they spend the first year or two trying to connect with as many people as possible so that they can boast about the number of friends they have on the social network. It is a “badge of honour”, so to speak.
2. But how many of these “friends” do they really know in the real world? When we ask young people this question in our talks and workshops, it is clear that many, if not most, of these “friends” are strangers. Accepting strangers as friends on Facebook is like hitchhiking and accepting a lift from a stranger.
3. This is risky behaviour typical of teenagers. It is often difficult for them to get their heads around the fact that many of the people they are connected to, could be posing as someone they are not – that a digital persona can lie and use pictures of someone else. A “friend” could be a 50-year-old man posing as a 16-year-old girl, for example, and your child would not have an inkling of whom they have invited into their world; and the potential danger in such an invitation. They could be exposing themselves to stalkers, predators, paedophiles and cyber-bullies, for example. These are real dangers - not to be taken lightly.
4. Make sure your children know they are making conscious choices with consequences when they invite someone to be their friend, or when they accept an invitation to be a friend on Facebook. Just because one of their friends is friends with someone does not mean they have to be as well, as a mother, who uses Net Nanny Social to keep tabs on her daughter’s online activities, discovered.
5. A few days ago, this mother got an alert regarding her daughter’s friends on Facebook. After checking it out, she discovered that someone who had requested her daughter as a friend, was a stranger, but her daughter had accepted the request because some of her other friends had. She thought that it was inappropriate for the ‘friend’, who was over the age limit, to be



hanging around a teenager; so she checked around with other parents. It turned out none of these kids knew the man. They all assumed their other friends did!

6. “I did a little more digging,” she said, “and discovered that the ‘friend’ in question lives in our neighbourhood and is on the sex-offender registry. Obviously, I shared this information with the other parents, reported my concerns to Facebook and watched my teen ‘unfriend’ this character.”
7. Do make sure that your child knows how to “unfriend” people on Facebook and other social networks.

[Adapted from: [www.popularmechanics.co.za](http://www.popularmechanics.co.za)]

Context	Skill	Sub-skill	Cognitive Level	Grade	Difficulty Level	Term
Magazine Article	Reading and Viewing	Reading/Viewing for comprehension -Main Idea	K	9	M	3

1.1 What is the main idea of the article?

- A It is important to connect with many people on Facebook.
- B Not all contacts on Facebook are friends that you know.
- C 13-year olds like to boast about Facebook friends.
- D The Internet is required to connect to Facebook. (1)

Magazine article	Language Structures and Convention	Word Level work- Adjective	K	8	E	1,2,3
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1.2 What part of speech is the word “risky”(paragraph 3)?

- A preposition.
- B adjective.
- C adverb.
- D verb. (1)

Magazine Article	Reading and Viewing	Reading for comprehension: Identify the purpose of the text.	c	9	M	2
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1.3 Identify the purpose of the article.

- A The article provides details about how 13-year-olds use Facebook.
- B The article sets out to teach young people how to unfriend people.
- C The article warns parents about their children's Facebook friends.
- D The article judges young people who use Facebook.

(1)

Magazine Article	Language Structures and Conventions	Punctuation: Purpose of inverted commas	C	10	D	1
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1.4 Why is the word "Friends" (paragraph 1) written in inverted commas?

Facebook friends are ...

- A not always real friends.
- B always strangers.
- C bad friends.
- D playmates.

(1)

Magazine Article	Reading and Viewing	Viewpoint of writer. Make inference on the tone/mood of the writer	C	9	D	2
------------------	---------------------	---	---	---	---	---

1.5 What is the tone of the writer in, "badge of honour"(paragraph 1)?

- A honesty
- B approval
- C offence
- D irony

(1)

Magazine Article	Reading for comprehension: Inferring meaning of unfamiliar words.	Make inferences on meaning of words.	C	9	D	1,2,3
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1.6 What does the phrase below mean?

“ . . . not to be taken lightly” (last sentence, paragraph 3).

- A a very serious matter.
- B not very important.
- C to be heavy.
- D to be light.

(1)

Magazine article	Language Structures and Conventions	Word level work- Meaning of word when prefix is attached.	K	7	E	1, 4
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1.7 What does it mean to “unfriend” someone on Facebook?

- A communicate with a friend on Facebook.
- B delete a friend from Facebook.
- C report a friend to Facebook.
- D insult a friend on Facebook.

(1)

Magazine Article	Word meaning: Figures of speech.	Identify the figure of speech.	K	9	E	3
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1.8 Identify the figure of speech in the following sentence.

“Accepting strangers as friends on Facebook is like hitchhiking . . .” (last sentence, paragraph 2).

- A personification
- B alliteration
- C metaphor
- D simile

(1)

Magazine article	Language Structures and Conventions	Sentence Level Work- Punctuation, understanding the use of the exclamation mark.	K	9	M	2
------------------	-------------------------------------	--	---	---	---	---

1.9 What does the exclamation mark below reveal about the mother's emotions?

"They all assumed the other did!"

She is ...

A shocked.

B irritated.

C happy.

D sad.

(1)

Magazine Article	Language Structures and Conventions	Word level work: Verb tense	K Level 1	9	M	2
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1.10.1 Before Facebook, people ... friends by meeting each other.

A are making

B have made

C will make

D made

(1)

Magazine article	Language Structures and Conventions	Word level work: Verb tense	K	9	M	2
------------------	-------------------------------------	-----------------------------	---	---	---	---

1.10.2 The phone ... Please answer it.

A is ringing.

B rings.

C ring.

D rang.

(1)

Magazine article	Reading and Viewing	Reading comprehension- Inferring meaning of unfamiliar words	C	8	M	1,2,3,4
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1.11 What are cyber-bullies (last sentence, paragraph 3)? Bullies ...

- A on mobile phones and the Internet.
- B on the playground.
- C who are strangers.
- D who are overage.

(1)

Magazine article	Language Structures and Conventions	Word level work- Identify the synonym	K	9	M	3
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1.12 Choose the correct synonym for “boast” as used in paragraph 1.

- A toast
- B shout
- C brag
- D talk

(1)

Magazine article.	Language Structures and Conventions	Word meaning- One word for a phrase	K	9	M	1,2,3 4
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1.13 Give one word for the expression, “get their heads around the fact” (paragraph 3).

- A misunderstand
- B understand
- C think
- D mind

(1)

Magazine Article	Language Structures and Conventions	Word level work- Proper Nouns	K	8	E	2
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1.14 Why is Facebook written with a capital letter?

(1)

Magazine Article	Reading and view	Making inferences: differentiate between fact and opinion	C	9	M	1,2,3,4`
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1.15 Is the statement below a FACT or an OPINION?

Give a reason for your answer.

Risky behaviour is typical of all teenagers. (2)

Magazine	Language, Structures and Conventions	Word level work.	K	9	M	1,2
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1.16 Choose the correct word from the brackets to complete the sentence.

(1.16.1) (They're/Their/There)not allowed to take

(1.16.2) (there/they're /their) cell phones to school. (2)

Magazine article	Language Structures and Conventions	Word level work	K	9	E	2,3,4
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1.17 Provide the correct prepositions to complete the following sentence.

I am worried ... my daughter who is befriending strangers ... Facebook (2)

1.17.1 \_\_\_\_\_

1.17.2 \_\_\_\_\_

Magazine article	Language Structures and Conventions	Sentence level work. Punctuation of direct speech.	K Level 2	9	M	1,2
------------------	-------------------------------------	--	-----------	---	---	-----

1.18 Choose the correctly punctuated sentence.

A "You have got to stop. She shouted. "Being online so frequently will affect your studies!"

B "You have got to stop!" she shouted. "Being online so frequently will affect your studies!"

C "You have got to stop! She shouted. being online so frequently will affect your studies."

D You have got to stop,. she shouted. Being online so frequently will affect your studies! (1)

Magazine	Reading and Viewing	Reading comprehension- identify connotative meaning	C	10	D	
----------	---------------------	---	---	----	---	--

1.19 What is the connotative meaning of the word 'predator' (paragraph 3)?

- A Being hunted by others.
- B Praying for others.
- C Exploiting others.
- D Hunting for prey.

(1)

Magazine	Language Structures and Conventions	Word meaning- Make inference on the figurative meaning of words.	C	9	M	1
----------	-------------------------------------	--	---	---	---	---

1.20 What is the figurative meaning of the following clause: "...did a little digging..." (first sentence, paragraph 6)?

- A Trying to find a little information.
- B Trying to find more information.
- C Taking a dig at someone.
- D Digging a deeper hole.

(1)

Magazine article	Language Structures and Conventions	Word level work- Plurals of nouns.	K	8	E	1
------------------	-------------------------------------	------------------------------------	---	---	---	---

1.21 What is the singular form of the word "cyber-bullies"?

(2)

Magazine	Reading and Viewing	Reading for comprehension-: Answer questions	C	9	M	1
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1.22 Why did the mother think that her daughter's "friend" was inappropriate (paragraph 5)? He was ...

- A the right age to be her friend.
- B hanging around a teenager.
- C not known by the other kids.
- D too old to be her friend.

(2)

Magazine	Reading and Viewing	Reading for comprehension-Answers questions	K	9	M	1
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1.23 Mention, from the text, two potential dangers of befriending strangers on Facebook. (1)

Magazine article	Reading and Viewing	Reading comprehension-making inferences relating to main idea Provide an alternative title related to main idea of text.	A	9	M	1
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1.24 Provide another suitable title for this article. (1)

**TOTAL 30**



## QUESTION TWO

### TEXT 2: VISUAL TEXT - ADVERTISEMENT

Study the advertisement and answer the questions.

**braintainment** Quest for knowledge  
the magazine that surprises

**Are you the next Einstein?**  
Subscribe now and join the quest for knowledge

Also available online, on mobile and iPad

**Cool Mags**.com

The advertisement features a stack of 'braintainment' magazines. The top magazine's cover includes the title 'braintainment', the tagline 'Quest for knowledge', and the subtitle 'the magazine that surprises'. The main headline on the cover is 'Are you the next Einstein?' with the subtext 'Subscribe now and join the quest for knowledge'. Other visible headlines on the cover include 'PARENTING 101', 'SCIENCE', 'History', 'Astro', 'Tech', 'Are women worse at parking than men?', and 'Power pills?'. A tablet in the foreground displays the magazine's app interface, which mirrors the cover design. At the bottom of the advertisement, it states 'Also available online, on mobile and iPad' next to the App Store logo, and the 'Cool Mags.com' logo is at the very bottom.

#### Glossary

- **Einstein:** A world famous scientist, who discovered the Theory of Relativity.

Advertisement	Reading and Viewing	Read text for information and comprehension-Target Audience	K	9	M	2
---------------	---------------------	---	---	---	---	---

2.1 Who is the target audience of the advertisement?

- A People who read magazines on the Internet only.
- B Women who want to read celebrity gossip.
- C People who like to read about the world.
- D Teenagers who read magazines only.

(1)

Advertisement	Reading and Viewing	Reading for comprehension Inferring meaning of unfamiliar words.	C	9	M	1,2,3,4
---------------	---------------------	---	---	---	---	---------

2.2 What does the title, 'BRAINtainment' mean?

- A The attainment of brain power.
- B Entertainment for the brain.
- C The functions of the brain.
- D Training for the brain.

(1)

Advertisement	Reading and Viewing	Reading for comprehension- Inferring meaning of unfamiliar words.	C	10	M	1,2,3,4
---------------	---------------------	--	---	----	---	---------

2.3 What do the words "Cool Mags" mean?

- A A fun and trendy magazine.
- B An interesting magazine.
- C A boring magazine.
- D A cold magazine.

(1)

Advertisement	Reading and Viewing	Reading for comprehension: Identify elements of visual text	K	7	E	2
---------------	---------------------	---	---	---	---	---

2.4 Identify the slogan of the advertisement. (1)

Advertisement	Reading and Viewing	Reading for Comprehension- Persuasive/manipulative language.	E	9	D	2
---------------	---------------------	--	---	---	---	---

2.5 How does the advertiser use Einstein to persuade people to buy the magazine? (1)

Advertisement	Reading and Viewing	Reading for comprehension Answer questions	C	9	M	1,2,3,4
---------------	---------------------	--	---	---	---	---------

2.6 How do you know that the magazine is available in electronic format? (1)

Advertisement	Reading and Viewing	Reading for comprehension- persuasive/manipulative language	C	10	M	1
---------------	---------------------	---	---	----	---	---

2.7 Why is the phrase “Quest for Knowledge” repeated in the advertisement? (1)

Advertisement	Language structure and Conventions	Word level work- Conjunctions	K	9	M	3
---------------	------------------------------------	-------------------------------	---	---	---	---

2.8 Combine the following sentences into a complex sentence, using a conjunction.

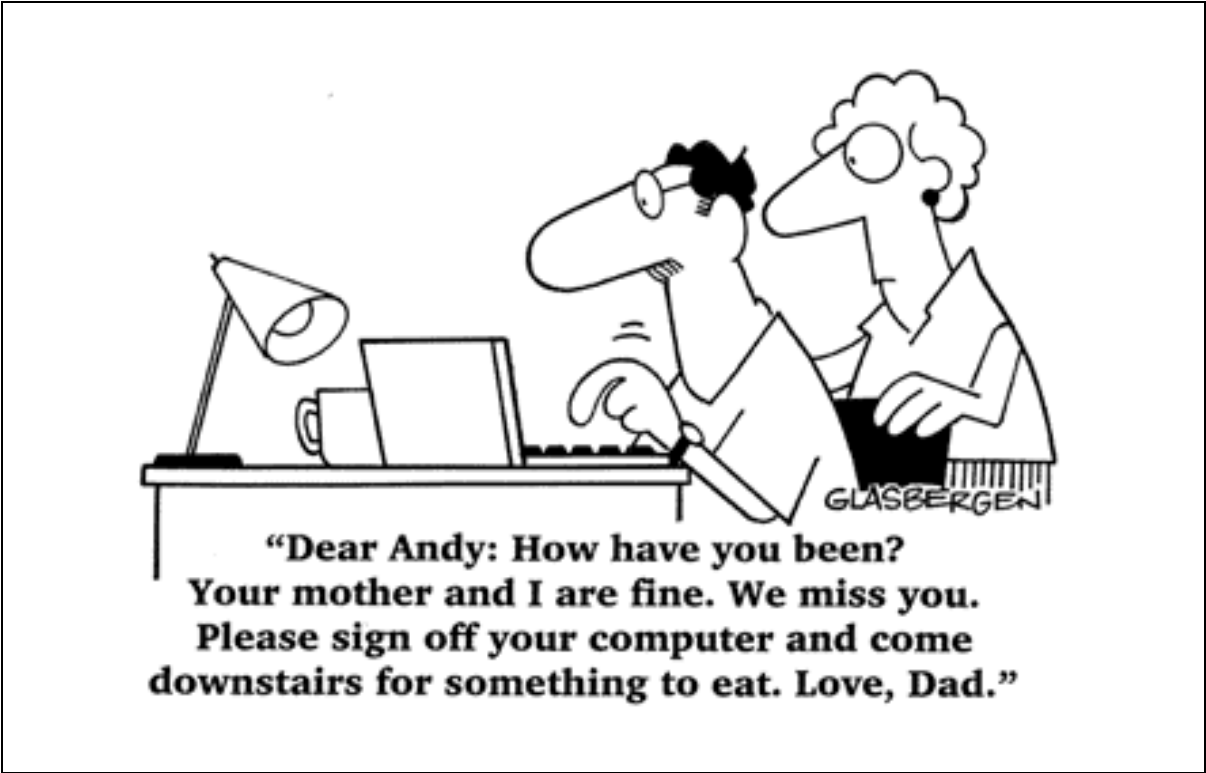
Einstein was a genius. Einstein discovered that gravity is not a force. (2)

**TOTAL 9**

QUESTION THREE

TEXT 3: VISUAL TEXT - CARTOON

Study the cartoon and answer the questions.



Cartoon	Reading and Viewing	Make inferences - Setting	C	9	M	1-3
---------	------------------------	------------------------------	---	---	---	-----

3.1 Where is the cartoon set?

- A The workplace.
- B A hotel room.
- C A restaurant.
- D At home.

(1)

Cartoon	Reading and Viewing	Make inferences - Characters	C	7	E	1-3
---------	---------------------------	---------------------------------	---	---	---	-----

3.2 Whom do you think the two adult characters in the cartoon are?  
Andy's ...

- A father and grandmother.
- B principal and teacher.
- C father and mother.
- D uncle and aunt.

(1)

Cartoon	Reading and Viewing	Make inferences - Purpose	C	9	M	1-3
---------	---------------------	---------------------------	---	---	---	-----

3.3 The purpose of the cartoon is to show how the overuse of computers . .

- A promotes the use of emails for communication.
- B causes conflict between adults and children.
- C promotes good, family communication.
- D causes poor communication.

(1)

Cartoon	Reading and Viewing	Intensive reading - Body language	C	8	M	1-3
---------	---------------------	-----------------------------------	---	---	---	-----

3.4 Which word best describes the male character's facial expression?

- A Worried
- B Relaxed
- C Nervous
- D Afraid

(1)

Cartoon	READING AND VIEWING	Emotive language	A	9	D	1-3
---------	---------------------	------------------	---	---	---	-----

3.5 What emotion is expressed in, "We miss you."?

- A Disappointment
- B Excitement
- C Sadness
- D Grief

(1)

**TOTAL 5**

## QUESTION FOUR

### TEXT 4: POETRY

Read the poem and answer the questions.

Dyslexia

by Marie (age 18)

I have never tried so hard,  
only to get nowhere.

Small mistakes follow me,  
they change my work purposely.

They must do,

5

Because nobody can make as many mistakes as me.

Every day there right and some days there forgotten.

On paper numbers can be easy.

In my head they are lost

My daydreams distract me

10

Keeping me out of reality

Why am I stuck like this?

Why am I trying so much harder to move forward and find I'm 10 steps  
behind everyone else?

Why am I me?15

And who what can I be?

### GLOSSARY

Dyslexia is a learning disability affecting reading, spelling and writing.

**NOTE:** Line 7 and Line16 have language errors, as a result of the poet being dyslexic.

Poetry	Reading and Viewing	Theme	C	9	M	1-4
--------	---------------------	-------	---	---	---	-----

4.1 Which option best describes what this poem is about? A girl...

- A who is always day-dreaming at school.
- B who experiences a learning disability.
- C who always makes mistakes at school.
- D whose mind is focussed. (1)

Poetry	Reading and Viewing	Key features	C	8	M	1-4
--------	---------------------	--------------	---	---	---	-----

4.2 Select the antonym of the underlined word.

“...they change my work purposely” (line 4).

- A Proficiently
- B Deliberately
- C Accidentally
- D Carelessly (1)

Poetry	Reading and Viewing	Figurative meaning	A	9	D	1-4
--------	---------------------	--------------------	---	---	---	-----

4.3 In line 8 - 9 the speaker finds that the numbers are lost in her head.

What does she imply by this? She ...

- A has a poor memory.
- B is lost in thought.
- C lost her mind.
- D is distant. (1)

Poetry	Reading and Viewing	Figurative meaning	A	10	D	1-4
--------	---------------------	--------------------	---	----	---	-----

4.4 What does the figurative expression “out of reality” (line 11) suggest?

The poet is...

- A not reasonable.
- B in a real world.
- C day dreaming.
- D not real. (1)

Poetry	Reading and Viewing	Figure of speech	C	9	M	1-4
--------	---------------------	------------------	---	---	---	-----

4.5 What figure of speech is used in the line below?

“Small mistakes follow me”

- A Personification
- B Alliteration
- C Metaphor
- D Adjective

(1)

Poetry	Reading and Viewing	Key features - Mood	C	9	M	1-4
--------	---------------------	---------------------	---	---	---	-----

4.6 Which word best describes the mood of this poem?

- A Hopelessness
- B Contentment
- C Concern
- D Sorrow

(1)

Poetry	Reading and Viewing	Features of poem	C	9	M	1-4
--------	---------------------	------------------	---	---	---	-----

4.7 Why is the poem written in the first person?

- A The poem conveys an intensely personal experience.
- B It shows the personal development of the speaker.
- C The subject of the poem is very simple.
- D It makes the poem easy to read.

(1)

Poetry	Reading and Viewing	Figurative meaning	C	9	M	1-4
--------	---------------------	--------------------	---	---	---	-----

4.8 What does the speaker mean by “Small mistakes follow me” (line 3)?

She ...

- A is always followed by mistakes.
- B always corrects the mistakes.
- C always makes little mistakes.
- D never makes mistakes.

(1)



Poetry	Reading and Viewing	Figurative meaning	A	10	D	1-4
--------	---------------------	--------------------	---	----	---	-----

4.9 In line 12, the speaker uses the word “stuck”.

What does this imply about her state of mind? She ...

A experiences extreme frustration.

B cannot move anywhere.

C is annoyed with herself.

D is confused and angry.

(1)

Poetry	Reading and Viewing	Key features - Mood	A	10	D	1-4
--------	---------------------	---------------------	---	----	---	-----

4.10 Which of the following best describes the feeling the poem evokes towards dyslexics?

A Frustration

B Kindness

C Sympathy

D Concern

(1)

**TOTAL 10**

## QUESTION FIVE

### TEXT 5 - LANGUAGE STRUCTURES AND CONVENTIONS

Read the text and answer the questions.

#### THE LOWDOWN ON HIGH HEELS

Keeping up with fashion can have medical drawbacks.

1. Wearing high heels makes women look and feel tall and in command, but the dangers can leave them disfigured. Things such as swollen ankles and corns are just minor side effects compared with the real damage that can eat away at your health over the years.

2. “This is because feet bear all of the body’s weight,” says Ray Stuart, a podiatrist in Cape Town. “Your whole body mass rests on your feet and the foot is then forced into a narrow, pointed toe box, compounding the damage that can take place. This damage may not be cured later on.”

3. Wearing high-heeled shoes is said to have invited new and strange health problems over the years. “Patients who suffer from unexplainable depression and emotional conditions are often advised to kick their shoes off and relax, and this usually helps –so imagine what ditching your high heels can do for your health,” he advises.

4. Doctors blame high heels for knee and back problems and shortened calf muscles –as well as causing an awkward, unnatural way of walking. “In time, high heels might cause enough changes in feet to stop your feet from working properly,” Stuart says. Amongst the ugly results of the continued use of high heels are bunions, heel pain and toe deformities.

5. Most women admit high heels make their feet hurt – but they stick it out to appear fashionable. “They certainly make me look more professional, feminine and well-groomed,” says sales consultant and self-confessed shoe addict Pontsho Lerole. “Since Boom Shaka made their debut appearance rocking in high heels, I’ve never been seen in running shoes or sneakers or anything less elegant. Lerole even admits to having suffered severe back pains ever since making her fashion pact.

Glossary: A podiatrist is someone who treats people with foot problems.

[Adapted from the *Sowetan* - 28 May 2009]

Magazine Article	Reading and Viewing	Text features - Main purpose	C	9	M	1-3
------------------	---------------------	------------------------------	---	---	---	-----

5.1 The main purpose of the text is to inform the reader that wearing high heels . . .

- A makes women feel tall and in command.
- B can result in swollen ankles and corns.
- C can seriously damage women's health.
- D will benefit women's health. (1)

Magazine Article	Reading and Viewing	Text features - Main idea	A	8	M	1-3
------------------	---------------------	---------------------------	---	---	---	-----

5.2 Which of the following contains the main idea in paragraph 5?

- A Pontsho admits suffering severe back pains.
- B Women suffer pain to appear fashionable.
- C High heels make women feel comfortable.
- D Women feel they look professional in high heels. (1)

Magazine Article	Reading and Viewing	Reading strategies - Word attack skills	A	10	M	1-3
------------------	---------------------	---	---	----	---	-----

5.3 What does the word 'disfigured' mean as used in paragraph 1?

- A Attractive
- B Damaged
- C Spoilt
- D Dented (1)

Magazine Article	Language Structures and Conventions	Word level work - antonyms	K	7	M	1-4
------------------	-------------------------------------	----------------------------	---	---	---	-----

5.4 Choose the antonym for "high" as used in "high-heels" (paragraph 1).

- A minor
- B small
- C short
- D low (1)

Magazine Article	Language Structures and Conventions	Sentence level work - Adjective	K	9	M	1-3
------------------	-------------------------------------	---------------------------------	---	---	---	-----

5.5 Choose the correct form of the word in brackets in the following sentence.

The doctor advised Pontsho to have a (rest) weekend after her foot injury.

- A restless
- B restive
- C resting
- D restful

(1)

Magazine Article	Language Structures and Conventions	Sentence level work - Present continuous tense	C	8	M	1-3
------------------	-------------------------------------	--	---	---	---	-----

5.6 Rewrite the sentence using the present continuous tense.

Doctors blame high heels for knee and back problems. Doctors ...

- A have been blaming high heels for knee and back problems.
- B were blaming high heels for knee and back problems.
- C have blamed high heels for knee and back problems.
- D are blaming high heels for knee and back problems.

(1)

Magazine Article	Language Structures and Conventions	Sentence level work (Future Simple Tense)	C	8	M	1-4
------------------	-------------------------------------	---	---	---	---	-----

5.7 Rewrite the following sentence in the future simple tense.

She wears her flat shoes.

- A She will be wearing her flat shoes.
- B She would wear her flat shoes.
- C She will wear her flat shoes.
- D She wore her flat shoes.

(1)

Magazine Article	Language Structures and Conventions	Sentence level work Part of Speech - Pronouns	C	8	M	2,4
------------------	-------------------------------------	--	---	---	---	-----

5.8 Identify the part of speech of the underlined word.

Most women admit high heels make their feet hurt.

- A Demonstrative pronoun
- B Interrogative pronoun
- C Possessive pronoun
- D Relative pronoun

(1)

Magazine Article	Language Structures and Conventions	Word meaning - one word for a phrase	C	9	E	3,4
------------------	-------------------------------------	--------------------------------------	---	---	---	-----

5.9 Choose one word to replace the underlined words in the following sentence.

“Things such as swollen ankles and corns are minor side effects that can eat away at your health”.

- A swallow
- B damage
- C destroy
- D worry

(1)

Magazine Article	Language Structures and Conventions	Word meaning - Figurative meaning	C	9	M	1-3
------------------	-------------------------------------	-----------------------------------	---	---	---	-----

5.10 Identify the figure of speech in “shoe addict” (paragraph 5, line 3).

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

(1)

Magazine Article	Language Structures and Conventions	Sentence level work - Reported/Indirect Speech	C	9	E	1,2,4
------------------	-------------------------------------	--	---	---	---	-------

5.11 Choose the correct reported speech (indirect speech) of the following sentence.

Pontsho told the doctor, "I injured my foot today."

Pontsho told the doctor ...

A that she had injured her foot that day.

B that she had injured her foot today.

C that she injured her foot today.

D I injured my foot today. (1)

Magazine Article	Language Structures and Conventions	Word meaning - one word for a phrase	A	9	D	3,4
------------------	-------------------------------------	--------------------------------------	---	---	---	-----

5.12 Which of the following is closest in meaning to "stick it out" (first sentence, paragraph 5)?

A Tolerate

B Endure

C Adhere

D Follow (1)

Magazine Article	Language Structures and Conventions	Word level work - Prepositions	K	7	E	2,3,4
------------------	-------------------------------------	--------------------------------	---	---	---	-------

5.13 Choose the most suitable preposition to fill in the blank.

Wearing high heels can result ... severe back pain.

A with

B into

C in

D By

(1)

Magazine Article	Language Structures and Conventions	Punctuation - Apostrophe	K	8	E	1,3,4
------------------	-------------------------------------	--------------------------	---	---	---	-------

5.14 Why is the apostrophe used in the following sentence?

This is because feet bear all of the body's weight. To show ...

- A contraction.
- B possession.
- C the word is plural.
- D abbreviation.

(1)

Magazine Article	Language Structures and Conventions	Sentence level work - Clauses and phrases	C	9	M	3,4
------------------	-------------------------------------	---	---	---	---	-----

5.15 Identify the main clause and the subordinate clause in the following sentence.

If Pontsho wears high-heels, she will damage her feet.

Main clause:

Subordinate clause:

(2)

Magazine Article	Reading and Viewing	Reading strategies (Summarizing)	A	9	M	2,3,4
------------------	---------------------	----------------------------------	---	---	---	-------

5.16 Read the previous passage, "The lowdown on high heels", and write a summary of five points, totalling 70 words.

Note the following:

- Number your points 1-5
- Each point should be a complete sentence
- Use your own words as far as possible.
- Write the total number of words used at the end of your summary.

(5)

SCORING GRID	
MARKS	DESCRIPTORS
1	<ul style="list-style-type: none"> <li>• 1 correct sentence</li> <li>• Incoherent (does not make sense)</li> <li>• more than 10 spelling and grammatical errors</li> </ul>
2	<ul style="list-style-type: none"> <li>• 2 correct sentences</li> <li>• Makes minimal sense – largely incoherent</li> <li>• 8-9 spelling and/or grammatical errors</li> </ul>
3	<ul style="list-style-type: none"> <li>• 3 correct sentences</li> <li>• Satisfactory expression of ideas</li> <li>• 6-7 spelling and grammatical errors</li> </ul>
4	<ul style="list-style-type: none"> <li>• 4 correct sentences</li> <li>• High degree of fluency in expression</li> <li>• 4-5 spelling and/or grammatical errors</li> </ul>
5	<ul style="list-style-type: none"> <li>• 5 correct sentences</li> <li>• Flawless expression of ideas – excellent sentence construction</li> <li>• no spelling and/or grammatical errors</li> </ul>



## QUESTION SIX – CREATIVE WRITING: ESSAY

	Writing and Presentation	Narrative, Descriptive, Reflective, Argumentative (Process writing)	A	9	M	1-4
--	--------------------------	---	---	---	---	-----

- Write an essay of 250-300 words on ONE of the following topics.
- Write the number and heading of your essay correctly, e.g. 6.1. Cell phone trouble.
- Pay careful attention to the following:
  - Content
  - Language structures and conventions
  - Format, length and planning

### TOPICS

6.1 The day my cell phone got me into trouble. (20)

**OR**

6.2 You are in Grade 9. Soon you will have to select the course that you wish to study in the FET Phase. Write about your thoughts and feelings as you consider your subject choices. Give your essay a suitable title. (20)

**OR**

6.3 Friends don't let friends ...  
Write an essay in which the above-mentioned phrase appears. (20)

**OR**

6.4 My vision for a successful future. (20)

### SCORING GUIDE FOR ESSAY

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

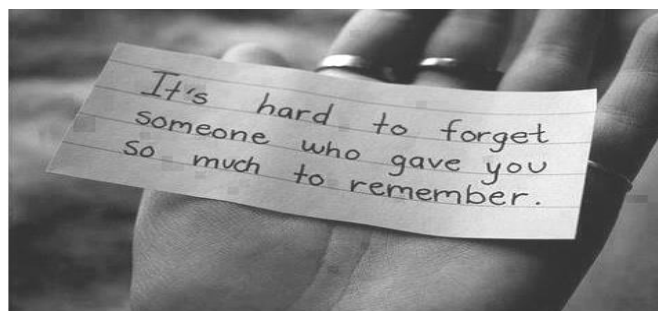
## QUESTION SEVEN - TRANSACTIONAL WRITING

	Writing and Presentation	Informal Letter, Diary Entry, Dialogue (Process writing)	A	9	M	1-4
--	--------------------------	--	---	---	---	-----

- Respond to ONE of the following topics.
- The length of your answer should be 160-180 words.
- Pay careful attention to the following:
  - Content
  - Language structures and conventions
  - Format, length and planning
- Write down the number and heading of the text you have chosen, e.g. 7.1 Informal letter of appreciation

### TOPICS

#### 7.1 INFORMAL LETTER OF APPRECIATION



Write a letter of appreciation to the person who has had a positive influence on your life.

(10)

**OR**

#### 7.2 DIARY ENTRIES

Write down two diary entries in which you note your thoughts, feelings and reactions for the day before and the day after an event which changed your life in a positive way.

The heading of each entry must contain the appropriate day and date. (10)

**OR**

### 7.3 DIALOGUE

After enjoying a meal at a restaurant, you discover that you have been charged for items you did not order. Write a dialogue of the conversation between yourself and the manager in which you attempt to resolve the problem.

- Write in the direct speech, but do not use inverted commas.
- Write the speaker's name on the left side of the page, followed by a colon. (10)
- Leave a line to indicate each new speaker.

### SCORING GUIDE FOR TRANSACTIONAL WRITING

CRITERIA	MARK ALLOCATED	LEARNER SCORE
CONTENT	10	
LANGUAGE CONSTRUCTION	5	
FORMAT, LENGTH AND PLANNING	5	
TOTAL	$20 \div 2 = 10$	
FINAL TOTAL	10	

**TOTAL      30**



**MARKING GUIDELINE  
DIAGNOSTIC RESOURCE BANK  
HOME LANGUAGE: ENGLISH  
GRADE 9**

This memorandum consists of 22 pages.

<b>QUESTIONS</b>	<b>1. Magazine Article</b>
	<b>2. Advertisement</b>
	<b>3. Cartoon</b>
	<b>4. Poetry</b>
	<b>5. Language Structure and Conventions</b>
	<b>6. Writing</b>

**QUESTION 1 – TEXT 1 (MAGAZINE ARTICLE)**

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E/M/D)	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. Focus is one aspect of the topic instead of the entire article.		2	9
	B	Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	M	4	
	C	13-year olds like to boast about Facebook friends.		Related to the text, but not to the main idea the text as a whole.		3	
	D	The Internet is required to connect to Facebook.		The response is not text-based.		1	
1.2	A	Preposition		Not related to the text – learner does not know parts of speech.		1	8
	B	Adjective ✓	1	The correct response.	E	4	
	C	Adverb		Similar initial syllable – “ad” may confuse learners.		2	
	D	Verb		The learner confuses “is risky” with “risk” (verb) – relating it to the		3	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E/M/D)	LEVEL OF PERFORMANCE	GRADE
				danger posed by unknown online friends.			
1.3	A	give details about how 13-year-olds use Facebook.		The learner has not analysed the question carefully to identify precisely what is required.		1	9
	B	teach young people how to unfriend people.		Failure to read the text closely to identify the target audience (parents).		3	
	C	warn parents about their children's Facebook friends. ✓		The correct response.	D	4	
				The response is related to the tone of the text, but not to the purpose.		2	
	D	judge young people who use Facebook.					
1.4	A	not always real friends. ✓	1	The correct response.	D	4	10
	B	always strangers.		This response is partially related to the text, but not consistently so, because somefacebook friends are real friends.		3	
	C	bad friends.		A weak association is made with the contents of the text, because the statement generalises.		2	
	D	playmates.		The response is not related to the text. Learner may not know the different purposes for which inverted commas are used		1	
1.5	A	Dishonest		The look-alike word (honour-dishonourable) may confuse learners.		2	9
	B	Approving		The response is not related to the tone of the text and the writer's purpose.		1	
	C	Offensive		Learner confuses writer's disapproval with personal offense.		3	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E/M/D)	LEVEL OF PERFORMANCE	GRADE
	D	Ironic✓	1	The correct response.	D	4	
1.6	A	A very serious matter ✓	1	The correct response.	M	4	9
	B	Not very important.		Opposite of meaning; unrelated to general tone of warning throughout the text. Perhaps the repetition of “not” in the question and the answer confuses the learner.		1	
	C	To be heavy.		Literal interpretation of the phrase is unrelated to context.		3	
	D	To be light.		Learner focuses on the latter part of the phrase only –literal interpretation.		2	
1.7	A	Communicate with a friend on Facebook.		The meaning of the prefix “un” is not considered.		2	7
	B	Delete a friend from Facebook ✓	1	The correct response.	E	4	
	C	Report a friend to Facebook.		The response is not text-based.		1	
	D	Insult a friend on Facebook.		Links ‘unfriend’ to ‘unfriendly’		3	
1.8	A	Personification		Learner may confuse ‘person’ with mention of ‘stranger’/‘friends’.		2	9
	B	Alliteration		This is a sound device. Learner is unable to distinguish between figures of speech and sound devices.		1	
	C	C. Metaphor		This is also a comparison, but not constructed using ‘as’ or ‘like’ – learner understands comparison/imagery but cannot distinguish between simile and metaphor.		3	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E/M/D)	LEVEL OF PERFORMANCE	GRADE
	D	D. Simile ✓	1	The correct response.	E	4	
1.9	A	shocked. ✓	1	The correct response.	M	4	
	B	irritated.		Related to meaning but does not convey intensity of feeling.		3	
	C	happy.		This is an opposite and unrelated emotion not informed by the text.		1	9
	D	sad.		A superficial connection is made because the learner does not consider the tone of the text.		2	
1.10.1	A	are making		Learner is perhaps distracted by the present participle in the question (meeting) and in the distractor (making).		2	
	B	have made		Learner establishes that the verb is in the past but uses present perfect instead of perfect tense.		1	9
	C	will make		The learner is unable to use context clues ('Before Facebook') to establish the past tense of the verb.		3	
	D	made ✓	1	The correct response.	M	4	
1.10.2	A	is ringing.	1	The correct response.	E	4	
	B	rings.		Learner understands that the present tense is required but has mastered sequence of tense to eliminate distracter.		3	
	C	ring.		Inability to understand concord error arising from use of this distracter and eliminate it accordingly.		2	8
	D	rang.		Inability to use verb in the second sentence as contextual clue to establish the missing verb.		1	



NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E/M/D)	LEVEL OF PERFORMANCE	GRADE
1.11	A	on mobile phones and the Internet ✓	1	The correct response	M	4	8
	B	on the playground.		Not related to the text, but to the school context in which most bullying is prevalent. Answer is informed by learner's own experience instead of text.		1	
	C	who are strangers.		Learner may relate bullying via cellphones and the internet to anonymous bullying – hence the link to strangers.		3	
	D	who are overage.		Learner is distracted by conventional view of the bully as an older learner.		2	
1.12	A	toast		The word is unrelated to the text. Learner makes connection perhaps in similarity of sound or 'toast' as in celebrating someone.		1	9
	B	shout		The learner makes a superficial connection to the text. Some indication of connection with informal reference to 'boast'.		2	
	C	brag ✓	1	The correct response.	M	4	
	D	talk		Learner departs from text – seems to rely on own experience of meaning of 'boast'.		3	
1.13	A	misunderstand		Confuses antonym with synonym.		1	7
	B	understand	1		M	4	
	C	think		Partial link made ( 'head 'and 'think') but inappropriate in context.		3	
	D	mind		Superficial connection made between 'head' and' mind'. Context neglected.		2	
1.14		It is a proper noun.	1		E		8
1.15	0	No mark if only opinion is given.	2				9

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E/M/D)	LEVEL OF PERFORMANCE	GRADE
	1	Opinion (with a weak reason) (Award 1 mark for opinion. No mark for weak reason)					
	2	Opinion. Not all teenagers indulge in risky behaviour. (Award 2 marks for opinion and suitable reason).					
1.16.1		They're ✓	1	The correct response.	E		9
1.16.2		Their ✓	1	The correct response.	E		9
1.17.1		About ✓	1	The correct response.	E		9
1.17.2		on ✓	1	The correct response.	E		
1.18	A	"You have got to stop." She shouted. "Being online so frequently will affect your studies!"		The learner shows some knowledge of punctuation rules, but is unable to distinguish between a sentence in direct speech as opposed to the sentence containing the direct speech – hence, neglects to include 'she shouted' as part of the first sentence.		2	9
	B	"You have got to stop!" she shouted. "Being online so frequently will affect your studies!" ✓	1	Correct response	M	4	
	C	"You have got to stop!" She shouted. "being online so frequently will affect your studies."		The learner understands punctuation but is challenged by the concept of more than one sentence written in the direct speech. Hence neglects to use capital letter to begin the 2 <sup>nd</sup> sentence of direct speech.		3	
	D	You have got to stop, she shouted. Being online so frequently will affect your studies!		Inverted commas not used. Learner is unable to distinguish direct speech from reported speech.		1	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E/M/D)	LEVEL OF PERFORMANCE	GRADE
1.19	A	Being hunted by others.	1	The learner has some understanding of the word neglects to relate this to the context of the given article.		3	10
	B	Praying for others.		Learner may be confused by the look-alike word and relate 'preying' to 'praying'		1	
	C	Exploiting others.	1	The correct response.	D	4	
	D	Hunting for prey.		Literal interpretation; related to animals, not humans.		2	
1.20	A	Trying to find a little information.		Partial understanding of meaning, but not precise. The repetition of "little" in the question and distractor may confuse learner.		3	9
	B	Trying to find more information.	1	The correct response.	M	4	
	C	Taking a dig at someone.		The response is not related to the text. Context not considered.		1	
	D	Digging a deeper hole.		Literal interpretation. Context clues neglected.		2	
1.21		cyber- bully	1	The correct response.	E		8
1.22	A	the right age to be her friend.		Unrelated to the question. The learner may be confused by the reference to "age" (distractor) and "friend" (question).		1	9
	B	hanging around a teenager.		Partial understanding of meaning, but learner does not make full connection between text and question.		3	
	C	not known by the other kids.		The learner makes some superficial connections to the text but is unable to relate meaning to the precise requirement of the question		2	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING (E/M/D)	LEVEL OF PERFORMANCE	GRADE
	D	Too old to be her friend.	1	The correct response.	M	4	
1.23		Teenagers could befriend stalkers, predators, sex-offenders, paedophiles or cyber-bullies. Accept any two.	2				9
1.24		Facebook "Friends" or any other response related to the theme of the text. (The title should not exceed five words.)	2				9
TOTAL 30							

#### QUESTION 2 – TEXT 2 (ADVERTISEMENT)

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
2.1	A	People who read magazines on the Internet only.		The response is related to the text, but not conclusively - hard copies of the magazine are also read.		3	
	B	People who want to read celebrity gossip.		The magazine being advertised is fact-based. The answer is therefore unrelated to the content of the text. Learner cannot distinguish between fact and gossip.		1	
	C	People who like to read about the world.	1	The correct response		4	

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
	D	Teenagers who read magazines only.		The learner makes some superficial connection to the text, (magazines) but fails to read the distracter closely and understand how 'only' and its placement changes the meaning. .		2	
2.2	A	The attainment of brain power.		Confusion between "attain" and 'Braintainment' (similar sounding second syllable).		3	9
	B	Entertainment for the brain.	1	The correct response.	M	4	
	C	The functions of the brain.		The learner responds to one syllable/ part of the word (brain) and neglects to interpret the latter two syllables of the word.		1	
	D	Training for the brain.		Failure to respond to / analyse each part of the portmanteau word. Perhaps lack of exposure to portmanteau words.		2	
2.3	A	A fun and trendy magazine. ✓	1	The correct response.	M	4	10
	B	An interesting magazine.		Partial connection to the meaning but failure to consider all implications of the informal word 'cool'.		3	
	C	A boring magazine.		The response is unrelated to the text.		1	
	D	A cold magazine.		There is a literal association with the word 'cool'. The learner has limited knowledge of figurative language / idiomatic use of language.		2	
2.4		The magazine that surprises. ✓	1		E		7
2.5		The advertisement makes the claim that reading the magazine	1		D		9

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
		will make one smart like Einstein. ✓					
2.6		<p>The advertisement states that it is also available online or on mobile or iPad (Accept any one option) ✓ /</p> <p>Picture of tablet with cover of magazine is displayed.</p> <p>(Any ONE)</p>	1		M		10
2.7		To emphasise the main focus of the magazine - to impart knowledge.	1		M		9
2.8		<p>Einstein was a genius <u>since/because/as</u> he discovered that gravity is not a force.</p> <p><b>OR</b></p> <p><u>Since/As</u> Einstein discovered that gravity is not a force, he was a genius.</p> <p>(Accept any suitable answer. Do not accept <u>and</u>, which is a coordinating conjunction that is used to form a compound sentence) ✓</p>	2		M		9

**QUESTION 3 – TEXT 3 (CARTOON)**

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
3.1	A	The workplace.		Misinterpretation of visual and textual cues. Printed text not considered. Learner confuses on computer and desk.		3	9
	B	A hotel room.		Understands the setting, but fails to link all the visual and print cues.		1	
	C	A restaurant.		Weak association – food is mentioned but the learner fails to link all the visual and print cues to establish setting. Learner focuses on one word – “food”.		2	
	D	At home. ✓	1	Correct response.	M	4	
3.2	A	father and grandmother.		Partial understanding of question. Print cue (mother) not considered.		3	7
	B	principal and teacher.		While computers are linked to school, learner fails to read all visual and print cues correctly.		1	
	C	father and mother. ✓	1	Correct response.	E	4	
	D	uncle and aunt.		Understands the visual cues but fails to correlate with the print cues.		2	
3.3	A	promotes the use of emails for communication.		Partial understanding of visual and print cues, but fails to connect fully with the negative impact of the use of computers/internet.		3	9
	B	causes conflict between adults and children.		Identifies part of the print cues but fails to connect with the impact of the use of computers.		2	
	C	promotes good, family communication.		Does not understand underlying purpose of the text. Response is the opposite of the message.		1	
	D	causes poor communication. ✓	1	Correct response	M	4	
3.4	A	Worried ✓	1	Correct response	M	4	8
	B	Relaxed		Misinterprets visual clues.		1	
	C	Nervous		Partial understanding of meaning, but not precise.		3	
	D	Afraid		Look-alike expression (worry/fear) but not connected to the print cues.		2	
3.5	A	Disappointment		Partial understanding of the emotion but not precise. Visual and print cues not closely analysed.		3	9
	B	Excitement		Conveys opposite of emotion expressed. Fails to integrate visual		1	

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
				and print cues. Learner fails to read cartoon in totality.			
	C	Sadness ✓	1	Correct response	D	4	
	D	Grief		Some understanding but selects extreme form of emotion – not supported by visual cues.		2	
4.1	A	who is always day-dreaming at school.		A superficial understanding of the theme.		2	
	B	who experiences a learning disability. ✓	1	Correct response	M	4	
	C	who always makes mistakes at school.		Does not understand that dyslexia causes the learner to make mistakes (failure to read the text closely).		3	9
	D	whose mind is focussed.		Misunderstands text entirely. Perhaps confuses 'focussed' with 'confused'.		1	
4.2	A	Proficiently		Look-alike response ("proficiently"/"purposely").		1	
	B	Deliberately		Learner does not understand the concepts of synonyms and antonyms – confuses antonym for synonym.		2	8
	C	Accidentally ✓	1	Correct response	M	4	
	D	Carelessly		Some understanding of antonym but not specific.		3	
4.3	A	has a poor memory. ✓	1	Correct response	D	4	
	B	is lost in thought.		Partial understanding. Fails to consider the context as a whole.		3	
	C	lost her mind.		Look-alike response. The repetition of "lost" in the question and distracter may distract/confuse the learner.		1	9
	D	is distant.		Superficial link with what is implied.		2	
4.4	A	not reasonable.		Confuses 'reasonable' with reality – superficial interpretation.		2	
	B	in a real world.		Look-alike response – links "real" (distracter).		1	10
	C	day dreaming. ✓	1	Correct response	D	4	
	D	not real		Literal interpretation		3	
4.5	A	Personification		Correct response.	D	4	
	B	Alliteration	1	Look-alike – repetition of "m".		2	9
	C	Metaphor		Confuses metaphor with personification.		1	
	D	Adjective		Understands comparison but confuses figure of speech with part of speech.	3	3	
4.6	A	Hopelessness ✓	1	Correct response	M	4	
	B	Contentment		Does not understand the mood. Fails to read poem as a whole.		1	9



NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
	C	Concern		Partial understanding of mood.		2	
	D	Sorrow		Related to mood but not precise.		3	
	A	The poem conveys an intensely personal experience. ✓	1	Correct response	M	4	
4.7	B	It shows the personal development of the speaker.		Able to show some ability to analyse and interpret, but the association is weak.		3	9
	C	The subject of the poem is very simple.		Superficial connections to the content but cannot relate information in text to the question.		2	
	D	It makes the poem easy to read.		Learner has no knowledge of narrative voice.		1	
4.8	A	is always followed by mistakes.		Omits reference to 'small' – failure to read text closely.		3	9
	B	always corrects the mistakes.		Opposite meaning. Careless reading of the text.		2	
	C	always makes little mistakes. ✓	1	Correct response	M	4	
	D	never makes mistakes.		Does not understand text. Response is wholly unrelated to the context of the text.		1	
4.9	A	experiences extreme frustration. ✓	1	Correct response	D	4	
	B	cannot move anywhere.		Literal interpretation of "stuck".		1	
	C	is annoyed with herself.		Superficial connection to the content but cannot correctly relate text to emotion.		2	10
	D	is confused and angry.		Misinterpretation of confusion and anger as frustration.		3	
4.10	A	Frustration		The learner confuses the feeling of speaker to the feeling evoked in the reader. Careless reading of the question.		1	
	B	Kindness		Able to analyse and interpret content but fails to differentiate between meanings of closely related words (kindness/sympathy).		3	10
	C	Sympathy ✓	1	Correct response	D	4	
	D	Concern		Superficial connection to text - fails to use language precisely.		2	
5.1	A	makes women feel tall and in command.		Offers description of reason for wearing heels instead of purpose of text.		2	9
	B	can result in swollen ankles and corns.		Understands the text but offers support idea instead of main purpose.		3	

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
	C	can seriously damage women's health. ✓	1	Correct response	M	4	
	D	will benefit women's health.		Misunderstanding of text and question. Gives opposite response to correct one.		1	
5.2	A	Women feel they look professional in high heels.		Partial link with idea. Failure to consider text as a whole.		2	8
	B	Pontsho admits suffering severe back pains.	1	Confuses supporting idea with main idea.	M	3	
	C	High heels make women feel comfortable.		No association with main idea.		1	
	D	Women suffer pain to appear fashionable		Correct response.		4	
5.3	A	Attractive		Does not understand meaning – response is opposite to meaning.		1	10
	B	Damaged ✓	1	Correct response	M	4	
	C	Spoilt		Partial understanding of the meaning – but context not considered.		3	
	D	Dented		Look-alike response (disfigured/dented) – context not considered.		2	
5.4	A	minor		Some knowledge of meaning of word but fails to consider context.		1	7
	B	small		Understands concept but fails to relate meaning to context.		3	
	C	short		Superficial connection to text/context not considered.		2	
	D	low ✓	1	Correct response	E	4	
5.5	A	restless		Uses antonym instead of correct form of word.		1	9
	B	restive		Confusion/misunderstanding of similar sounding words (restive/restful).		2	
	C	resting		Wrong part of speech used. Participle is used instead of adjective.		3	
	D	restful ✓	1	Correct response	E	4	
5.6	A	have been blaming high heels for knee and back problems.		Understands continuous form of verb but knowledge of tenses is superficial.		2	8
	B	were blaming high heels for knee and back problems.		Knows continuous form of verb but changes to incorrect tense.		3	
	C	have blamed high heels for knee and back problems.		Understands concept of verb but knowledge of tenses is inadequate.		1	

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
	D	are blaming high heels for knee and back problems. ✓	1	Correct response	M	4	
5.7	A	She will be wearing her flat shoes.		Understands future tense but incorrectly uses future continuous tense instead of simple form.		3	8
	B	She would wear her flat shoes.		Confusion between simple tense and conditional form.		2	
	C	She will wear her flat shoes. ✓	1	Correct response	M	4	
	D	She wore her flat shoes.		Identifies verb but knowledge of tenses is inadequate.		1	
5.8.	A	Demonstrative pronoun		Unable to make the distinction between types of pronouns.		3	8
	B	Interrogative pronoun		Unable to understand the difference between statement and question.		1	
	C	Possessive pronoun ✓	1	Correct response	E	4	
	D	Relative pronoun		Unable to understand the use of the relative pronoun.		2	
5.9	A	swallow		Literal interpretation of given phrase – unrelated to context.		1	9
	B	damage ✓	1	Correct response	E	4	
	C	destroy		Understands the concept but unable to choose precise word.		3	
	D	worry		Makes connection but response is not suitable in context.		2	
5.10	A	Personification		Understands figurative comparisons but cannot distinguish between different types.		3	9
	B	Assonance		Chooses sound device instead of figure of speech (comparison).		1	
	C	Metaphor ✓	1	Correct response	M	4	
	D	Simile		Understands imagery but does not know that “as”/”like” indicate simile.		2	
5.11	A	Pontsho told the doctor that she had injured her foot that day.	1	Correct response	M	4	9
	B	Pontsho told the doctor that she had injured her foot today.		Understands the concept but fails only to change the adverb (today).		3	
	C	Pontsho told the doctor that she injured her foot today.		Superficial understanding of indirect speech – changes only the pronouns; fails to change verb tense and adverb.		2	
	D	Pontsho told the doctor I injured my foot today.		Does not understand concept of indirect speech. Removes “inverted commas” but no other changes made.		1	

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
5.12	A	Tolerate	1	Related to meaning but not precise.		3	9
	B	Endure ✓		Correct response	M	4	
	C	Adhere		Literal interpretation of idiomatic expression.		2	
	D	Follow		Unrelated to text.		1	
5.13	A	with		Related but inappropriate in context.		2	7
	B	into		Look-alike response (into/in).		3	
	C	in ✓	1	Correct response	E	4	
	D	by		Unrelated to context.		1	
5.14	A	contraction.		Understands the concept but unable to differentiate between the different uses of the apostrophe.		3	8
	B	possession. ✓	1	Correct response.	E	4	
	C	the word is plural.		Confuses the “s” after the apostrophe with the “s” to indicate plurality.		2	
	D	abbreviation.		No knowledge of the purpose of the apostrophe.		1	
5.15		Main clause: she will damage her feet	2	Inability to distinguish between the elements of a main and that of a subordinate clause.			9
		Subordinate clause: If Pontsho wears high heels					
5.16		SUMMARY	5				9
		<p>Wearing high heels can damage your feet and your health. ✓ (10 words)</p> <p>Feet carry the body's full weight and the damage may not be cured in future. ✓ (15 words)</p> <p>Wearing high heels can cause unusual health problems over time. ✓ (10 words)</p> <p>It can cause knee and back problems and limit calf muscle growth. ✓ (14 words)</p> <p>Most women know high heels make their feet hurt but suffer this to</p>					

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
		look modern and imitate celebrities. ✓ (18 words)  (Word total: 67)					
		<b>SCORING GRID</b>					
		<b>MAKS</b>	<b>DESCRIPTORS</b>				
		1	<ul style="list-style-type: none"> <li>1 correct sentence</li> <li>Incoherent (does not make sense)</li> <li>more than 10 spelling and grammatical errors</li> </ul>				
		2	<ul style="list-style-type: none"> <li>2 correct sentences</li> <li>Makes minimal sense; largely incoherent</li> <li>8-9 spelling and/or grammatical errors</li> </ul>				
		3	<ul style="list-style-type: none"> <li>3 correct sentences</li> <li>Satisfactory expression of ideas</li> <li>6-7 spelling and grammatical errors</li> </ul>				
		4	<ul style="list-style-type: none"> <li>4 correct sentences</li> <li>High degree of fluency in expression</li> <li>4-5 spelling and/or</li> </ul>				

NO.		EXPECTED ANSWER		MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
			grammatical errors					
		5	<ul style="list-style-type: none"> <li>• 5 correct sentences</li> <li>• Flawless expression of ideas; excellent sentence construction</li> <li>• no spelling and/or grammatical errors</li> </ul>					

# GRADE 9 HOME LANGUAGE

## DIAGNOSTIC RUBRIC FOR ESSAY

Criteria	GRADE 10	GRADE 9	GRADE 8	GRADE 7
<b>CONTENT</b> (Response; organisation of ideas; awareness of purpose )  <b>10 MARKS</b>	<b>10</b> <ul style="list-style-type: none"> <li>• Complete adherence to the topic.</li> <li>• Intelligent, thought –provoking and mature ideas.</li> <li>• Exceptionally well organised (introduction, body and conclusion/ ending) detailed and coherent.</li> <li>• Excellent development of topic.</li> <li>• Outstanding achievement of purpose.</li> </ul>	<b>5-9</b> <ul style="list-style-type: none"> <li>• Adheres to the topic with minor deviations.</li> <li>• Ideas are reasonably coherent and convincing.</li> <li>• Essay is organised (introduction, body and conclusion/ ending) and coherent.</li> <li>• Logical development of topic.</li> <li>• Purpose achieved.</li> </ul>	<b>3-4</b> <ul style="list-style-type: none"> <li>• Some adherence to the topic.</li> <li>• Able to express some ideas clearly.</li> <li>• Essay shows little evidence of organisation (introduction, body and conclusion/ ending).and coherence</li> <li>• Essay makes some sense.</li> <li>• Partial achievement of purpose</li> </ul>	<b>0-2</b> <ul style="list-style-type: none"> <li>• Completely off the topic.</li> <li>• Not able to express ideas clearly/ ideas are repetitive.</li> <li>• No evidence of organisation (introduction, body and conclusion/ ending).and coherence</li> <li>• Muddled handling of topic/ essay does not make sense.</li> <li>• Purpose not achieved.</li> </ul>
<b>LANGUAGE CONSTRUCTION</b> (Sentence structure; register, style ,tone; word choice; language use spelling and punctuation)  <b>5 MARKS</b>	<b>5</b> <ul style="list-style-type: none"> <li>• Effective and correct sentence structure</li> <li>• Register, style, tone highly appropriate to the purpose and context of the essay</li> <li>• Effective use of wide range of vocabulary linked to the topic</li> <li>• Correct language usage, spelling and punctuation</li> </ul>	<b>3-4</b> <ul style="list-style-type: none"> <li>• Correct sentence structure</li> <li>• Register, style, tone appropriate to the purpose and context of the essay</li> <li>• Fairly wide range of vocabulary linked to the topic</li> <li>• Few errors in language usage, spelling and punctuation</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>• Some errors in sentence structure</li> <li>• Register, style, tone inappropriate for the purpose and context of the essay</li> <li>• Adequate vocabulary linked to the topic</li> <li>• A large number of errors in language usage, spelling and punctuation.</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>• Poor sentence structure</li> <li>• Register, style, tone completely inappropriate for the purpose and context of the essay.</li> <li>• Limited vocabulary linked to the topic</li> <li>• Language usage, spelling and punctuation seriously flawed.</li> </ul>
<b>PLANNING, STRUCTURE AND LENGTH</b>  <b>5 MARKS</b>	<b>5</b> <ul style="list-style-type: none"> <li>• Planning has produced a flawlessly presented and well-crafted essay.</li> <li>• Effective introduction and conclusion.</li> <li>• Essay is 250-300 words in length</li> <li>• Essay does not exceed 300 words in length</li> </ul>	<b>3-4</b> <ul style="list-style-type: none"> <li>• Planning has produced a good, presentable essay.</li> <li>• Good introduction and conclusion.</li> <li>• Essay is 250-300 words in length</li> <li>• Essay is too long but does not exceed 320 words in length</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>• Planning has produced a moderately presentable essay.</li> <li>• Adequate introduction and conclusion.</li> <li>• Essay is too short (150-180 words in length).</li> <li>• Essay is too long (exceeds 350 words in length.)</li> </ul>	<b>0-1</b> <ul style="list-style-type: none"> <li>• Inadequate planning has resulted in a poorly presented essay.</li> <li>• Ineffective or no introduction, no conclusion.</li> <li>• Essay is exceptionally short (less than 150 words in length.)</li> <li>• Essay is too long (exceeds 380 words in length.)</li> </ul>

**SCORING GUIDE FOR ESSAY**  
**GRADE 9 HOME LANGUAGE**

CRITERIA	MARK ALLOCATED	LEARNER SCORE
CONTENT	10	
LANGUAGE CONSTRUCTION	5	
PLANNING, STRUCTURE AND LENGTH	5	
<b>TOTAL</b>	<b>20</b>	



## DIAGNOSTIC RUBRIC FOR TRANSACTIONAL WRITING

### GRADE 9 HOME LANGUAGE

Criteria	GRADE 10	GRADE 9	GRADE 8	GRADE 7
<b>CONTENT</b> (Response; organisation of ideas; awareness of purpose )  <b>10 MARKS</b>	<b>9-10</b>	<b>6-8</b>	<b>3-5</b>	<b>0-4</b>
	<ul style="list-style-type: none"> <li>Complete adherence to the topic.</li> <li>Outstanding response beyond the normal expectations of the features of the transactional text type.</li> <li>Exceptional development of content.</li> <li>Writing contains exceptional detail added to the text.</li> <li>Outstanding achievement of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Adheres to the topic with minor deviations.</li> <li>Adequate response demonstrating knowledge of the features of the transactional text type.</li> <li>Content stays on the topic.</li> <li>Details support the topic.</li> <li>Purpose achieved.</li> </ul>	<ul style="list-style-type: none"> <li>Some adherence to the topic.</li> <li>Basic response demonstrating some knowledge of the features of the transactional text type</li> <li>Some focus but some of the content is off the topic.</li> <li>Few details support the topic.</li> <li>Partial achievement of purpose.</li> </ul>	<ul style="list-style-type: none"> <li>Completely off the topic.</li> <li>Response reveals no knowledge of the features of the transactional text type</li> <li>Not able to express ideas clearly/ ideas are repetitive.</li> <li>Details do not support the topic.</li> <li>Purpose not achieved.</li> </ul>
<b>LANGUAGE CONSTRUCTION</b> (Sentence structure; register, style, tone; word choice; language use, spelling and punctuation)  <b>5 MARKS</b>	<b>5</b>	<b>4</b>	<b>2-3</b>	<b>0-1</b>
	<ul style="list-style-type: none"> <li>Effective and correct sentence structure.</li> <li>Register, style, tone highly appropriate to the purpose and context of the type of transactional text.</li> <li>Exceptional use of appropriate vocabulary linked to the topic.</li> <li>Correct language usage, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Correct sentence structure.</li> <li>Register, style, tone appropriate to the purpose and context of the type of transactional text.</li> <li>Appropriate vocabulary linked to the topic.</li> <li>Few errors in language usage, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Some errors in sentence structure.</li> <li>Register, style, tone inappropriate for the purpose and context of the type of transactional text.</li> <li>Limited use of appropriate vocabulary linked to the topic.</li> <li>A large number of errors in language usage, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Poor sentence structure.</li> <li>Register, style, tone completely inappropriate for the purpose and context of the type of transactional text.</li> <li>Vocabulary is not appropriate for the topic</li> <li>Language usage, spelling and punctuation seriously flawed.</li> </ul>
<b>FORMAT, LENGTH AND PLANNING</b>  <b>5 MARKS</b>	<b>5</b>	<b>4</b>	<b>2-3</b>	<b>0-1</b>
	<ul style="list-style-type: none"> <li>Appropriate and accurate format.</li> <li>Response is 160-180 words in length.</li> <li>Response does not exceed 180 words.</li> <li>Planning has produced a flawlessly presented and well-crafted text.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate format with minor inaccuracies.</li> <li>Response is 160-180 words in length.</li> <li>Response is too long but does not exceed 200 words.</li> <li>Planning has produced a good, presentable text.</li> </ul>	<ul style="list-style-type: none"> <li>Necessary rules of format vaguely applied.</li> <li>Response is too short (130-150 words in length).</li> <li>Response is too long (201-220 words in length).</li> <li>Planning has produced a moderately presentable text.</li> </ul>	<ul style="list-style-type: none"> <li>Necessary rules of format not applied.</li> <li>Response is exceptionally short (less than 120 words in length).</li> <li>Response is too long (exceeds 220 words in length).</li> <li>Inadequate planning has resulted in a poorly presented text.</li> </ul>

TOTAL: [20 ÷ 2 = 10]

**SCORING GUIDE FOR TRANSACTIONAL WRITING**  
**GRADE 9 HOME LANGUAGE**

CRITERIA	MARK ALLOCATED	LEARNER SCORE
CONTENT	10	
LANGUAGE CONSTRUCTION	5	
FORMAT, LENGTH AND PLANNING	5	
TOTAL	$20 \div 2 = 10$	
<b>FINAL TOTAL</b>	<b>10</b>	