### GRADE 6 PHASE BASED AND TERM ONE ASSESSMENTS ENGLISH HOME LANGUAGE

# DIAGNOSTIC ASSESSMENT TOOL



basic education

Department: Basic Education REPUBLIC OF SOUTH AFRICA





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### PART ONE UNDERSTANDING DIAGNOSTIC ASSESSMENTS



#### **1. INTRODUCTION**

The diagnostic resource bank 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 fulfil 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 resource 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

Spread of Questions							
Weighting	±10%	±20%	±60%	±10%			
Grade 3	4	5	6	7			

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 resource 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.

#### 4. PROPOSED USE OF THE DIAGNOSTIC LANGUAGE ITEMS/QUESTIONS

- **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.
- **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.
- 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.

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

#### 5. DESIGN

Table 2 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.

Levels of Performance	Possible Learner Error
Level 1	<ul> <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>
Level 2	<ul> <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>
Level 3	<ul> <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>
Level 4	Correct response.

#### Table 2: Levels of Performance for Language MCQs

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

#### 6.1. 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.

#### **6.2. 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..

#### 6.3. 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 has 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.

#### 6.4. 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 3: Levels of Performance for Language MCQs

1.1 V									
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	9		
	В	Not all contacts on Facebook are friends that you know.	1	The correct response.	М	4			
	С	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			

1.1 What is the main idea of the article?

Table 4: Levels of Understanding that incorporate the two Taxonomies								
1. Level of	Bloom's	Descriptors	Barrett's	Types of				
Understanding	Taxonomy	(Incorporation of	Taxonomy	Questions				
		both taxonomies)						
Easy	Remembering	Label, list, name,	Literal	MCQ,				
	and	relate, recall, repeat,	comprehension/	Closed response				
	Understanding	state, classify, re-	Reorganisation	Short response				
		group, rearrange,		Fill in the blank				
		assemble, collect,		Choose correct				
		categorise, select,		response				
		recognise, supply,						
		separate, isolate						
Moderate	Application and	Predict, infer,	Inferential	Short response				
	Analysis	guess, translate,	comprehension	MCQ				
		summarise, interpret,		Matching				
		understand, rewrite,		Directed response				
		apply, demonstrate,		Closed response				
		illustrate, investigate,		Open response				
		diagnose						
Difficult	Evaluating and	Analyse, appraise,	Evaluation and	MCQ				
	Creating	evaluate, justify,	Appreciation	Essay writing				
		reason, criticise,		Transactional				
		judge, comment,		writing				
		appreciate, create,						
		derive, combine,						
		construct, devise,						
		synthesise						

#### **6.5 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.

#### 7. 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.

#### 7.1. 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.

#### 7.2. 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.

#### 7.3. 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.

#### 7.4. 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.

#### 7.5. 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.

#### 7.6. 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.



#### 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 questions.
- **4.** You may further break down the sub-questions from different questions according to the skills/ difficulty levels/terms/grades.
- 5. The selection of the 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 4 and 5 reading component. Hence you will select all the Grade 4 and 5 sub-questions 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.:

Type of text	Components	Content/	Grade	Difficulty Level	Term
		Concept/Skills			
Narrative	Reading and	Characters in	G1	E	2
	Phonics	the story			

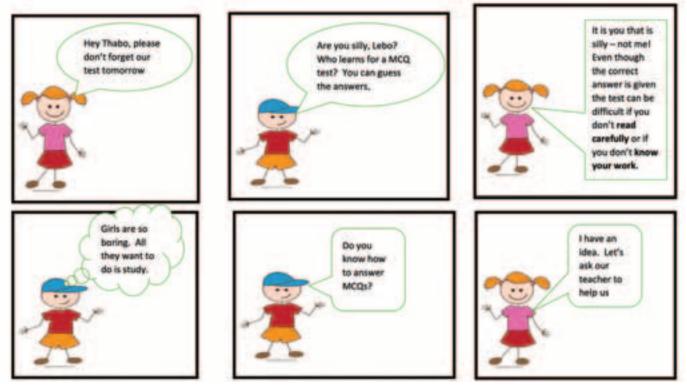
It is thereafter written above each question in the format:

Narrative	Reading and Phonics	Characters in the story.	G1	E	2

### PART TWO ANSWERING MULTIPLE CHOICE QUESTIONS (MCQs)



#### HOW TO ANSWER MULTIPLE CHOICE QUESTIONS (MCQs)



#### NOTE TO THE TEACHER:

1. The Structure of a MCQ

#### Example:

What is the number symbol for six hundred and ninety-eight? STEM

A 60 098 B 6 098 C 968 D 698 KEY

#### EXPLANATION

STEM	QUESTION
DISTRACTORS	INCORRECT OPTIONS
KEY	ANSWER

#### 2. Strategies for answering MCQs

- **2.1.** Read the question carefully. Understand the question and be sure of what is expected of you. Underline the key words in the question. You may need to read the question more than once.
- **2.2.** Try to answer the question before you check out the options. You may be required to work out the answer before you are able to choose the correct option.
- **2.3.** Read each option cautiously. Delete the options that you are sure is incorrect, until you are left with the correct option.
- **2.4.** Make sure that the option you have chosen matches what the question requires.
- **2.5.** Most often there will be an option that will be obviously wrong. Eliminate this option.
- **2.6.** Two options may sound alike. However, one of the options may be partially correct; it may be a partial answer to the question. Reread the question to make sure that the option fully answers the question.
- 2.7. If you are unsure of which options are incorrect, leave the question and move to the questions you are sure of. However, make sure that you come back to the question. Don't leave blanks. CHOOSE AN OPTION FOR EVERY QUESTION.
- 2.8. There will be only ONE correct option.



#### NOTE TO THE TEACHER:

- **1.** There is no pattern in which the answers are arranged.
- **2.** Check your work. If you make a mistake, strike out the incorrect option and circle the correct answer.
- 3. Do not leave any question unanswered.

### Notes:

### PART THREE PHASE BASED DIAGNOSTIC ITEMS



### 9. ASSESSMENT ITEMS

Question One TEXT 1: Story Read the story below and answer the questions.

- 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)

Story	Reading and Viewing	Plot	K	4		E	1
1.1. Why was Heron fl	ying so high?						
He wanted to go to	virdo						
A) meet other b							
B) a warmer pla C) a cooler plac							
D) a swamp.	JC.						(1)
D) a swamp.							(1)
Story	Reading and Viewing	Plot	С	5	M		1
1.2. Why did Heron la	nd in the swamp?						
He wanted to							
<ul> <li>A) meet the flar</li> </ul>							
<ul><li>B) rest on a roc</li></ul>							
C) catch the fis	h.						
D) eat bugs.							(1)
Story	Reading and Viewing	Vocabulary meaning		С	6	M	1
			Ŭ	C			
	ragraph 3 means that th	ne flamingo was very c	areful?				
A) magnificent							
B) gorgeous							
C) cautious							$(\mathbf{A})$
D) clearly							(1)
Story	Reading and Viewing	Figures of speech	Ŋ	A	7	D	1
Otory		words meaning	-	Λ	'		
1.4 The text describes	the flamingo's legs as	v	aws "				
What figure of speech							
A) assonance							
B) metaphor							
C) synonym							
D) simile							(1)
,							( )
Story	Reading and Viewing	Elements of fable	e	С	9	M	1
		(character)					
1.5. Fill in the missing	words from the text to	describe the flamingo.					
She had a beak	with a neck.						
Story	Reading and	Characters	С	(	6 1	N	1
	Viewing						
1.6. What was Heron's	s first impression of Fla	mingo?			а. 		
He felt that she was							
<ul> <li>A) different and</li> </ul>	•						
<ul> <li>B) graceful and</li> </ul>							
C) strange and							
D) not his type.							(1)

Story	Reading and Viewing	Characteristics	А	6	D	1
	opinion of Flamingo change a	after he got to know her	?			
He was		ainted by bar many				
	y her appearance but disapp	-				
<i>,</i>	d by her appearance and her d by her nest appearance and					
, ,	y her appearance and her m					(1)
D) Impressed b	y her appearance and her m					(')
Story	Reading and Viewing	Characters	С	5	M	2
1.8. What were the two	o things Flamingo did, that H	eron disliked?				
Burping and						
	n her mouth open					
B) chewing quie	etly.					
C) screaming.						( 1 )
D) slouching.						(1)
		<b>-</b>	•			
Story	Reading and Viewing	Title	A	6	D	1
1.9. What could be an	other possible title for this sto	bry?				
A) She was give	en a gold watch.					
B) She was cov	-					
C) She won a g						
D) She had a g	olden tan.					(1)
			-			
Story	Reading and Viewing	Implied Meaning	С	5	M	1
1.10. What do flaming	os eat?	· · · · · ·				
A) feathers						
B) seeds.						
C) bugs						(4)
D) mud						(1)
Story	Language structures and	Dupotuction	C	6	N/	1
Story	Language structures and	Punctuation	С	6	M	1
	Conventions	(Capital letter and				
1 11 Chaosa tha corre	ectly punctuated sentence.	question mark)				
	countries during the winter r	nonths				
-	ly to other countries during the					
,	ly to other countries during the					
,	ly to other countries during the					
	ly to other countries during th					(1)
,	,					( )
Story	Language structures and	Word meaning	С	8	M	1
	Conventions					
	in Paragraph 4, for the word	quietly.				
A) clumsily						
B) happily						
C) noisily						(4)
D) simply						(1)

Story	Language structures and Conventions	Word meaning (Synonyms)	С	6	M	1	
1 13 What is a synon	ym for the word 'appearances						
A) disappearan B) misleads C) disgusts D) looks						(1)	
Story	Language structures and Conventions	Word meaning (Auxiliary verbs)	C	6	M	2	
1.14. Identify the auxil Flamingo was eating a A) was eating B) eating C) was D) a	iary verb in the sentence. a bug.					(1)	
Dja						(1)	
Story	Language	Word level work (Prefixes)	C	6	M	2	
1.15. Add a prefix to th A) attractivenes B) unattractive C) distractive. D) attract	he word "attractive" to give it a	an opposite meaning.				(1)	
Story	Language structures and Conventions	Sentence level work (Future tense)	С	6	М	1	
She found some more A) She will hav B) She will not C) She will find	ence in the simple future tense bugs in the swamp. e found some more bugs in th find some more bugs in the s some more bugs in the swar ome more bugs in the swamp.	he swamp. swamp. mp.				(1)	
Story	Language structures and Conventions	Sentence level (Passive voice)	C	6	M	3	
Conventions       (Passive voice)         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 (Passive voice)	C	6	M	1	
"I am hungry," said Hei A) Heron said t	hat he was hungry. ? asked Heron. he is hungry.			·		(1)	
	ann nangry.					(.)	

Story	Language structures and Conventions	Word level (Pronouns)	С	5	М	3
-	erlined noun with a suitable p	pronoun.				
Heron left <u>Heron's</u> nes	it to fly south					
A) because.						
B) them						
C) he's						(1)
D) his						(1)
Story	Language structures and	Word level (prepositions)	С	6	M	1
	Conventions					
1.20. Fill in a suitable	preposition to complete the s	entence.				
Flamingo waded th	ne muddy water.					
A) over						
B) walk						
C) on						
D) in						(1)
			-	_		
Story	Language structures and	Sentence level	С	6	M	1
	Conventions	(Subject verb/object)				
	subject in the following senter	ICE.				
The pink bird was stur	ining					
A) stunning						
B) The pink bird	1					
C) The bird						(1)
D) pink bird						(1)
Story	Language structures and	Word level (Correct form	С	6	М	2
	Conventions	of verb – verb tense)				
	ect form of the verb to comple					
-	Heron be flying south for t	the winter.				
A) was						
B) will						
C) are						
D) is						(1)
Story	Language structures and	Word level	С	5	M	3
	Conventions	(Degrees of comparison)				
1.02 Identify the dear						
Flamingo is than H	ee of comparison to complete	e the sentence below.				
A) tallest						
B) taller						
C) tale						
D) tall						(1)
D) tan						(')

Story	Language structures and	Word level	С	6	Μ	1
	Conventions	(Pronouns)				
1.24. Complete the fol	llowing sentence by filling in a	a suitable pronoun				
Flamingo really knows	ه how to enjoy					
A) oneself.						
B) herself.						
C) hers.						
D) her.						(1)
Story	Language	Sentence level	С	6	M	1
		(Sentence types)				
1.25. Identify the sente	ence type.	<b>.</b>				
"What do you want?"						
A) statement						
B) command						
C) question						
D) phrase						(1)
Story	Language structures and	Word meaning	C	6	M	4
	Conventions	(Onomatopoeia)				
	e of speech in the following p	phrase?				
"slurping up some bug						
A) onomatopoe	ia					
B) assonance						
C) antonym						
D) simile						(1)
Story	Language structures and	Word meaning	С	6	Μ	1
	Conventions	(Idiomatic expressions)				
1 07 What does "way	aquabt my avo" (paragraph 4		,			

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

- 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!
- Oh, Mum, don't make me go today.
   I'm feeling worse than yesterday.
   You cannot imagine what I'm going through.
- 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.
- 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
- 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

Poem	Reading and viewi	ing	Rhyming words		К	4	E	1
2.1. Which word from A) blame B) dress C) fuse D) bus	stanza 1 rhymes with	fuss?	<u>.</u>	k				(1)
Poem	Reading and viewing	Wor	d level (Homonyms)	С	8	3 N	1 2	2,3,4
2.2. How does the per He A) imagines tha B) catches the C) drives to sch D) skips to scho	at he is there. school bus. hool.							(1)

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Poem	Reading and viewing	Show	s understanding of text	К	6	Е	1
2.3. What is the one th	ing that the person wa	ants 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	F	igurative meaning	A	7	D	1
2.4. What does the ex	pression 'I'm sure I'm	knockir	ng on death's door' me	an?			
I am about to							
A) sneeze.							
B) stare.							
C) cry. D) die.							(1)
D) dic.							(1)
Poem	Reading and viewir	ng	Vocabulary	C	7	Е	1,4
2.5. Which word in sta	nza 4 means that the	learner	rs did not like the perso	n?			
A) despise							
B) imagine							
C) blame							
D) tease							(1)
Poem	Deading and viewing		a reading strategies	С	5	М	2
FOem	Reading and viewing		es reading strategies (Contextual clues)	C	5	IVI	2
2.6. Why does he not	want to go to school?		Contextual clues)			·	
A) He does not							
B) The children							
C) He is always	-						
D) He dislikes th	ne bus.						(1)
Poem	Reading and viewing	-	res of speech (simile)	A	7	D	2
2.7. Identify the figure		nce be	low.				
Stop acting like a silly							
A) personification	n						
B) metaphor C) antonym							
D) simile							(1)
-,							(-)
Poem	Reading and viewir	ng	Vocabulary	С	6	M	1
	reduing and viewi						
			development				
2.8 What does the wor		ean?	development				
A) jump		ean?	development				
A) jump B) miss		∋an?	development				
A) jump B) miss C) fake		ean?	development				(1)
A) jump B) miss		ean?	development				(1)

Poem	Reading and viewing	Understanding of poer	m C		۱ ز	M 1,4
	the poem, does not want	to go to school?				
A) principal.						
B) children.						
C) teacher. D) mum.						(1)
<i>D)</i> mum.						(1)
Poem	Language structures and	Word level (Nouns)	С	6	М	1
	Conventions					
	of speech of the underlined	d word.				
Stop acting like a silly	fool.					
A) alliteration						
B) antonym						
C) proverb						(1)
D) idiom						(1)
Poem	Language structures and	Sentence level	А	6	D	2
1 00111	Conventions	(Past continuous tense)	,.			
2.11. The children are		(1 001 001 001 001 001 001 001 001 001 0				<u> </u>
A) Present cont	-					I
B) Past contino						
C) Personification	on					
D) Future tense	;					(1)
	·					·
Poem	Language structures and	Word meaning	А	6	D	1
	Conventions	(Idiom)				
-	ession: 'I'm knocking on de	eath's door' an example of	of?			
A) alliteration						
B) antonym						
C) proverb D) idiom						(1)
						(1)
Poem	Language structures and	Word level (Degree of	А	5	D	3
	Conventions	comparison				
2.13. Identify the sente	ence with the correct degree	1 · · · · · · · · · · · · · · · · · · ·				
, 3	ore intelligent than Jane.					
,	ost intelligent than Jane.					
,	telligent than Jane.					
D) Mary was int	elligent.					(1)
Deem	, and and	Mand Loug				
Poem	Language structures and	Word Level	С	^6	M	3
2.14. Fill in a suitable a	Conventions	(Adverb of manner)				
The teacher yelled at t						
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						
Mom was yelling h A) through B) next C) on						
D) at						(1)
Poem	Language structures and Conventions	Word level (Conjunctions)	С	5	M	1
2 16 Complete the se	ntences using the correct					
-	he refused to get up.	oonjuneton				
D) but						(1)
Poem	Language structures and Conventions	Word meaning (Synonyms)	С	6	M	1
A) incorrect B) wrongly C) correct D) faked	nonym for the word 'wrong					(1)
Poem	Language structures and Conventions	Word level (preposition)	С	6	M	1
2.18. Identify the type Did the children like th A) exclamation B) statement C) question D) proverb						(1)
Poem	Language structures and Conventions	Word level (Pronouns)	К	4	E	1
The boy went to schoo A) They B) She	erlined words in the follow	ing sentence with a pro	noun.			
C) He D) It						(1)

Poem	Language structures and Conventions	Word meaning (Alliteration)	С	5	М	3
2.20. Write down 2 wo	rds that show the alliterat	ion in Stanza 3.				
A) death's door						
B) body aches						
C) rare scare						
D) silly fool						(1)
Poem	Language structures and	Spelling and	С	5	М	3
	Conventions	punctuation (Capital				
		and full stop)				
2.21. Which one of the	e sentences is punctuated	correctly?				
the teacher cannot ski	p school					
	cannot skip school.					
	cannot skip school					
,	cannot, skip school					
D) The teacher	cannot skip school?					(1)
Deam		Quaternas laval (Qubiant	LZ.			4
Poem	Language structures and	Sentence level (Subject	K	6	E	1
	Conventions	Sentence level (Subject verb agreement)	К	6	E	1
2.22. Fill in the missing	Conventions g word.	· •	K	6	E	1
2.22. Fill in the missing The man pretendir	Conventions g word.	· •	К	6	E	1
2.22. Fill in the missing The man pretendir A) where	Conventions g word.	· •	К	6	E	1
2.22. Fill in the missing The man pretendir A) where B) were	Conventions g word.	· •	К	6	E	1
2.22. Fill in the missing The man pretendir A) where B) were C) wear	Conventions g word.	· •	K	6	E	
2.22. Fill in the missing The man pretendir A) where B) were	Conventions g word.	· •	К	6	E	1 (1)
2.22. Fill in the missing The man pretendir A) where B) were C) wear	Conventions g word.	· •	K	6	E	
2.22. Fill in the missing The man pretendir A) where B) were C) wear D) was	Conventions g word. ng to be ill.	verb agreement)				(1)
2.22. Fill in the missing The man pretendir A) where B) were C) wear D) was Poem 2.23. Choose the corre	Conventions g word. ng to be ill. Language structures and Conventions ect article to complete the	verb agreement) Word level (Articles)				(1)
2.22. Fill in the missing The man pretendir A) where B) were C) wear D) was Poem 2.23. Choose the corre The school principal a	Conventions g word. ng to be ill. Language structures and Conventions	verb agreement) Word level (Articles)				(1)
2.22. Fill in the missing The man pretendir A) where B) were C) wear D) was 2.23. Choose the corre The school principal a A) the	Conventions g word. ng to be ill. Language structures and Conventions ect article to complete the	verb agreement) Word level (Articles)				(1)
2.22. Fill in the missing The man pretendir A) where B) were C) wear D) was Poem 2.23. Choose the corre The school principal a	Conventions g word. ng to be ill. Language structures and Conventions ect article to complete the	verb agreement) Word level (Articles)				(1)

D) a

(1)

(1)

Poem	Language structures and	Sentence level	Α	6	D	3		
	Conventions	(Direct)						
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?

#### HOW TO MAKE PANCAKES

#### Ingredients:

1 cup (250g) cake flour 1/2 cup (125ml) water 2 Eggs 1/4 cup oil A pinch of salt Fresh cream Golden syrup to drizzle

#### Method:

...

**GRADE 6 ENGLISH HL DIAGNOST** 

- 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	К	6	E	4
3.1. What is this text a	bout?					
How to make .						
A) fresh cream.						
B) cupcakes.						
C) pancakes.						
D) mixtures.						(1)
Paging	Reading and viewing	Details of text	K	5	E	4
Recipe	Reading and viewing			5		4
	wing is used as a dry ingre	edient in this text?				
A) golden syrup	)					
B) baking tray						
C) flour D) eggs						(1)
D) 0995						(')
Recipe	Reading and viewing	Understanding new	С	5	М	2
		vocabulary				
3.3. What does "a pind	ch of salt" mean ?	<u>^</u>				
A) small amoun						
B) large amoun						
C) to hurt some	one					
D) cup of salt						(1)



Recipe	Reading and viewing	Understanding of how text functions	С	6	M	2
A) ingredients B) cake flour C) sugar	the items needed to make	pancakes?				(1)
D) fruit						(1)
Recipe	Reading and viewing	Shows understanding of functions	С	6	M	2
3.5. What in a recipe e A) decoration B) method C) mixture D) cream	explains how pancakes ar	e made?				(1)
Recipe	Reading and viewing	Understands text information	A	6	D	2
It should be A) thrown away B) cooked.	one once the mixture is sr	nooth?		1		
C) poured. D) baked.						(1)
Recipe	Reading and viewing	Understands how text functions sequencing	A	6	D	2
3.7. What is the hygie A) Wash one's B) Get more flo C) Beat the ego D) Buy a stove.	ur. gs.	paring food?				(1)
Recipe	Reading and viewing	Vocabulary- inference word meaning	С	6	M	2
3.8. How long should A) 30 seconds. B) 30 minutes C) 30 hours D) 3 hours	the mixture stand for befor					(1)
Recipe	Reading and viewing	Vocabulary- inference word meaning	С	9	M	2
3.9. What does the wo A) sprinkle B) pour	ord drizzle mean?					
C) rain D) mix						(1)

Recipe	Reading and viewing	Understands details of text	K	6	E	2
3.10. Which utensil is A) frying pan B) kitchen C) stove	used to cook it?					
D) bowl						(1)
Recipe	Reading and viewing	Understands details of text	K	6	E	2
3.11. What type of inst A) pamphlet B) manual C) recipe D) report	tructional text is text 3?					(1)
			r			
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)

(1)

Recipe	Reading and viewing	Understands details of	K	6	E	2
		text				
3.13. How many pance	akes can be made?					
A) 125						
B) 10						
C) 30						
D) 5						(1)

Recipe	Reading and viewing	Word level (Suffixes)	С	6	М	2	
3.14 Choose the correct form of the word in brackets							

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

Recipe	Reading and viewing	Word level (Verbs)	К	6	E	2
3.15. Identify the part Beat the eggs, water A) metaphor B) adverb C) noun	of speech of the underline and milk together.	d word.				
D) verb						(1)
Recipe	Reading and viewing	Word level (Adjectives)	К	6	Е	2
3.16. Which word in th Mum made tasty panc A) pancakes B) made C) tasty	he following sentence is ar akes.	adjective?				
D) Mum						(1)
Recipe	Reading and viewing	Sentence level (Future tense)	С	6	М	2
3.17. Which sentence Dad A) shall eat pan B) pancakes. C) bought panc D) eats pancake	akes.	se?				(1)
Recipe	Reading and viewing	Sentence level (Future tense)	С	6	М	2
3.18. Fill in the correct Fry pancakes one A) before. B) and C) at D) it						(1)
Recipe	Reading and viewing	Sentence level (Auxiliary verbs)	С	6	М	2
3.19. Fill in a suitable My mum cooking a A) went B) were C) was	auxiliary verb from the opt a delicious meal.	tions below.				

C) was D) has

(1)

Recipe	Reading and viewing	Word level (Plurals)	K	4	E	1
Mum packed the panc A) packets B) boxing	form of the underlined wor cakes in the <u>box.</u>	d.				
C) boxes D) boxed						(1)
Recipe	Reading and viewing	Word meaning (Synonyms)	С	6	М	1
3.21. Which word is si A) freeze B) whizz C) beat	imilar in meaning (synonyr	n) to "whip" in line 7?				
D) pour						(1)
Recipe	Reading and viewing	Word meaning (Conjunctions)	A	6	D	1
My brother loves cook A) therefore my B) therefore he	brother eats a lot of cookie bought chocolates. eats a lot of them.	-	ly?			(1)
Recipe	Reading and viewing	Word meaning (Antonyms)	С	7	M	1
3.23. Which word from Stir the mixture until <u>cr</u> A) whipped B) smooth C) syrup	n the text is an antonym of rumbly.					
D) solid						(1)
Recipe	Reading and viewing	Spelling and punctuation (Capital and comma)	С	6	M	1
	wing sentence and insert to a milk mixture into a conta					(2)
Recipe	Reading and viewing	Sentence level (Reported speech)	A	6	D	1
Mum said, "The panca A) Mum said tha B) Mum said tha	ence that is correctly writte akes are ready". at "The pancakes are read at the pancakes were read es are ready mum said.	ly."	h.			

C) The pancakes are ready mum said. D) Mum said pancakes are ready.

(1)

Recipe	Reading and viewing	Word level	K	6	Е	1	
		(proper nouns)					
3.26. State the proper noun in the following sentence.							
Sipho loves eating par	ncakes.						
A) pancakes							
B) eating							
C) loves							

- C) loves D) Sipho

(1)

(1)

Recipe	Reading and viewing	Word level	С	5	E	3
		(Possessive nouns)				

3.27. Identify the possessive pronoun in the following sentence. The children ate their pancakes hungrily.

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

#### HERO BY NAME, HERO BY ACTION, 8 JULY 2016, NEWS24

#### 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

QUESTIONS						
Newspaper article	Reading and viewing	Text features (Title)	K	4	E	1
4.1. What is the name A) Hero 24 B) News 24 C) Durban D) Herald	of this newspaper?					(1)
Newspaper article	Reading and viewing	Inferring meaning	С	5	Μ	1
A) The dog was B) Two dogs na	e "Hero by name, hero by a hero to save another do med Hero were injured on another dog whose name naughty dog.	og and his name is also I the train tracks.	Hero.	L	1	(1)
Newspaper article	Reading and viewing	Inferring meaning	С	5	Μ	1
4.3. What does the wo A) friend B) loyal C) hero D) pet	ord companion in paragrap	bh 1 mean?	1		1	(1)
Newspaper article	Reading and viewing	Elements of text (setting)	K	4	E	1
4.4. In which city did th A) Cape Town B) Durban C) SPCA D) Coast	nis story take place?					(1)
Newspaper article	Reading and viewing	Understanding details of text	K	6	E	1
4.5. Why did Hero retu He went back to th A) guard B) harm C) feed D) lick	irn to the injured dog ever le dog	y day?				(1)
Newspaper article	Reading and viewing	Understanding details of text	K	5	E	1
4.6 Complete the sent Mr found the dogs A) Shallcross B) Fogarty C) Moloi D) Wicks	ence.					(1)

Newspaper article	Reading and viewing	Vocabulary	С	4	М	4
		development				
A) desperat B) loving C) quiet	ragraph 7 has the same m	leaning as 'sny"?				
D) timid						(1)
Newspaper article	Reading and viewing	Understanding details of text	С	4	M	4
4.8. Why did Hero kee Hero wanted to see if t A) hungry. B) injured. C) clean.	ep watch while the other do the dog was					
D) safe.						(1)
Newspaper article	Reading and viewing	Reading strategies - understands details of text	A	6	D	1
He is A) sick and unh B) healthy and h C) sick but happ D) lost and alon	happy. py.					(1)
Newspaper article	Reading and viewing	Inferring meaning	С	6	М	1
4.10. What does the p Hero can A) feed dogs. B) save lives. C) run fast. D) fly high.	icture caption "Hero the S	uperdog" mean?				. (1)
						(י)
Newspaper article	Reading and viewing	Word level (Verb tense)	С	5	М	1
4.11. Fill in the correct Hero another dog t A) saves B) saved C) save D) safe						(1)

Newspaper article	Language Structure and	Word level	С	6	М	4
	Convention	(Conjunctions)				

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.

Newspaper article	Language Structure and	Word level	K	6	Е	1
	Convention	(Reflexive pronouns)				

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)

(1)

(1)

(1)

Newspaper article	Language Structure and	Word meaning	А	6	D	4
	Convention	(Synonyms)				

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)	В	stop	
3	prevent (paragraph 6)	С	amazing	
		D	continue	

А	1 - C;	2 - A;	3 - B;
В	1 - C;	2 - B;	3 - A
С	1 - D;	2 - C ;	3 - A
D	1 - D;	2 - B;	3 - A

Newspaper article	Language Structure and	Sentence level	С	6	М	3
	Convention	(Passive voice)				

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.

Newspaper article	Language Structure and Convention	Subject/verb/object	К	4	E	4
4.16. What is the subject The dog has been hit l A) The dog B) A train C) hit	ect in the following senten by a train.	ce?				
D) a						(1)
Newspaper article	Language Structure and Convention	Word meaning	A	5	D	1
4.17. What does to be It means to be A) healthy. B) injured. C) happy. D) flying.	"in high spirits" (paragrap	h 8) mean?				(1)
Newspaper article	Language Structure and Convention	Sentence level (Sentence types)	С	4	М	1
4.18. Identify the follow Dogs are a man's besi A) Direct Speed B) Exclamation C) Statement D) Command	t friend.					(1)
Newspaper article	Language Structure and Convention	Word level (Suffix)	K	6	E	3
	e word in brackets to com addened by the dog's deat	•				(1)
Newspaper article	Language Structure and Convention	Word meaning (Simile)	K	6	E	1
4.20. What is the figure A) alliteration B) metaphor C) antonym D) simile	e of speech in 'The train v	vas as fast as lightning'.				(1)
2, 011110						(')

Language Structure and Convention	Spelling and punctuation	С	6	М	1
	from the given options.				
, .	at dog				
	•				
	og.				
adopted the dog.					(1)
Language Structure and	Word meaning	K	4	E	4
Convention	(Verbs tense)				
word.					
ut the animal down					
					(1)
Language Structure and	Word level	К	5	E	1
	Convention ectly punctuated sentence illy admire that dog. said that I really admire th said, "I really admire that d said, I really admire that d adopted the dog. Language Structure and Convention	Conventionpunctuationectly punctuated sentence from the given options.lly admire that dog.said that I really admire that dog.said, "I really admire that dog."said, I really admire that dog.adopted the dog.Language Structure and ConventionWord meaning (Verbs tense)word.ut the animal down	Conventionpunctuationectly punctuated sentence from the given options.Illy admire that dog.said that I really admire that dog.said, "I really admire that dog.said, I really admire that dog.adopted the dog.Language Structure and ConventionWord meaning (Verbs tense)word.ut the animal down	Convention       punctuation         ectly punctuated sentence from the given options.         Illy admire that dog.         said that I really admire that dog.         said, "I really admire that dog.         said, I really admire that dog.         adopted the dog.         Language Structure and Convention         Word meaning (Verbs tense)         word.         ut the animal down	Convention       punctuation         ectly punctuated sentence from the given options.         Illy admire that dog.         said that I really admire that dog.         said, "I really admire that dog."         said, I really admire that dog.         adopted the dog.         Language Structure and Convention       Word meaning (Verbs tense)         word.         ut the animal down

			 -	 1
	Convention	(Antonyms)		
4.23. What is the oppo	site of the underlined wor	rd?		

Hero enjoyed playing with his <u>old</u> friends. A) enemies

- B) young C) older
- D) aged

(1)

(1)

Newspaper article	Language Structure and	Word level	K	5	Е	1
	Convention	(Antonyms)				
4.24. What is the opposite of the underlined word?						

4.24. What is the opposite of the underlined word? Hero enjoyed playing with his old friends.

- A) enemies
- B) young

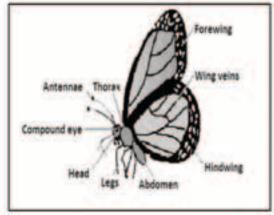
C) older

D) aged

### 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.
- 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.



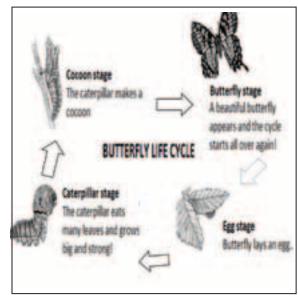
- 3. Butterflies have three body parts, like all other insects: the head, the thorax (chest), and the abdomen (bottom). The butterfly's four wings and six legs are attached to the thorax.
- 4. Butterflies are colourful for many reasons. The colours help them attract a mate and absorb heat. The colour 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.
- Observe and enjoy the butterfly activity in your garden. Watch for female butterflies laying eggs on host plants.

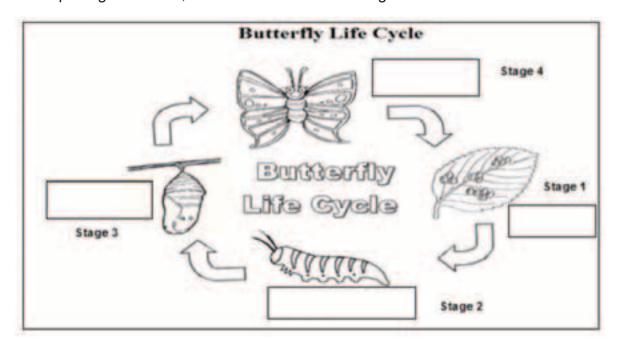


QUESTIONS						
Information text	Reading and viewing	Understands details of text	K	4	E	2
-	es different from other ins cause of their scaly w					
D) six						(1)
Information text	Reading and viewing	Text features (Title)	К	4	E	2
A) 28 km B) 86 cm C) 48 km	tterfly fly within an hour?					
D) 50 km						(1)
Information text	Reading and viewing	Reading strategies – contextual clues	К	4	E	2
	and 86 degrees. an 100 degrees. egrees.					(1)
Information text	Reading and viewing	Literal meaning and vocabulary	С	7	М	3
5.4. What is the mean A) catch B) count C) guess D) fly	hing of the word "estimate	in paragraph 2?				(1)
	De adia a sua de devela a			7	N.A.	
Information text	Reading and viewing	Inferring meaning of unfamiliar words	С	7	M	3
"Butterflies migrate to A) go to wetter B) travel to war	the following statement? warmer climates in winte areas during winter. mer areas in winter.					
C) are caught i D) lay eggs dur	n nets in winter. ing winter.					(1)

				1	1	i i
Information text	Reading and viewing	Uses reading strategies- Understanding deatils of text	К	5	E	1
5.6. How many legs d A) three B) four C) five	oes a butterfly have?	·				·
D) six						(1)
Information text	Reading and viewing	Uses reading strategies - Understanding deatils of text	С	6	M	4
5.7. Name the butterfl A) head, thorax B) wings, head, C) legs, chest, t	, abdomen , thorax thorax					
D) neck, head,	feet					(1)
Information text	Reading and viewing	Uses reading strategies - Understanding deatils of text	С	6	M	4
A) a mate, abso B) people, abso	es colourful? cause it helps them to att orbs heat and blends in w orb water and blend with t orb heat and blend with a	ith the flowers. he enemies.				
	s flowers and finds a mat					(1)
Information text	Reading and viewing	Uses reading strategies - Understanding deatils of text	С	6	M	4
5.9. What does the wo It means a change in A) appearance. B) behaviour. C) climate.		n? It means a change in				
D) diet.						(1)
Information text	Reading and viewing	Understanding deatils of text	К	7	E	3
A butterfly changes A) three B) four	g word to complete the s . times in its life cycle.	entence.				
C) five D) six						(1)
GRADE 6 ENGLISH HL DIAGNOS	TIC ASSESSMENT	46				

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

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	Reading and viewing	Spelling and	С	6	М	1
		punctuation				
		(Capital letter, comma				
		and full stop)				

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.

Information text Reading and viewing Word level (Plurals) K 4 E 1

5.13. What is the plural of the underlined word?

Butterflies have three <u>body</u> parts.

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

(1)

(1)

Information text	Reading and viewing	Word level (Adjectives)	С	6	М	2
5.14. Identify the adje	ctive in the sentence?					

Butterflies are found in wet areas.

A) butterflies

- B) wet
- C) are
- D) in

(1)

(1)

(1)

(1)

(1)

Information text	Reading and viewing	Word level (Future tense)	С	6	М	3	
	<sup>1</sup> . (b <b>f</b> 1 1						

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.

Information textReading and viewingSentence level<br/>(Indirect speech)A6D3

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?

 
 Information text
 Reading and viewing
 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."

Information text	Reading and viewing	Spelling and	А	6	D	3
		punctuation				
		(Apostrophe to show				
		possession)				

5.18. Choose the correct form of the word to complete the sentence.

A... wings are colourful.

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

Information text	Reading and viewing	Spelling and punctuation (Abbreviation)	С	5	M	2
	lowing abbreviation: km					
A) keep moving	J					
B) kilometre						
C) kilogram D) kissing						(1)
D/ Nissing						(')
Information text	Reading and viewing	Word level (Prefix)	С	5	M	2
5 20 Add a prefix to t	he word attached so that	it means the opposite				
A) unattached						
B) reattached						
C) attachable						
D) attach						(1)
Information text	Reading and viewing	Word level (Reflexive pronouns)	С	5	M	3
5.21. Choose the corr	ect word to complete the	sentence.				
Dad and I caught the						
A) ourselves.						
B) himself.						
C) myself.						(1)
D) itself.						(1)
Information text	Reading and viewing	Word level	A	7	D	1
		(Homophones)				
5.22. Write a homoph	one for weather.					
A) whether						
B) feather						
C) climate						(1)
D) wither						(1)
Information text	Reading and viewing	Word level	С	6	M	1
		(Conjunctions)				
5.23. Complete the se						
-	ut the cocoon opens.					
A) before						
B) after C) since						
D) while						(1)
						(1)

Information text	Reading and viewing	Word level	A	6	D	1		
		(Abstract nouns)						
5.24. What part of spe	eech is the underlined wo	rd?						
Butterflies have a love	e for nectar.							
,	A) collective noun							
B) common not								
C) abstract nou	n							
D) conjunction						(1)		
Information text	Reading and viewing	Word level	C	7	Μ	1		
		(Alliteration)						
, ,	e of speech in the following	ng sentence?						
	outterfly sat on a flower					I		
A) assonance						I		
B) alliteration								
C) metaphor								
D) nouns						(1)		
Information text	Reading and viewing	Word level	С	7	Μ	1		
		(Alliteration)						

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)

# Notes:

## PART FOUR SCHOOL BASED ACTIVITIES: TERM ONE



#### WRITING and PRESENTING

Context	Skill	Sub skill	Cognitive Level	Grade	Difficult Level	Term
Narrative essay	Writing and presenting	<ul> <li>Writes a story</li> <li>Creates believable characters</li> <li>Shows knowledge of character, plot, setting, conflict, climax</li> <li>Plots main events using a flow chart <ul> <li>beginning (exposition), middle (rising action, climax) and ending (denouement)</li> <li>Orders logically</li> <li>Expresses ideas clearly and logically</li> <li>Uses a theme or message</li> </ul> </li> </ul>	A	6	M,D	2

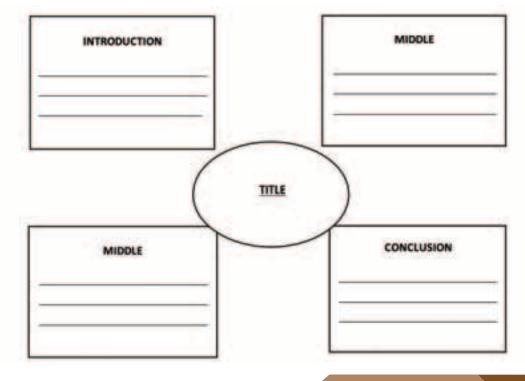
#### **Question Six - Narrative Essay Instructions**

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	
		10	

Context	Skill	Sub skill	Cognitive	Grade	Difficult	Term
			Level		Level	
Transactional	Writing and	Writes a dialogue	A	6	M,D	1
text	presenting					
(Dialogue)		Reveals characters and motivation				
		<ul> <li>Establishes tone or mood</li> </ul>				
		Creates or adds to existing				
		conflict				
		<ul> <li>Produces a first draft with</li> </ul>				
		awareness of the central				
		idea				
		Shows understanding of style				
		and register				
		• Reflects on and evaluates writing				
		and creative work				
		Uses a variety of compound and				
		complex sentences				

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	
		10	

Context	Skill	Sub skill	Cognitive	Grade	Difficult	Term
			Level		Level	
Transactional text (friendly letter)	Writing and presenting	<ul> <li>Writes a friendly letter</li> <li>Uses correct layout</li> <li>Shows awareness of audience and style</li> <li>Uses appropriate tone</li> <li>Plans, drafts and refines</li> <li>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
	1	1	1	1	1	

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
- television actor (tress)
- 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:	20/2	
		10	

Context	Skill	Sub skill	Cognitive	Grade	Difficult	Term
			Level		Level	
Transactional	Writing and	Writes a newspaper article	А	6	M,D	1
text	presenting					
(Newspaper		• Uses headline, by-line, lead				
article)		paragraph, answers to Who, What,				
		Where, When and Why/How				
		Writes a topic sentence and				
		includes relevant information to				
		develop a coherent paragraph				
		<ul> <li>Selects, classifies and</li> </ul>				
		categorises relevant information				
		from different sources				
		• Plans, drafts and refines writing,				
		• Reflects on and evaluates writing				
		and creative work				
		Writes neatly and legibly Uses				
		clear structure:				
		Beginning				
		• Middle				
		• Ending				

#### 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	

Question One: Story

	r	1	1	r	r	
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
1.1						
A	meet other	1	Makes a erroneous connection		1	4
	birds.		between climate and place			
В	a warmer	1	Correct response.	E	4	4
	place.					
С	a cooler		Opposite of correct answer,		3	4
	place.		therefore confused with text			
			information.			
D	a swamp.		Has some general knowledge of	Able to relate to	2	4
			the topic but response is not text	place, but		
			based.	incorrect connection made		
1.2						
A	meet the	1	Correct response.	М	4	5
	flamingo.					
B	rest on a		Related to text but does not link to		3	5
	rock.		the actual purpose			
l c	catch the		Does not link response related to		1	5
	fish.		the text.			
D	eat bugs.		Incorrect connection linked to the		2	5
	_		character rather than plot.			
1.3					1	
A	magnificent		Unable to infer meaning of		2	6
			unfamiliar words.			
				-		
В	gorgeous		Incorrect inference of word		3	6
С	cautious	1	meaning.	N A	4	E
			Correct response. Not in context with the referenced	M	4	6
D	carefully		paragraph. Connected careful to		1	6
			carefully.			
	I	l	carorany.	1	1	I

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE			
	answer			Understanding	Performance				
1.4	1.4								
Α	assonance		A superficial connection is made,		2	7			
			no evidence of assonance in						
			question.						
В	metaphor		Confuses metaphor and simile.		3	7			
С	synonym		Does not understand the concept.		1	7			
D	simile	1	Correct response.	D	4	7			
1.5									
A	She had a	1	[	M	4	5			
	prominent	1		IVI	+				
	beak with a								
	graceful								
	neck.								
	1		1	1	1				
1.6									
A	different and		Related to the text,		3	6			
	interesting.		misunderstanding of character's						
			action						
В	graceful and	1	Correct response.		4	6			
	beautiful.								
C	strange and		The response is not text- based		1	6			
	different.								
D	not his type.		A superficial connection is made		2	6			
			to the understanding of character						
			actions, but it does not relate to the						
			purpose of the text						

No.	Even a sta d	MARK	Diama etia Analusia	Louislaf	Level of	GRADE
NO.	Expected	WARA	Diagnostic Analysis	Level of		GRADE
	answer			Understanding	Performance	
1.7						
Α	impressed	1	Correct response.	D	4	6
	by her					
	appearance					
	but					
	disappointed					
	by her					
	manners.					
В	unimpressed		Related to the text, but not to the		3	6
	by her		main purpose that is focused in the			
	appearance		text			
	and her					
	manners.					
C	unimpressed		A superficial connection is made		2	6
	by her nest		to the contents of the text and it			
	appearance		does not relate to the purpose of the			
	and		text			
	manners.					
D	impressed		Makes errors that reflect focus on		1	6
	by her		decoding and retrieving facts or			
	appearance		details that are not necessarily			
	and her		related to the text or question.			
	manners.					
1.8						
A	chewing with	1	Correct response.	D	4	6
	her mouth					Ŭ
	open.					

	open.			
В	chewing	Misunderstanding of the	3	6
	quietly.	characters action.		
С	screaming.	Incorrect understanding of the	2	6
		characters action.		
D	slouching.	Response not related to text.	1	6

1.9						
A	Looks can be deceiving.	1	Correct response.	D	4	6
В	The Heron and the Fish		Misunderstands the main idea/ message of the story to provide a suitable title		2	6
С	The boy and the bird		Response not related to text.		1	6
D	The swamp		In context, but title is not related to the events, Heron flew over a swamp.		3	6

					1	
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
1.10						
А	feathers		In the text, feathers are not edible. A		2	5
			superficial connection is made.			
В	seeds		The response is not text based		1	5
С	bugs	1	Correct response.	M	4	5
D	mud		Related to text but not to the main		3	5
			purpose that is focused in the text as			
			a whole.			
1.11						
	do all birds			1	2	
A			Does not apply punctuation rules		2	6
	fly to other countries		appropriately - has an idea about question sentence but does not start			
	during		a sentence with a capital			
	the winter		letter.			
	months?					
В	do all birds		Does not apply punctuation rules		3	6
	fly to other		appropriately – uses a full stop			Ŭ
	countries		instead of a question mark.			
	during					
	the winter					
	months.					
С	do all Birds		Does not apply punctuation rules.		1	6
	fly to other		Did not know rules about capital			_
	countries		letters or question marks.			
	during					
	the winter					
	months!					
D	Do all birds	1	Correct response.	M	4	6
	fly to other					
	countries					
	during					
	the winter					
	months?					

No.	Evenented	MARK	Diagnastia Analysia	Level of	Level of	GRADE		
NO.	Expected answer		Diagnostic Analysis	Understanding	Level of Performance	GRADE		
				Onderstanding	renomiance			
1.12	1			,	T			
A	clumsily		Related to correct response but		3	6		
			cannot be used as an antonym for					
B	boppily		quietly. Not found in paragraph 4. Response not related to text.		1	6		
C	happily	1	Correct response.	M	4	6		
	noisily simply		Connection is made to the contents of	IVI	2	6		
	Simply		the paragraph but does not relate to		2	0		
			the purpose of the text. A superficial					
			response is made.					
1.13			r					
A	disappearances		Is unable to differentiate between		3	6		
			a synonym and an antonym.					
В	misleads		Connection is made to the contents of		2	6		
			the paragraph but does not relate to					
			the purpose of the text. A superficial					
	diaguata		response is made.		1			
	disgusts	4	Response not related to text.	<b>N</b> 4	1 4	6 6		
D	looks	1	Correct response.	M	4	0		
1.14								
A	was eating		Unable to distinguish between the		3	6		
	_		auxiliary verb and the verb.					
В	eating		Identified verb, unable to relate to the		2	6		
			concept.					
С	was	1	Correct response.	М	1	6		
D	а		Does not understand the concept		4	6		
			confuses the auxiliary with an article.					
			Cannot identify an auxiliary verb					
1.15								
	attractiveness		Confuses the suffix with the prefix.		3	6		
					-	-		
В	unattractive	1	Correct response.	М	4	6		
С	distractive		Limited knowledge of prefixes,		1	6		
			unable to retrieve details related to					
			text.					
D	attract		Fails to understand the concept		2	6		
			tested - identified the root word.					

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE		
	answer			Understanding	Performance			
1.16								
A	She will have		Identified the future perfect tense.		3	6		
	found some							
	more bugs in							
	the swamp.							
В	She will not		Changed sentence in to the		1	6		
	find some		negative form.					
	more							
	bugs in the							
	swamp.							
С	She will find	1	Correct response.	М	4	6		
	some more							
	bugs							
	in the							
	swamp.							
D	She finds		Confused simple future and		2	6		
	some more		simple present tense.					
	bugs in							
	the swamp.							
1.17	,							
Α	A beautiful	1	Correct response.	М	4	6		
	bird was							
	seen by							
	Heron.							
В	A beautiful		Written in the simple present		3	6		
	bird is seen		tense and not the past tense.					
	by Heron.							
C	"Heron saw		Confused passive voice with		1	6		
	a beautiful		direct speech. Does not know					
	bird."		passive voice.					
D	A beautiful		Did not use "by" – only changed		2	6		
	bird saw		the position of the subject and object.					
	Heron.		Has some knowledge of passive voice.					

			1	1	·	·		
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE		
	answer			Understanding	Performance			
1.18								
Α	Heron said	1	Correct response.	М	4	6		
	that he was							
	hungry.							
В	Am I hun-		No knowledge of reported		1	6		
	gry? asked		speech.					
	Heron.							
C	Heron said I		Has some knowledge of reported		2	6		
	am hungry.		speech, but omitted word 'that'.					
D	Heron said		Incorrectly written in reported		3	6		
	he is hungry.		speech; did not change the pronoun					
			and tense of the verb.					
1.19								
A	because		Confuses conjunction with pronoun.	I	1	5		
^	Decause				'	5		
В	them		Incorrect response – confused with the		2	5		
	ulom		singular and plural form of the pronoun		-	Ŭ		
С	he's		Confuses with the contracted form.		3	5		
			(similar sound to the correct response)		<u> </u>	Ŭ		
D	his	1	Correct response.	М	4	5		
4 20								
1.20			Orafician hat want a hard and	<u>г</u>	0			
A	over		Confusion between adverb and		2	5		
			preposition.					
В	walk		Unable to identify a preposition.		1	5		
C	on		Has some knowledge of prepositions,		3	5		
ΠŬ			but incorrect preposition chosen.		8	Ŭ		
D	in	1	Correct response.	М	4	5		
		•		141	•	0		
1.21								
A	was stunning		Identified predicate instead of subject		2	5		
В	The pink bird	1	Correct response.	М	4	5		
С	The bird		An incomplete subject identified.		3	5		
D	pink bird		Unable to identify the subject part of a		1	5		
			sentence. Omitted the definite article.					
				•	· ·			
1.22				гг				
A	was		Uses incorrect tense – past tense.		2	5		
В	will	1	Correct response.	М	4	5		
С	are		Uses incorrect tense – future tense.		1	5		
D	is		Does not take plural into account.		3	5		
·								

No.     Expected answer     MARK     Diagnostic Analysis     Level of Understanding     Level of Performa       1.23     Identified the superlative degree to compare more than two objects.     3	GRADE								
1.23       A tallest       Identified the superlative degree       3	ice								
A tallest   Identified the superlative degree   3	l								
	1.23								
to compare more than two objects	5								
B   taller   1   Correct response.   4	5								
C   tale   Response not related to text.   1	5								
D   tall   Positive degree is used when   2	5								
describing one object.									
1.24									
1.24     A oneself.     This is a reflexive pronoun but is     3	6								
not the correct one. Can identify a	0								
reflexive pronoun									
Bherself.1Correct response.M4	6								
D     Increase     Increase       C     hers.     hers is a possessive pronoun.     1	6								
Does not know a reflexive pronoun.									
D     her.     her is personal pronoun not a reflexive.     2	6								
1.25									
A   statement   Has some knowledge of sentence   2	6								
types but incorrect choice made									
B   command   Confuses question mark with   3	6								
exclamation mark.									
C question 1 Correct response. M 4	6								
D   phrase   No knowledge of types of sentences.   1	6								
	-								
A     onomatopoeia     1     Correct response.     M     4	6								
B   assonance   Shows some understanding of   3	6								
sound devices, but cannot identify									
onomatopoeia from a text.	_								
C         antonym         No knowledge of figure of speech.         1	6								
D   simile   Some understanding of figure of speech,   2	6								
but no knowledge of sound devices.									

#### Question Two: Poem

			Diagnostia Analysia	Loval of	L aval of	GRADE
I -	Expected answer	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE
	aliswei				Ferrornance	
2.1	î			·		
A	imagination.		Unable to infer meaning of unfamiliar words.		3	6
В	attention.	1	Correct response.	М	4	6
С	tears.		Does not understand the difference between literal and figurative meaning.		2	6
D	fush.		Fails to read closely to connect response related to text.		1	6
2.2						
A	imagines that he is there.		Incorrect interpretation of text.		1	4
1 1	catches the school bus.	1	Correct response.	E	4	4
1 1	drives to school.		A superficial connection is made.		2	4
1 I	skips to school.		Related to text but not to the main purpose that is focused in the text as a whole.		3	4
2.3						
A	play at home.		In context, incorrect interpretation.		3	6
1 1	stay at home.	1	Correct response.	E	4	6
С	go to school.		Unable to use contextual clues to show understanding		2	6
D	wash his car.		Response is not text based.		1	6
2.4						
	sneeze		Misinterprets the word sneeze within brackets as a contextual clue to the figurative meaning		3	7
В	stare		In text, but not relevant to the expression.		2	7
С	cry		Unable to infer figurative meaning of an idiom.		1	7
D	die	1	Correct response.	D	4	7

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
2.5						
A	despise	1	Correct response.	М	4	5
В	imagine		Out of context, no understanding of negative meaning like other words		1	5
С	blame		In text, but does not know the meaning of the word.		3	5
D	tease	L'	Incorrect inference.	<u> </u>	2	5
2.6						
A	He does not have a car.		Out of context, total misunderstanding of poem.		1	5
В	The children tease him.	1	Correct response.	М	1	5
С	He is always sneezing		Related to the text but not to the main purpose that is focused in the text as a whole.		3	5
D	He dislikes the bus		In text, but not relevant to the meaning of the poem.		2	5
2.7						
A	personification	('	In text, but wrong figure of speech.		2	7
В	metaphor	'	Confuses metaphor and simile.	<u> </u>	3	7
С	antonym		No knowledge of concept, figurative language identified.		1	7
D	simile	1	Correct response.	D	4	7
2.8						
A	jump		Does not understand the meaning of the poem.		1	6
В	miss	1	Correct response.	М	4	6
С	fake		Superficial connection is made to the contents of the paragraph but it does not relate to the purpose of the text.		2	6
D	play	L'	In context, but incorrect inference.		3	6

					1	
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
2.9						
A	principal	1	Correct response.	М	4	6
В	children		Misunderstanding of what poem is		4	6
			really about.			
C	teacher		Learner makes incorrect assumption,		2	6
			because the word teacher appears in			
			text.			
D	mum		Makes errors that reflect focus on		3	6
			decoding and retrieving facts or details			
			that are not necessarily related to the			
			text or question.			
2.10						
Α	adjective		Does not know the difference		2	6
			between the concepts – nouns and			
			adjectives			
В	pronoun		Confuses a noun and pronoun.		3	6
С	simile		Out of context, does not know the		1	6
			difference between part of speech and			
			figure of speech.			
D	noun	1	Correct response.	М	4	6
2.11						
A	present	1	Correct response.	D	4	6
	continuous			_		-
	tense.					
В	past		Understands what continuous tense is,		3	6
	continuous		but confusion between future and past.			
	tense.					
С	personification		No knowledge of tenses.		1	6
D	future tense		Displays some knowledge of tenses,		2	6
			but cannot identify continuous tense.			
2.12						
	alliteration		Unable to differentiate between a		2	6
			sound device and an idiom		_	-
В	antonym		Confuses antonym with figures of		1	6
	-		speech.			
С	proverb		Confuses proverb and idiom.		3	6
D	idiom	1	Displays some knowledge of tenses,	D	4	6
			but cannot identify continuous tense.			

	<b>F</b> ( )							
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE		
	answer			Understanding	Performance			
2.13								
A	Mary was	1	Correct response.	D	4	5		
	more							
	intelligent							
	than Jane.							
B	Mary		Confuses comparative and		3	5		
	was most		superlative – language conventions.					
	intelligent							
	than Jane.							
С	Mary was		Unable to apply rules for		2	5		
	intelligent		degrees of comparison					
	than Jane.							
	Mary was		Does not understand degrees		1	5		
	intelligent.		of comparison.		'	5		
	intelligent.							
2.14								
A	yesterday		Identified adverb of time.		3	6		
В	outside		Identified adverb of place.		2	6		
С	angrily	1	Correct response.	М	4	6		
D	angry		Cannot differentiate between		1	6		
			an adverb and adjective.					
2.15								
A	through		Cannot differentiate between a		2	5		
	lancagn		preposition and a conjunction.		-	Ĵ		
В	next		Identified an adjective instead of		1	5		
			the preposition. No knowledge of					
			prepositions.					
С	on		A distractor may be related to		3	5		
			the correct response in					
			meaning, but be to narrow or broad					
			given the circumstances.					
D	at	1	Correct response.	E	4	5		
2.16								
A	because		Conjunction of reason- joins principal		3	5		
			clauses and subordinate clauses.					
В	undre	1	Cannot differentiate between a		2	5		
			conjunction and a preposition.					
С	where		Conjunction of place.		1	5		
D	but	1	Correct response.	М	4	5		

Na						GRADE
No.	Expected	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	
	answer			onderstanding	Ferrormance	
2.17				r r	r	
A	incorrect	1	Correct response – identified synonym.	М	4	5
В	wrongly		Not relevant, has no knowledge of		1	5
	wiongly		synonyms		'	Ŭ
С	correct		Incorrectly identified an antonym		3	5
			instead of a synonym.			
D	faked		Limited vocabulary and knowledge of synonyms.		2	5
	I			I I	Į	
2.18		[				
A	exclamation		Confuses question and exclamation		3	6
В	statement		Confuses types of sentence.		2	6
С	question	1	Correct response.	М	4	6
D	proverb		Response not related to the		1	6
			focus of question.			
2.19						
A	They		Confuses singular and plural pronouns.		3	4
В	She		Confuses male and female.		2	4
С	Не	1	Correct response.	E	4	4
D	lt		Used the incorrect address form.		1	4
			It refers to an animal/object.			
2.20						
Α	death's door	1	Correct response.	М	4	5
В	body aches		In context but not relevant – not		2	5
			a figure of speech.			
С	rare scare		Confuses alliteration with assonance.		3	5
D	silly fool		Out of context. Does not		1	5
			understand the concept - alliteration			
2.21						
Α	The teacher	1	Correct response.	М	4	5
	cannot skip					
В	The teacher		Incorrect response. Fails to apply		2	5
	cannot skip school		punctuation rule to end a sentence.			
C	The teacher	L	Incorrect response. Lacks		3	5
	cannot, skip		understanding of the use of a		Ŭ	Ť
	school.					
D	The teacher		Incorrect Response. Limited		1	5
	cannot skip		knowledge of punctuation.			
	school?					

		1		<u> </u>	1	1 1
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
2.22						
A	where		Makes errors that reflect initial		2	5
			understanding of facts or details in the			
			text, but is unable to relate them to the			
			components in the question.			
В	were		Does not know that a plural noun		3	5
			requires a plural auxiliary verb.			
С	wear		Identify details totally irrelevant		1	5
			from the concept of subject- verb-			
			agreement.			
D	was	1	Correct response.	E	4	5
2.23						
		4	Correct recencies		4	4
A	the	1	Correct response.	E	4	4
lВ	an		Confused with use of the article 'an'		2	4
			with singular, countable nouns that			
			begin with vowel.			
C	at		Answer not related to concept covered		1	4
			in the question. Limited knowledge of			
			articles			
D	а		Does not know when to use correct		3	4
			article for singular or plural noun.			
2.24						
A	The man	1	Correct response.	E	4	6
	said, "My	1		Ľ	7	0
	throat is					
B	The man		Unable to apply rule to change		3	6
	said, "His		pronoun from 3rd to 1st person		с	Ŭ
	throat is					
	sore."					
C	"The man		Incorrect use of quotation marks.		2	6
Ŭ	said my				-	ĭ
	throat is					
	sore!."					
D	Is the man's		Out of context - Limited knowledge of		1	6
	throat sore?		direct speech			-
	1			1	I	

No.	Evenented	MARK	Diagnostia Analysia		Lovalat	GRADE
NO.	Expected		Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE
	answer			Onderstanding	Performance	
3.1						
A	fresh cream.		Moderate to inadequate conceptual		2	6
			knowledge demonstrated, thereby			
			arriving at a weak response.			
B	cupcakes.		Learner invokes prior knowledge		1	6
			related to the general concept being			
			tested, but the response is not entirely			
			text-based.			
С	pancakes.	1	Correct response.	E	4	6
D	mixture.		Makes errors that reflect analysis and		1	6
			interpretation and the conclusions			
			arrived at are weaker than those			
			required for the correct response.			
3.2						
A	golden syrup		They apply their limited knowledge as		2	4
	golden byrap		an over- generalisation and therefore		-	.
			come to a weak inference			
В	baking tray		Cannot differentiate between wet and		1	4
	barang aray		dry ingredients.		.	.
С	flour	1	Correct response.	M	4	4
D	eggs		A distractor may be related to the		3	4
			correct response in meaning but be			
			too narrow or broad given the circum-			
			stances.			
3.3						
A	small	1	Correct response.	M	4	5
	amount of	1		171	7	5
	salt					
В	large amount		A distracter may be related to the correct		3	5
	of salt		response in meaning but be too narrow		5	5
	or sait		or broad given the circumstances.			
C	to hurt		Makes errors that reflect focus on		1	5
Π	someone		decoding and retrieving facts that are		'	Ŭ
			not necessarily related to the text or			
			question.			
	cup of salt		They apply their limited knowledge as		2	5
			an over- generalisation and therefore		-	Ŭ
			come to a weak inference			
	1			I		

No		MADY	Diagnostia Arabusia	Level of	Louist	GRADE
No.	Expected answer	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE
	aliswei		1			
3.4			-			
A	Ingredients	1	Correct response.	М	4	6
В	stare		Moderate level of understanding – text based detail unrelated to the main idea.		2	6
С	cry		Significant level of understanding, only a part of the main idea.		1	6
D	die		Makes errors that reflect focus on decoding and retrieving facts that are not necessarily related to the text or question.		4	6
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
В	method	1	Correct response.	М	4	6
С	mixture		Significant level of understanding, but not the main idea. Unable to distinguish between method and mixture.		3	6
D	cream		Moderate level of understanding – text based detail unrelated to the main idea.		2	6
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	6
В	cooked.	1	Correct response.	М	4	6
С	poured.		Moderate level of understanding demonstrated. Text based detail but unrelated to the main idea.		2	6
D	baked.		Related to methods but not the main purpose that is focused in the text.		3	6

Na		MADIZ		Laval -f	Laurist	GRADE
No.	Expected	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE
	answer			onderstanding	Periormance	
3.7				rr		
A	Wash one's hands.	1	Correct response.	D	4	6
В	Get more flour.		Makes errors that reflect focus on decoding and retrieving facts that are not necessarily related to the text or question.		3	6
С	Beat the eggs.		A superficial connection is made, not linking to the focus of the question.		2	6
D	Buy a stove.		Learner invokes prior knowledge relat- ed to the general concept being tested, but the response is not text- based.		1	6
3.8						
A	30 seconds		Significant level of understanding. Partially text based. Confuses minutes and seconds.		3	5
В	30 minutes	1	Correct response.	E	4	5
С	30 hours		Moderate level of understanding. Partially text based. Confuses hours and minutes.		2	5
D	3 hours		Minimal level of understanding. Limited prior knowledge, not text based.		1	5
3.9						
A	sprinkle	1	Correct response.	M	4	5
В	pour		A distractor may be related to the correct response in meaning but be too narrow or broad given the circumstances.		3	5
С	rain		Learner invokes prior knowledge related to the general concept being tested, but the response is not text- based.		1	5
D	mix		Moderate level of understanding. Text based detail unrelated to the main idea.		2	5
3.10						
A	frying pan	1	Correct response.	E	4	6
В	kitchen		Learner invokes prior knowledge related to the general concept being tested, but the response is not text- based.	-	3	6
С	stove		A superficial connection is made, not linking to the focus of the question.		1	6
D	bowl		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are weaker than the required response		2	6

No		MADY	Diagnastia Analysia			GRADE
No.	Expected answer	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE
	allswei				Periormance	
3.11						
A	pamphlet		Makes errors that reflect initial under-		2	6
			standing of facts or details in text, but			
			is unable to relate them to the			
			components in the question.			
В	manual		Learner invokes prior knowledge		1	6
			related to the general concept being			
			tested, but the response is not entirely			
			text-based.			-
С	recipe	1	Correct response.	E	4	6
D	report		Significant level of understanding,		3	6
			confuses recipe with report.			
3.12						
A	1-3-4-2	1	Correct response.	E	4	6
						-
В	2-4-3-1		Moderate level of understanding is		2	6
	2-4-0-1		demonstrated. Displays limited		2	0
			knowledge of sequencing events as			
			there should appear.			
l c	4-1-2-3		Makes errors that reflect analysis and		3	6
			interpretation, but conclusions arrived		-	-
			at are secondary or weaker ones than			
			required for the correct response.			
D	3-2-5-4		Makes errors in retrieving facts in		1	6
			chronological order.			
				· · · · ·	·	
3.13				<u>г</u>	I	
A	125		Makes errors that reflect focus on de-		1	6
			coding and retrieving facts or details that			
	40	4	are not necessarily related to the text			
B	10	1	Correct response.	E	4	6
С	30		Makes errors that reflect analysis and		3	6
			interpretation, but conclusions arrived			
			at are secondary or weaker ones than			
			required for the correct response.			
D	5		A superficial connection is made		2	6
			thereby arriving at a weak response.			

					1	
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
3.14						
A	generously		Makes errors that reflect analysis and		3	6
			interpretation, but the conclusions			
			arrived at are weaker than the required			
			response			
B	roughly		Learner invokes prior knowledge relat-		1	6
			ed to the general concept being tested,			
		4	but the response is not text- based.	N 4	4	
C	gently	1	Correct response.	M	4	6
D	gentle		Makes errors that reflect initial		2	6
			understanding of concept, but is			
			unable to relate them to the			
			components of the question.			
3.15						
Α	metaphor		Confuses parts of speech with figures		1	6
			of speech.			
В	adverb		Confuses verbs and adverbs.		2	6
С	noun	1	Confuses nouns and verbs.		3	6
D	verb		Correct response.	E	4	6
3.16						
A	pancakes		Confuses nouns and adjectives.		3	6
В	made		Confuses verbs and nouns.		2	6
С	tasty	1	Correct response.	E	4	6
D	Mum		Confuses nouns and verbs. No		1	6
			knowledge of adjectives.			
3.17						]
A	shall eat		Misunderstanding of the tense with	I	3	6
$\parallel^{\sim}$	pancakes.		modals.		5	0
В	will eat	1	Correct response.	M	4	6
	pancakes.					
С	bought		Inability to apply future tense.		1	6
	pancakes					
D	eats		Confuses present and future tense .		2	6
	pancakes.					

					1	
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
3.18	}					
А	before		A distractor may be related to the		3	5
			correct response in meaning, but is not			
			the required response in context.			
В	at		They apply their limited knowledge as		2	5
			an overgeneralisation and			
			therefore come to a weak conclusion.			
С	at	1	Correct response.	М	4	5
D	lit		Minimal prior knowledge, not in context.		1	5
3.19	)					
A	went		Inability to identify an auxiliary verb.		1	5
В	were		Incorrectly recognises an auxiliary		2	5
۲ ا			verb. Were is an irregular verb.		-	ĭ
С	was	1	Correct response.	М	4	5
D	has	1	A distractor may be related to the		3	5
			correct response in meaning, but is			
			not the required response in context.			
3.20						
	I	<u> </u>	Posponso not related to tout	[]	1	1
A	packets	<b> </b>	Response not related to text			4
В	boxing		A superficial connection is made		2	4
0	haves		thereby arriving at a weak response		4	1
С	boxes	1	Correct response.	E	4	4
D	boxed		Misinterprets association to plural		3	4
			form. Cannot differentiate between			
			plurals and the past tense.			
3.21						
А	freeze		Inability to infer meaning related to text.		1	6
В	whizz		Misunderstanding the vocabulary to		3	6
			identify a synonym. Connecting to the			
			similarity of the word and not precise.			
С	beat	1	Correct response.	М	4	6
	1		Incorrect inference to a synonym.		2	6

					1	<b>.</b>	
No.	Expected	MARK	Diagno	ostic Analysis	Level of	Level of Performance	GRADE
	answer				Understanding	Performance	
3.23	T				,		
A	whipped			cial association connecting to		2	6
			an anto	•			
В	smooth	1		response.		4	6
С	syrup			I prior knowledge of concept,	D	1	6
				se not related to the focus of			
			the que			2	
D	solid			errors that reflect initial		3	6
				anding of concept, but le to relate them to the			
				nents of the question.			
		l			I		
3.24							
Ροι	ur the egg,	1		Correct response.	М		6
wat	ter and milk						
11	ture into a						
cor	ntainer.						
3.25	5						
A	Mum said		Able to	apply direct speech but failed		3	6
	that "The			punctuation rules.		Ũ	Ũ
	pancakes			F			
	are ready."						
В	Mum said	1	Correct	response.	D	4	6
	that the						
	pancakes						
	were						
С	The		Unable	to apply reported speech.		1	6
	pancakes						
	are ready						
	mum	ļ					
D	Mum said			has limited knowledge		2	6
	pancakes		ot repor	ted speech.			
	are ready.		l				
3.26	;						
A	pancakes		Unable	to differentiate between a		3	6
				noun and a			
В	eating	1	Inability	to recognise a proper		1	6
С	loves			to recognise a proper noun.		2	6
				knowledge of the different			
			nouns.	Loves is an abstract noun.			
D	Sipho	1	Correct	response.		4	6
L							

No.	Expected answer	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE			
3.28	3.28								
A	children		Incorrect connection to indicate possessive pronoun/ noun.		2	5			
В	pancake	1	Unable to differentiate between a pronoun and a noun.		3	5			
С	their		Correct response.	E	4	5			
D	the		Inability to understand and recognise a pronoun.		1	5			

N.		MADIC				
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
4.1			·			
A	Hero 24		Makes errors that reflect analysis and		2	4
			interpretation, but conclusions arrived			
			at are secondary or weaker ones than			
			required for the correct response.			
В	News 24		Correct response.	E	4	4
С	Durban	1	A superficial connection is made thereby arriving at a weak response.		2	4
D	Herald		Learner invokes prior knowledge		1	4
			related to the general concept being		.	
			tested, but the response is not entirely			
			text-based.			
4.2				•	•	
A	The dog was	1	Correct response.	M	4	5
	a hero to	•				Ŭ
	save another					
	dog and					
	his name is					
	also Hero.					
В	Two dogs		Moderate level of understanding, text		2	5
	named Hero		based detail unrelated to the main			
			idea.			
С	were injured		Makes errors that reflect analysis and		3	5
	on the train		interpretation, but conclusions arrived			
	tracks		at are secondary or weaker ones than			
			required for the correct response.			
D	Hero was a		The response is not text based. Does		1	5
	naughty		not show understanding of text and			
	dog		title.			
4.3						
А	friend	1	Correct response.	М	4	5
В	loyal		A superficial connection is made,		2	5
			which does not relate to the focus of			
			the question.			
С	hero		A distractor may be related to the		3	5
			correct response in meaning, but is not			
			the required response in context.			
D	pet		Learner invokes prior knowledge		1	5
			related to the general concept being			
			tested but the response is not entirely	1 I		

tested, but the response is not entirely

text-based.

N-	<b>F</b> ( )	MADIC	Dia una stis da la la	Lauret f		GRADE
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	<u> </u>
4.4			r			
A	Cape Town		The response is not text based.		1	4
В	Durban	1	Correct response.	М	4	4
С	SPCA		Related to the text, but is unable		2	4
			to distinguish between city and			
			organisation name.			
D	Coast		Related to the text, but the response		3	4
			indicates limited knowledge. (coast is			
			viewed as a place)			
4.5						
A	guard		Related to the text, but not the main		3	6
$\ ^{\sim}$	guaru		reason that is focused in the text.		5	Ŭ
В	harm		A superficial connection is made to the		2	6
	nam		focus of the question.		2	Ŭ
С	feed	1	Correct response.	E	4	6
	lick	•	Learner invokes prior knowledge		1	6
	non		related to the general concept being			Ŭ
			tested, but the response is not entirely			
			text-based.			
	•			•	•	
4.6			L <u></u>	1 1		
A	Shallcross		They apply their limited knowledge as		2	5
			an overgeneralisation and therefore			
	-		come to a weak conclusion.			
B	Fogarty		Related to text but not to the main		3	5
			purpose that is focused in the text.			
С	Moloi	1	Correct response.	E	4	5
D	Wicks		A distractor may be related to the		1	5
			correct response in meaning, but is not			
			the required response in context.			
4.7						
A	desperate		Related to the text, but not to the main		3	4
	1		focus of identifying a word similar in		-	
			meaning.			
В	loving		A superficial connection is made to the		2	4
	-		contents of paragraph 7, but does not			
			relate to the focus of the question.			
С	quiet		Response is not text based ( within		1	4
			paragraph 7)			
D	timid	1	Correct response.	М	4	4

			1	1		1 1
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer	<u> </u>	<u> </u>	Understanding	Performance	
4.8						
Α	hungry	['	A distractor may be related to the		3	4
	'		correct response in meaning, but is not			
	ļ'	ļ'	the required response in context.			
В	injured.		The learner may focus on literal/		2	4
	'	'	superficial aspects and makes			
	'	'	superficial connections to arrive at			
		'	weak responses.	<u> </u>		-
С	clean.	'	Learner invokes prior knowledge		1	4
	'	'	related to the general concept being tested, but the response is not entirely			
	'	'	text-based.			
D	safe.	1	Correct response.	M	4	4
	3010.					
4.9						
A	sick and		Makes errors that reflect analysis		3	4
	unhealthy.		and interpretation, but conclusions or			
	'	'	inferences arrived at are weaker ones			
	ļ'	ļ'	than required for the correct response.			
В	healthy and	'	Makes errors that reflect initial under-		2	4
	happy.	<u> </u>	standing of facts or details in the text.			
С	sick but	1	Correct response.	D	4	4
	happy.					
D	lost and	'	Learner invokes prior knowledge		1	4
	alone .		related to the general concept being			
	'	'	tested, but the response is not entirely text-based.			
		<u> </u>		<u>                                     </u>	L	
4.10	)					
Α	feed dogs.	,	Superficial connection is made to the		2	6
	'	'	contents of the caption, but does not			
			relate to the main purpose.			
В	save lives.		Correct response.	М	4	6
С	run fast.	['	Makes errors that reflect analysis		3	6
	'	'	and interpretation, but conclusions or			
	'	'	inferences arrived at are weaker ones			
	ļ'	ļ'	than required for the correct response			
D	fly high.	<u> </u>	Response not related to text.		1	6
4.11						
A	saves	, 	Response not related to text.		3	5
В	saved	1	Correct response.	M	4	5
С	save		Moderate level of understanding, but		2	5
	'	'	response is weak within context.			
D	safe		Response not related to text.		1	5
					<u> </u>	

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
4.12						
A	The dog could not move because the dog was		Does not change the subject to "he." Repetition of the subject in both sentences.		3	6
	paralysed.					
В	The dog could not move because it was paralysed.	1	Correct response.	M	4	6
С	Because the dog could not move it was paralysed.		Incorrect position of the conjunctions.		2	6
D	The dog could not move. The dog was paralysed		No understanding of conjunctions.		1	6
	· ^			· · ·		
4.13		4	Come di mana anca		4	
A B	himself	1	Correct response	E	4	6 6
D C	look dog		Confuses pronoun with verb. Confuses pronoun with noun.		2 3	6
D	the		Response reflects limited knowledge		1	6
			of pronouns.	 		
4.14						
Α	1-C;2-A;3-B	1	Correct response.	D	4	6
В	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	6
С	1-D;2-C;3-A		The learner may focus on literal/- superficial aspects and makes superficial connections to arrive at weak responses.		2	6
D	1-D;2-B;3-A		These errors indicate that the learner is grabbing bits and pieces of infor- mation 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	6

No	Even a stard	MARK				GRADE
No.	Expected answer	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	
		<u> </u>			Fellolinalice	<u> </u>
4.15		<del></del>	1	·		
A	The dog	1	Unable to use correct tense of auxiliary		3	6
	were		verb, in the passive voice.			
	adopted by a family from		,			
	Durban.	'				
В	The dog was	1	Correct response.	M	4	6
	adopted by		Series response.			
	a family from					
	Durban.					
С	A family from		Unable to use correct sequence of		2	6
	Durban		object and subject in passive voice.			
	was adopted		,			
	by a dog.	1				ľ
D	The dog	<b> </b> '	These errors indicate that the learner is	<u>├</u> }	1	6
	adopted a	'	grabbing bits and pieces of information		·	
	family from		related to the text as he or she			
	Durban.		understands them, but the pieces are			
			unrelated to the information required by			
		l'	the question being asked.			
4.16						
4.10	The dog	1	Correct response.	E	4	4
	-					
В	a train	ļ	In context, confuses subject with object.	ļ ļ	3	4
С	hit	<b> </b> '	In context, confuses subject with verb.	ļ	2	4
D	а	'	Response reflects limited knowledge of		1	4
		<u> </u>	subject/verb and object.	<u> </u>	l	
4.17						
Α	healthy.		Makes errors that reflect analysis and		3	4
, <b>   </b>			interpretation, but the conclusions			
,			arrived at are weaker than the required			
,			response. Confuses with positive			
	ļ/	<b> </b> '	connotation.	<b>↓</b>		
В	injured.		Lacks understanding of word mean-		2	4
		'	ing related to figurative speech within context.			
С	happy.	1	Correct response.	E	4	4
D	flying.		Response not related to text, indicates		1	4
, <b>   </b>			limited knowledge of figurative			
	<u> </u>	<u> </u>	language.	<u> </u>		

No	E		Dia una atta Anakazia	1	1	GRADE
No.	Expected answer	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE
				onderstanding	renomiance	
4.18	· · · · · · · · · · · · · · · · · · ·			ſ		
A	Direct		Response not related to focus of		1	4
	Speech		question.			4
В	Exclamation		Moderate level of understanding of sentence types, therefore a superficial		2	4
			connection is made.			
С	Statement	1	Correct response.	М	4	4
D	Command		Significant level of understanding is		3	4
	Command		demonstrated which indicates a lack of		0	
			understanding of features of commands			
			thereby making an incorrect response.			
4.19						
4.19	deepened		Response not related to the focus of	I	2	6
	deepened		the question.		2	0
В	deepness		Significant level of understanding but		3	6
	acophoco		incorrect response is selected.		0	Ŭ
С	deeply	1	Correct response.	E	4	6
D	dearly		Response not related to text.		1	6
4.20						
4.20	alliteration		Confuses types of figures of speech		2	6
$\parallel^{\sim}$	aniteration		and sound devices.		2	0
В	metaphor		Confuses metaphor and simile.		3	6
С	antonyms		Limited knowledge of figures of		1	6
	antonyms		speech and word meaning.		1	0
D	simile	1	Response not related to text.	E	4	6
	I I			I	ļ	
4.21	· · · · ·			I	- 1	
A	The reporter		Limited understanding of Direct and		2	6
	said that I really admire		Indirect Speech concepts / inverted			
	that dog.		commas.			
В	The reporter	1	Correct response.		4	6
	said, "I					· ·
	really admire					
	that dog."					
С	The reporter		Significant level of understanding, but		3	6
	said, I		has no conceptual knowledge of the			
	really admire		features required for Direct Speech.			
	that dog.		No understanding of sugar trating at 1			
D	The reporter		No understanding of punctuation rules		1	6
	adopted the dog.		applied to direct speech			

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE				
	answer			Understanding	Performance					
4.22		ï		,						
A	have		Does not know when to use have and		3	4				
			has.							
В	has	1	Correct response.	E	4	4				
С	had		Confuses tenses.		2	4				
D	will		No understanding of concept and tenses.		1	4				
4.23	1	,	1	· · · · · · · · · · · · · · · · · · ·	r					
A	enemies		Not related to text. Limited knowledge		1	4				
			of word meaning - antonyms							
В	young	1	Correct response.	E	4	4				
С	older		Confuses opposite with degree of		2	4				
			comparison.							
D	aged		Misunderstands question / concept of		3	4				
			opposite, instead provided synonym.							
				1						

No.	Exported	MARK	Diagnostic Analysis	Level of	Level of	GRADE				
NU.	Expected answer		Diagnostic Analysis	Understanding	Performance					
		<u> </u>	<u> </u>			<u> </u>				
5.1		r		<u>г г</u>						
A	colourful	'	Makes errors that reflect analysis		3	4				
	!	'	and interpretation, but the conclusion							
	!	'	arrived at is secondary than required for correct response							
В	thick	<u> </u> '	Response not related to text.	<u> </u>	1	4				
C	large	1	Correct response.		4	4				
	six	<u>  ' '</u>	They apply their limited knowledge as		2	4				
		'	an over- generalisation and therefore		2					
	'	1 '	come to a weak conclusion.							
Ľ										
5.2				·	r					
A	28 km	'	Makes errors that reflect analysis and		3	4				
	!	'	interpretation, but the conclusions							
	!	'	arrived at are weaker than the required							
	<u> </u> !	<b> </b> '	response	<b>├</b> ────┤						
В	86 cm	'	Related to text but is confused with		2	4				
	!	'	another number mentioned in the							
С	48 km	1	same paragraph.	E	4	4				
	48 km	''	Correct response.			4				
		<u> </u>	Response is not text based.		1					
5.3										
A	between		Moderate level of understanding, text		2	5				
	85 and 86	'	based detail not related to the main							
	degrees.	<u>                                     </u>	idea. Inability to use contextual clues.							
В	not more	[ '	Response is not text based.		1	5				
	than 100	'	'							
	degrees.	Ļ'	<u> </u>							
С	above 86	1	Correct response.	M	4	5				
	degrees.	'	<u> </u> '	ļ						
D	below 86	'	Significant level of understanding		3	5				
	degrees.	'	makes errors that reflect analysis and							
	!	'	interpretation, thereby arriving at a sec-							
	<u> </u>	L'	ondary response to the required one.							

	-					
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of Performance	GRADE
	answer			Understanding	Performance	
5.4						
A	catch		There is no understanding of		1	7
			the question, limited vocabulary			
			development is demonstrated.			
В	count		Related to the focus of the question,		3	7
			but is not the required response			
С	guess	1	Correct response.	М	4	7
D	fly		A superficial connection is made to the		2	7
			focus of the question, but is not the			
			correct response.			
5.5						
5.5 A	ao to wottor		Makaa array that reflect each size and	[]	3	7
	go to wetter		Makes errors that reflect analysis and		3	
	areas during winter.		interpretation, but the			
В	travel to	1	Correct response.	M	4	7
	warmer		Correct response.	171	4	1
	areas in					
	winter.					
С	are caught		Moderate level of understanding, text		2	7
	in nets in		based detail unrelated to the main		_	
	winter.		idea, does not know the meaning of			
			the word migrate.			
D	lay eggs		Moderate level of understanding, text		1	7
	during		based detail unrelated to the main			
	winter.		idea, does not know the meaning of			
			the word migrate.			
5.6						
A	three		A superficial connection is made to	I	3	5
$\ ^{\Lambda}$			the focus of the question which is		5	5
			unrelated.			
B	four		Related to the text, but is not the		3	5
11			required response, confuses legs with		Ŭ	Ŭ
			number of wings.			
С	five		Response is not text based.		1	5
D	six	1	Correct response.	E	4	5
		•				-

				<i>.</i>	1	
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
5.7						
A	head, thorax,		Correct response.		4	6
	abdomen					
В	wings, head,		A distractor may be related to the		3	6
	thorax		correct response in meaning, but is not			
			the required response in			
			context.			
С	legs, chest,		All details are not text based Chest &		1	6
	thorax		thorax refer to the same thing/ close			
			reading of details not applied.			
D	neck, head,	1	Learner invokes prior knowledge	E	4	6
	feet		related to the general concept being			
			tested, but the response is not entirely			
			text-based.			
5.8						
Α	a mate,	1	Correct response.	E	4	
	absorbs heat					
	and blends					
	in with the					
	flowers.					
В	people,		Learner invokes prior knowledge		1	
	absorb water		related to the general concept being			
	and blend		tested, but the response is not entirely			
	with		text-based.			
	enemies.					
С	flowers,		Makes errors that reflect analysis and		3	
	absorb heat		interpretation, but the conclusions			
	and blend		arrived at are weaker than the required			
	with a mate.		response			
D	heat,		Makes errors that reflect initial under-		2	
	absorbs		standing of facts or details in the text,			
	flowers and finds a		but is unable to relate them to the			
	mate.		components in the question.			
				<u>                                     </u>		
5.9						
A	appearance.	1	Correct response.	М	4	6

0.0						
А	appearance.	1	Correct response.	М	4	6
В	behaviour.		Significant level of understanding indicates limited vocabulary development.		3	6
С	climate.		A superficial connection is made to infer meaning of the word.		2	6
D	diet.		Response not related to text.		1	6

				<i>.</i>	1	
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
5.10	)					
A	three		Makes errors that reflect analysis and		3	7
			interpretation, thereby arriving at a			
			secondary response to the required one.			
В	four	1	Correct response.	E	4	7
С	five		Response not related to contents		1	7
			in paragraph			
D	six		Makes errors that reflect initial		2	7
			understanding of facts or details in the			
			text, but is unable to relate them to the			
			components in the question.			
5.11						
A	Do		Minimal level of understanding,		1	6
	butterflies,		prior knowledge. Fails to apply			
	bees and		punctuation rules appropriately.			
	moths all					
	belong to					
	the insect					
	family?					
В	Butterflies,		Moderate level of understanding.		2	6
	Bees and		Incorrectly applied the use of capital			
	Moths all		letters			
	belong to the					
	Insect family.					
С	Butterflies,	1	Correct response.	М	4	6
	bees and					
	moths all					
	belong to the					
	insect family.					
D	Butterflies		Significant level of understanding.		3	6
	bees and		Does not recognise the use of			
	moths, all		commas to separate items.			
	belong to					
	the insect					
	family.					

	L	1		L	1	11				
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE				
	answer			Understanding	Performance					
5.12	5.12									
A	Do		Minimal level of understanding,		1	6				
	butterflies,		prior knowledge. Fails to apply							
	bees and		punctuation rules appropriately.							
	moths all									
	belong to									
	the insect									
	family?									
В	Butterflies,		Moderate level of understanding.		2	6				
	Bees and		Incorrectly applied the use of capital							
	Moths all		letters							
	belong to the									
С	Insect family.	1	Correct receptor	N.4	4	6				
	Butterflies, bees and	1	Correct response.	М	4	6				
	moths all									
	belong to the									
	insect family.									
	Butterflies		Significant level of understanding.		3	6				
	bees and		Does not recognise the use of		5	0				
	moths, all		commas to separate items.							
	belong to									
	the insect									
	family.									
				<u> </u>	I					
5.13	l i i i i i i i i i i i i i i i i i i i			· · · · ·	r					
A	body's		Makes errors that reflect analysis and		3	4				
			interpretation, but conclusion arrived							
			at are secondary or weaker ones than							
			required for the correct answer.							
В	bodies	1	Correct response.	E	4	4				
C	babies		Response not related to focus of		1	4				
			question and text.							
D	bodes		They applied their limited knowledge		2	4				
			as an overgeneralisation and therefore							
			come to a weak conclusion.							

No.         Expected answer         MARK         Diagnostic Analysis         Level of Understanding         Level of Understanding         Level of Performance         endote Performance           5.14         A         butterflies         Moderate level of understanding. Confuses the future tense with the future continuous tense         2         6           B         wet         1         Correct response.         4         6           C         are         Does not understand the concept adjectives, identified a verb instead.         3         6           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         6           5.15         To         Confuses the future tense with the future continuous tense         2         6           B         Butterflies during their lives.         Significant level of understanding. Does not recognise shall as a modal.         3         6           C         Butterflies shall         1         Correct response.         M         4         6           C         Butterflies during their lives.         1         Correct response.         M         4         6           C         Butt		L	1		1	1	11
5.14       Moderate level of understanding. Confuses the future tense with the future continuous tense       2       6         B       wet       1       Correct response.       4       6         C       are       Does not understand the concept adjectives, identified a verb instead.       3       6         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       6         5.15       Image four times during their lives.       Moderate level of understanding. Confuses the future tense with the future continuous tense       2       6         B       Butterflies shall       Significant level of understanding. Does not recognise shall as a modal.       3       6         C       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         D<	No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
A       butterflies       Moderate level of understanding. Confuses the future tense with the future continuous tense       2       6         B       wet       1       Correct response.       4       6         C       are       Does not understand the concept adjectives, identified a verb instead.       3       6         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       6         5.15       Moderate level of understanding. Confuses the future tense with the future continuous tense       2       6         B       Butterflies are going to change four times during their lives.       Significant level of understanding. Does not recognise shall as a modal.       3       6         C       Butterflies ball       Significant level of understanding. Does not recognise shall as a modal.       3       6         D       Butterflies       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6 <td< th=""><th></th><th>answer</th><th></th><th></th><th>Understanding</th><th>Performance</th><th></th></td<>		answer			Understanding	Performance	
Bwet1Confuses the future tense with the future continuous tense46CareDoes not understand the concept36DinLimited 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 understanding.16S.15Moderate level of understanding. confuses the future continuous tense26S.15Moderate level of understanding. Confuses the future tense with the future continuous tense26BButterflies are going to change four times during their lives.Significant level of understanding. Does not recognise shall as a modal.36CButterflies and future tense indicate that the learner is grabbing bits and pieces of information required by the question being asked.365.15Moderate level of understanding. Confuses the future tense with the future continuous tense26BButterflies uning their lives.Significant level of understanding. Does not recognise shall as a modal.36CButterflies uning their lives.1Correct response.M46DButterflies uning their lives.1Correct response.M46DButterflies uning their lives.1666DButterflies uning their lives.166DButterflies uning their lives.166 <td>5.14</td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td>	5.14						
B       wet       1       Correct response.       4       6         C       are       Does not understand the concept adjectives, identified a verb instead.       3       6         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       6         5.15       Moderate level of understanding. Confuses the future tense with the future continuous tense       2       6         A       Butterflies are going to uning their lives.       Significant level of understanding. Confuses the future tense with the future continuous tense       3       6         B       Butterflies       Significant level of understanding. Does not recognise shall as a modal.       3       6         C       Butterflies       Significant level of understanding. Does not recognise shall as a modal.       3       6         D       Butterflies       1       Correct response.       M       4       6         Will change four times during their lives.       1       Correct response.       M       4       6         D       Butterflies       1       Correct response.       M       4       6         Will change four times during their lives. <td>A</td> <td>butterflies</td> <td></td> <td>Moderate level of understanding.</td> <td></td> <td>2</td> <td>6</td>	A	butterflies		Moderate level of understanding.		2	6
B       wet       1       Correct response.       4       6         C       are       Does not understand the concept adjectives, identified a verb instead.       3       6         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       6         5.15       The continuous tense       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       6         C       Butterflies shall change four times during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Fese errors indicate that the learrer is grabbing bits and pieces of information related							
C       are       Does not understand the concept adjectives, identified a verb instead.       3       6         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       6         5.15       The question of the information related to the information required by the question being asked.       2       6         5.15       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       6         C       Butterflies shall change four times during their lives.       1       Correct response.       M       4       6         C       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         D       Butterflies during their lives.       1       Correct response.       M       4       6         Will change do not change of information related to the text as during their lives.       These errors indicate that							
Image: Construct of the second sec		wet	1	Correct response.		4	6
DinLimited 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.165.15Image: State of the state o	C	are		-		3	6
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during their     he or she understands them, but the       lives.     pieces are unrelated to the information		do not					
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				required by the question being asked.			

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No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
5.16						
A	Mr Khune said that he loves watching butterflies in the garden.		Moderate level of understanding. Confuses the future tense with the future continuous tense		3	6
В	Mr Khune said that he loved watching butterflies in the garden.	1	Correct response.	D	4	6
С	Mr Khune said, I loved watching butterflies in the garden.		Moderate level of understanding. Does not change pronoun to 3rd person.		2	6
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	6
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
В	Leaves and flowers are eaten by caterpillars.	1	Correct response.	M	4	6
С	Leaves and flowers eat caterpillars.		Moderate level of understanding. Swopped subject and object around but did not insert the word "by".		2	6
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	6

			·			
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer		<u> </u>	Understanding	Performance	
5.18						
А	butterfly's	1	Correct response.	D	4	6
В	butterflies		Moderate level of understanding.		2	6
			Unable to apply the apostrophe.			
С	butterflies'		Partial understanding of the use of an		3	6
			apostrophe but is incorrectly applied to			
			the focus of the question.			
D	butterfly		Minimal level of understanding. Unable		1	6
			to recognise the concept tested – gave			
			a direct transcription.			
5.19						
A	keep moving		Moderate level of understanding		2	5
			making a superficial connection to			
			the focus of the question.			
В	kilometre	1	Correct response.	М	4	5
С	kilogram		Makes errors that reflect analysis		3	5
			and interpretation, but the conclusions			
			arrived at are weaker than the required			
			response. Confuses abbreviations.			
D	kissing		These errors indicate that the		1	5
			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.			

5.20						
А	unattached	1	Correct response.	М	4	6
В	reattached		A distracter may be related to the correct response in meaning, but be too broad or narrow given the		3	6
С	attachable		They apply their limited knowledge as an overgeneralisation and therefore come to a weak		2	6
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	6

No.	Expected answer	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE
5.21						
Α	ourselves.	1	Correct response.	М	4	5
В	himself.		Makes errors that reflect analysis and		3	5
			interpretation, but the conclusions arrived			
			at are weaker than the required response			
С	myself.		They apply their limited knowledge as		2	5
			an over- generalisation and therefore			
			come to a weak conclusion Learner			
			looked at the pronoun "I" only.			
D	itself.		These errors indicate that the		1	5
			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			
5.22						
А	whether	1	Correct response.	М	4	7
В	feather		Minimal level of understanding.		1	7
			Confuses homophone with			
			assonance.			
С	climate		The learner may focus on superficial		2	7
			aspect of a text and makes superficial			
			connections to arrive at weak responses			
			.Related to weather-synonym.			
D	wither		Makes errors that reflect analysis and		3	7
			interpretation, but the conclusions arrived			
			at are weaker than the required response.			
5.23	i i					
Α	before		Makes errors that reflect analysis and		3	6
			interpretation, but the conclusions			
			arrived at are weaker than the			
			required response			
В	after	1	Correct response.	М	4	6
С	since		The learner may focus on superficial		1	6
			aspect of a text and makes superficial			
			connections to arrive at weak			
			responses.			
D	while		These errors indicate that the		2	6
			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.			

No		MADIZ	Diamastic Analysis	Lovel of	Louist of	GRADE
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
5.24						
A	collective		Makes errors that reflect initial		4	6
	noun		understanding of facts or details in the			
			text, but is unable to relate them to the			
			components in the question			
В	common		Makes errors that reflect analysis and		4	6
	noun		interpretation, but the conclusions			
			arrived at are secondary than			
			required for the correct response.			
С	abstract	1	Correct response.	D	2	6
	noun					
D	conjunction		These errors indicate that the		3	6
			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.			
No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
I INU.						
NO.	-					
	answer			Understanding	Performance	<u> </u>
5.25	answer				Performance	
	answer		Makes errors that reflect analysis and			7
5.25	answer		Makes errors that reflect analysis and interpretation, but the conclusions arrived		Performance	7
5.25	answer		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are secondary than required for the		Performance	7
5.25	answer		Makes errors that reflect analysis and interpretation, but the conclusions arrived at are secondary than required for the correct response. Cannot differentiate		Performance	7
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.	Understanding	Performance 3	
5.25 A B	answer assonance alliteration	1	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. Correct response.		Performance 3 4	7
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. Correct response. Makes errors that reflect initial	Understanding	Performance 3	
5.25 A B	answer assonance alliteration		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. Correct response. Makes errors that reflect initial understanding of facts or details in the	Understanding	Performance 3 4	7
5.25 A B	answer assonance alliteration		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. Correct response. Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to	Understanding	Performance 3 4	7
5.25 A B	answer assonance alliteration		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. Correct response. 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	Understanding	Performance 3 4	7
5.25 A B	answer assonance alliteration		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. Correct response. 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	Understanding	Performance 3 4	7
5.25 A B C	assonance alliteration metaphor		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. Correct response. 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.	Understanding	Performance 3 4 2	7 7
5.25 A B	answer assonance alliteration		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. Correct response. 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. These errors indicate that the	Understanding	Performance 3 4	7
5.25 A B C	assonance alliteration metaphor		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. Correct response. 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. These errors indicate that the learner is grabbing bits and pieces of	Understanding	Performance 3 4 2	7 7
5.25 A B C	assonance alliteration metaphor		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. Correct response. 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. These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or	Understanding	Performance 3 4 2	7 7
5.25 A B C	assonance alliteration metaphor		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. Correct response. 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. 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	Understanding	Performance 3 4 2	7 7
5.25 A B C	assonance alliteration metaphor		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. Correct response. 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. 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	Understanding	Performance 3 4 2	7 7
5.25 A B C	assonance alliteration metaphor		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. Correct response. 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. 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	Understanding	Performance 3 4 2	7 7

<u> </u>						]
5.26		P				
A	was	ļ	Makes errors that reflect initial		2	6
	l l	ļ	understanding of facts or details in the			
	l l	ļ	text, but is unable to relate them to the			
	l l	ļ	components in the question Does not			
	l l	ļ	identify the correct tense & does not			
			understand subject/verb agreement.			
В	has		These errors indicate that the learner is		1	6
	Į –	ļ	grabbing bits and pieces of information			
		ļ	related to the text as he or she			
	l I	ļ	understands them, but the pieces are			
		ļ	unrelated to the information required			
	l I	ļ	by the question being asked. Does not			
		ļ	identify the correct tense & does not			
			understand subject/verb agreement.			
С	are	1	Correct response.	М	4	6
D	ls		Makes errors that reflect analysis and		3	6
		ļ	interpretation, but the conclusions			
		ļ	arrived at are secondary than required			
	l I	ļ	for the correct response Incorrect			
			subject verb agreement.			

## 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)
	Complete adherence to the topic.	Adheres to the topic with	<ul> <li>Some adherence to the topic.</li> </ul>	<ul> <li>Completely off the topic.</li> </ul>
CONTENT	<ul> <li>Intelligent, thought –provoking</li> </ul>	minor deviations.	<ul> <li>Able to express some ideas</li> </ul>	<ul> <li>Not able to express ideas</li> </ul>
(Response; organisation	and mature ideas.	<ul> <li>Ideas are reasonably</li> </ul>	clearly.	clearly/ ideas are repetitive.
of ideas; awareness of	<ul> <li>Exceptionally well organised</li> </ul>	coherent and convincing.	<ul> <li>Essay shows little evidence</li> </ul>	<ul> <li>No evidence of</li> </ul>
purpose)	(introduction, body and conclusion/	<ul> <li>Essay is organised</li> </ul>	of organisation (introduction,	organisation (introduction,
	ending) detailed and coherent.	(introduction, body and	body and conclusion/ ending).	body and conclusion/
5 MARKS	<ul> <li>Excellent development of topic.</li> </ul>	conclusion/ending) and	and coherence	ending).and coherence
	<ul> <li>Outstanding achievement of</li> </ul>	coherent.	<ul> <li>Essay makes some sense.</li> </ul>	<ul> <li>Muddled handling of topic/</li> </ul>
	purpose.	<ul> <li>Logical development of topic.</li> </ul>	<ul> <li>Partial achievement of</li> </ul>	essay does not make sense.
		<ul> <li>Purpose achieved.</li> </ul>	purpose	<ul> <li>Purpose not achieved.</li> </ul>
	5	4	2-3	0-1
	Effective and correct sentence	Correct sentence structure	<ul> <li>Some errors in sentence</li> </ul>	<ul> <li>Poor sentence structure</li> </ul>
	structure	<ul> <li>Register, style, tone</li> </ul>	structure	<ul> <li>Register, style, tone</li> </ul>
LANGUAGE	<ul> <li>Register, style, tone highly</li> </ul>	appropriate to the purpose	<ul> <li>Register, style, tone</li> </ul>	completely inappropriate for
CONSTRUCTION	appropriate to the purpose and	and context of the essay	inappropriate for the purpose	the purpose and context of
(Sentence structure;	context of the essay	<ul> <li>Fairly wide range of</li> </ul>	and context of the essay	the essay.
register, style ,tone; word	<ul> <li>Effective use of wide range of</li> </ul>	vocabulary linked to the	Adequate vocabulary linked	<ul> <li>Limited vocabulary linked to</li> </ul>
choice; language use	vocabulary linked to the topic	topic	to the topic	the topic
spelling and punctuation)	spelling and punctuation) •Correct language usage, spelling	<ul> <li>Few errors in language</li> </ul>	<ul> <li>A large number of errors</li> </ul>	<ul> <li>Language usage, spelling</li> </ul>
	and punctuation	usage, spelling and	in language usage, spelling	and punctuation seriously
5 MARKS		punctuation	and punctuation.	flawed.
	3		2	0-1
LENGTH	<ul> <li>Essay does not exceed 150</li> </ul>		• Essay is too short (100	<ul> <li>Essay is exceptionally short</li> </ul>
	words in length		words in length) ./	(less than 50 words in length.) /
3 MARKS	• Essay is 140-150words in length		Essay is too long (exceeds	<ul> <li>Essay is too long (exceeds</li> </ul>
			200 words in length.)	250 words in length.)

	4-5	3-2	2	0-1
FORMAT/ FEATURES	Story written in past tense Clearly and effectively mention the • have believable characters	following elements of a story: from past tense Some of the elements of the story are	Some parts of story deviates from past tense Some of the elements of the storv are	Story written in different tenses/ no tense indicated. Verv little or no elements of
5 MARKS	is that	took place tell where the	presented.	the story presented.
	actions took place.	-		
	2			0-1
PLANNING 2 MARKS	<ul> <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>	ectively in final text. oose of planning tool.	<ul> <li>Mind map/ planning tool used partly or not</li> <li>Details from planning tool does not appear final text/ Some details appear</li> <li>Unclear/ no skill of using the planning tool.</li> </ul>	<ul> <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>
TOTAL MARKS		20		

## QUESTION 7: TRANSACTIONAL WRITING: DIALOGUE MARK ALLOCATION AND GRADE LEVEL

		CD 6 (2)		
	GK / (4-3)	GK 0 (2)	GK 3 (Z)	(1-0) <del>4</del> VD
	Complete adherence to the topic.	<ul> <li>Adheres to the topic with</li> </ul>	<ul> <li>Some adherence to the</li> </ul>	Completely off the topic.
CONTENT	Outstanding response beyond the	minor deviations.	topic.	<ul> <li>Response reveals no</li> </ul>
(Response; organisation	normal expectations of the features	<ul> <li>Ideas are reasonably</li> </ul>	<ul> <li>Basic response</li> </ul>	knowledge of the features of
of ideas; awareness of	of the transactional text type.	coherent and convincing.	demonstrating some	the transactional text type
purpose)	<ul> <li>Exceptional development of</li> </ul>	<ul> <li>Essay is organised</li> </ul>	knowledge of the features of	<ul> <li>Not able to express ideas</li> </ul>
	content.	(introduction, body and	the transactional text type	clearly/ ideas are repetitive.
5 MARKS	<ul> <li>Writing contains exceptional</li> </ul>	conclusion/ending) and	<ul> <li>Some focus but some of the</li> </ul>	<ul> <li>Details do not support the</li> </ul>
	detail added to the text.	coherent.	content is off the topic.	topic.
	<ul> <li>Outstanding achievement of</li> </ul>	<ul> <li>Logical development of topic.</li> </ul>	<ul> <li>Few details support the topic.</li> </ul>	<ul> <li>Purpose not achieved.</li> </ul>
	purpose.	<ul> <li>Purpose achieved.</li> </ul>	<ul> <li>Partial achievement of</li> </ul>	
			purpose.	
	5	4	2-3	0-1
	Effective and correct sentence	Correct sentence structure.	Some errors in sentence	<ul> <li>Poor sentence structure.</li> </ul>
	structure.	<ul> <li>Register, style, tone</li> </ul>	structure.	<ul> <li>Register, style, tone</li> </ul>
LANGUAGE	<ul> <li>Register, style, tone highly</li> </ul>	appropriate to the purpose	<ul> <li>Register, style, tone</li> </ul>	completely inappropriate for
CONSTRUCTION	appropriate to the purpose	and context of the type of	inappropriate for the purpose	the purpose and context of
(Sentence structure;	and context of the type of	transactional text.	and context of the type of	the type of transactional text.
register, style ,tone; word	transactional text.	<ul> <li>Appropriate vocabulary</li> </ul>	transactional text.	<ul> <li>Vocabulary is not</li> </ul>
choice; language use,	Exceptional use of appropriate	linked to the topic.	<ul> <li>Limited use of appropriate</li> </ul>	appropriate for the topic
spelling and punctuation)	vocabulary linked to the topic.	<ul> <li>Few errors in language</li> </ul>	vocabulary linked to the	<ul> <li>Language usage, spelling</li> </ul>
	<ul> <li>Correct language usage,</li> </ul>	usage, spelling and	topic.	and punctuation seriously
5 MARKS	spelling and punctuation.	punctuation.	<ul> <li>A large number of errors</li> </ul>	flawed.
			in language usage, spelling	
			and punctuation.	
			c	

			2	0-1
PLANNING		•••	Evidence of planning     Dlanning	Some evidence of planning     Danning not done/ merely
2 MARKS				re-written text
6	-	2		0-1
• Rest     • Rest     • Rest	Response is 100-120 words in length.     Response does not exceed 180 words.		Response is too short (80- 90 words in length).	Response is exceptionally short (less than 80 words in
3 MARKS		• (-	<ul> <li>Response is too long (130- 150 words in length).</li> </ul>	length). • Response is too long (exceeds 150 words in
				length).
	4-5		2-3	0-1
	Letter format: At first glance, must give the impression	e the impression	Letter format:	Letter format not adhered
FORMAT/ FEATURES of a le	of a letter.		At first glance,	to. Features distorted and
	(There must be a salutation, introduction, body and a conclusion.)	on, body and a conclusion.)	must give the	incorrect.
5 MARKS One a	One address correctly placed and con	complete with date	impression of a	
Salut	Salutation: correctly placed No punctuation	ation	letter.	
Line I	Line left before and after salutation			
Conc	Conclusion :		One of the features	
Corre	Correct position		of the letter	
releva	relevant to the instruction friend. no punctuation in the conclusion	nctuation in the conclusion	omitted.	
		TOTAL: 20 /2 = 10		

QUESTION 8: TRANSACTIONAL WRITING: FRIENDLY LETTER MARK ALLOCATION AND GRADE LEVEL

• Complete adherence to the topic.         • CONTENT       • Complete adherence to the topic.         • CONTENT       • Outstanding response beyond the normal expectations of the features of purpose)         • (Response; organisation       • Outstanding response beyond the normal expectations of the features of the transactional text type.         • purpose)       • Exceptional development of content.         • MARKS       • Writing contains exceptional detail added to the text.         • Outstanding achievement of purpose.       • Outstanding achievement of structure.	<ul> <li>Adheres to the topic with minor deviations.</li> <li>Ideas are reasonably coherent and convincing.</li> <li>Essay is organised introduction, body and</li> </ul>	<ul> <li>Some adherence to the topic.</li> </ul>	<ul> <li>Completely off the topic.</li> </ul>
E C	minor deviations.	opic.	
ç		-	<ul> <li>Response reveals no</li> </ul>
		<ul> <li>Basic response</li> </ul>	knowledge of the features of
ц		demonstrating some	the transactional text type
Ц	(introduction body and	knowledge of the features of	<ul> <li>Not able to express ideas</li> </ul>
ц	לוו ונו המתהמותוי, המתק מו ומ	the transactional text type	clearly/ ideas are repetitive.
	l conclusion/ending) and	<ul> <li>Some focus but some of the</li> </ul>	<ul> <li>Details do not support the</li> </ul>
	coherent.	content is off the topic.	topic.
	<ul> <li>Logical development of topic.</li> </ul>	<ul> <li>Few details support the topic.</li> </ul>	<ul> <li>Purpose not achieved.</li> </ul>
	<ul> <li>Purpose achieved.</li> </ul>	<ul> <li>Partial achievement of</li> </ul>	
		purpose.	
	3	2	0-1
	Correct sentence structure.	<ul> <li>Some errors in sentence</li> </ul>	<ul> <li>Poor sentence structure.</li> </ul>
	<ul> <li>Register, style, tone</li> </ul>	structure.	<ul> <li>Register, style, tone</li> </ul>
	appropriate to the purpose	<ul> <li>Register, style, tone</li> </ul>	completely inappropriate for
CONSTRUCTION appropriate to the purpose	and context of the type of	inappropriate for the purpose	the purpose and context of
(Sentence structure; and context of the type of	transactional text.	and context of the type of	the type of transactional text.
register, style ,tone; word transactional text.	Appropriate vocabulary	transactional text.	<ul> <li>Vocabulary is not</li> </ul>
choice; language use, • Exceptional use of appropriate	linked to the topic.	<ul> <li>Limited use of appropriate</li> </ul>	appropriate for the topic
spelling and punctuation) vocabulary linked to the topic.	c. • Few errors in language	vocabulary linked to the	<ul> <li>Language usage, spelling</li> </ul>
Correct language usage,	usage, spelling and	topic.	and punctuation seriously
<b>5 MARKS</b> spelling and punctuation.	punctuation.	<ul> <li>A large number of errors</li> </ul>	flawed.
		in language usage, spelling	
		and punctuation.	

			2		0-1
PLANNING			<ul> <li>Evidence of planning</li> <li>Planning relevant to topic</li> </ul>	ning to tonic	<ul> <li>Some evidence of planning</li> <li>Planning pot done/ merely</li> </ul>
2 MARKS					re-written text
	3	- 7			0-1
LENGTH	Response is 160-180 words in length.     Response does not exceed 180 words.	th. rds.	<ul> <li>Response is too short (130- 150 words in length).</li> </ul>	short (130- :h).	Response is exceptionally short (less than120 words in
3 MARKS			<ul> <li>Response is too long (201- 220 words in length).</li> </ul>	long (201- .h).	length). • Response is too long (exceeds 220 words in
					length).
	4-5		2-3		0-1
	Letter format: At first glance, must give the impression	give the impression	Letter format:		Letter format not adhered to.
FORMAT/ FEATURES	of a letter.	· · · ·			Features distorted and
	(There must be a salutation, introduction, body and a conclusion.)	ction, body and a conclusion.			incorrect.
5 MARKS	One address correctly placed and c	complete with date	impression of a	n of a	
	Salutation: correctly placed No punctuation	tuation	letter.		
	Line left before and after salutation				
	Conclusion :		One of the features	e features	
	Correct position		of the letter		
	relevant to the instruction friend. no punctuation in the conclusion	punctuation in the conclusion	omitted.		
			_		
		TOTAL: 20 /2 = 10			

QUESTION 9: TRANSACTIONAL WRITING: NEWSPAPER ARTICLE MARK ALLOCATION AND GRADE LEVEL

	CD 7 (1-E)	GD 6 (3)	GB E (3)	CD 4 (0-1)
	(C-+) / ND			(I-0) + VD
	Complete adherence to the topic.	Adheres to the topic with	<ul> <li>Some adherence to the</li> </ul>	<ul> <li>Completely off the topic.</li> </ul>
CONTENT	Outstanding response beyond the	minor deviations.	topic.	<ul> <li>Response reveals no</li> </ul>
(Response; organisation	normal expectations of the features	<ul> <li>Ideas are reasonably</li> </ul>	<ul> <li>Basic response</li> </ul>	knowledge of the features of
of ideas; awareness of	of the transactional text type.	coherent and convincing.	demonstrating some	the transactional text type
purpose)	<ul> <li>Exceptional development of</li> </ul>	<ul> <li>Essay is organised</li> </ul>	knowledge of the features of	<ul> <li>Not able to express ideas</li> </ul>
	content.	(introduction, body and	the transactional text type	clearly/ ideas are repetitive.
5 MARKS	<ul> <li>Writing contains exceptional</li> </ul>	conclusion/ending) and	<ul> <li>Some focus but some of the</li> </ul>	<ul> <li>Details do not support the</li> </ul>
	detail added to the text.	coherent.	content is off the topic.	topic.
	<ul> <li>Outstanding achievement of</li> </ul>	<ul> <li>Logical development of topic.</li> </ul>	<ul> <li>Few details support the topic.</li> </ul>	<ul> <li>Purpose not achieved.</li> </ul>
	purpose.	<ul> <li>Purpose achieved.</li> </ul>	<ul> <li>Partial achievement of</li> </ul>	
			purpose.	
	4-5	3	2	0-1
	<ul> <li>Effective and correct sentence</li> </ul>	<ul> <li>Correct sentence structure.</li> </ul>	<ul> <li>Some errors in sentence</li> </ul>	<ul> <li>Poor sentence structure.</li> </ul>
	structure.	<ul> <li>Register, style, tone</li> </ul>	structure.	<ul> <li>Register, style, tone</li> </ul>
LANGUAGE	<ul> <li>Register, style, tone highly</li> </ul>	appropriate to the purpose	<ul> <li>Register, style, tone</li> </ul>	completely inappropriate for
CONSTRUCTION	appropriate to the purpose	and context of the type of	inappropriate for the purpose	the purpose and context of
(Sentence structure;	and context of the type of	transactional text.	and context of the type of	the type of transactional text.
register, style ,tone; word	transactional text.	<ul> <li>Appropriate vocabulary</li> </ul>	transactional text.	<ul> <li>Vocabulary is not</li> </ul>
choice; language use,	<ul> <li>Exceptional use of appropriate</li> </ul>	linked to the topic.	<ul> <li>Limited use of appropriate</li> </ul>	appropriate for the topic
spelling and punctuation)	vocabulary linked to the topic.	<ul> <li>Few errors in language</li> </ul>	vocabulary linked to the	<ul> <li>Language usage, spelling</li> </ul>
	<ul> <li>Correct language usage,</li> </ul>	usage, spelling and	topic.	and punctuation seriously
5 MARKS	spelling and punctuation.	punctuation.	<ul> <li>A large number of errors</li> </ul>	flawed.
			in language usage, spelling	
			and punctuation.	
			and punctuation.	

			2	0-1
PLANNING 2 MARKS			<ul> <li>Evidence of planning</li> <li>Planning relevant to topic</li> </ul>	<ul> <li>Some evidence of planning</li> <li>Planning not done/ merely re-written text</li> </ul>
	3		5	0-1
LENGTH 3 MARKS	<ul> <li>Response is 160-180 words in length.</li> <li>Response does not exceed 180 words.</li> </ul>	- si	<ul> <li>Response is too short (130-150 words in length).</li> <li>Response is too long (201- 220 words in length).</li> </ul>	<ul> <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
FORMAT/ FEATURES 5 MARKS	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

• Cor				
		topic with	Some adherence to the	Completely off the topic.
; organisation	normal expectations of the features	<ul> <li>Ideas are reasonably</li> </ul>	• Basic response	knowledge of the features of
of ideas; awareness of of the	of the transactional text type.	coherent and convincing.	demonstrating some	the transactional text type
purpose) • Exc	<ul> <li>Exceptional development of</li> </ul>	<ul> <li>Essay is organised</li> </ul>	knowledge of the features of	<ul> <li>Not able to express ideas</li> </ul>
content.		(introduction, body and	the transactional text type	clearly/ ideas are repetitive.
5 MARKS • Writ	<ul> <li>Writing contains exceptional</li> </ul>	conclusion/ending) and	<ul> <li>Some focus but some of the</li> </ul>	<ul> <li>Details do not support the</li> </ul>
detail	detail added to the text.	coherent.	content is off the topic.	topic.
• Out	<ul> <li>Outstanding achievement of</li> </ul>	<ul> <li>Logical development of topic.</li> </ul>	<ul> <li>Few details support the topic.</li> </ul>	<ul> <li>Purpose not achieved.</li> </ul>
burpose		<ul> <li>Purpose achieved.</li> </ul>	<ul> <li>Partial achievement of</li> </ul>	
			purpose.	
	4-5	3	2	0-1
Effe	<ul> <li>Effective and correct sentence</li> </ul>	Correct sentence structure.	Some errors in sentence	<ul> <li>Poor sentence structure.</li> </ul>
struc	structure.	<ul> <li>Register, style, tone</li> </ul>	structure.	<ul> <li>Register, style, tone</li> </ul>
LANGUAGE • Reg	<ul> <li>Register, style, tone highly</li> </ul>	appropriate to the purpose	<ul> <li>Register, style, tone</li> </ul>	completely inappropriate for
<b>CONSTRUCTION</b> appro	appropriate to the purpose	and context of the type of	inappropriate for the purpose	the purpose and context of
(Sentence structure; and c	and context of the type of	transactional text.	and context of the type of	the type of transactional text.
register, style ,tone; word trans	transactional text.	<ul> <li>Appropriate vocabulary</li> </ul>	transactional text.	<ul> <li>Vocabulary is not</li> </ul>
choice; language use, • Exc	<ul> <li>Exceptional use of appropriate</li> </ul>	linked to the topic.	<ul> <li>Limited use of appropriate</li> </ul>	appropriate for the topic
spelling and punctuation) vocat	vocabulary linked to the topic.	<ul> <li>Few errors in language</li> </ul>	vocabulary linked to the	<ul> <li>Language usage, spelling</li> </ul>
• Cor	<ul> <li>Correct language usage,</li> </ul>	usage, spelling and	topic.	and punctuation seriously
5 MARKS spelli	spelling and punctuation.	punctuation.	<ul> <li>A large number of errors</li> </ul>	flawed.
			in language usage, spelling	
			and punctuation.	

			2	0-1
PLANNING 2 MARKS			<ul> <li>Evidence of planning</li> <li>Planning relevant to topic</li> </ul>	<ul> <li>Some evidence of planning</li> <li>Planning not done/ merely re-written text</li> </ul>
	3	7		0-1
LENGTH 3 MARKS	<ul> <li>Response is 160-180 words in length.</li> <li>Response does not exceed 180 words.</li> </ul>		<ul> <li>Response is too short (130-150 words in length).</li> <li>Response is too long (201- 220 words in length).</li> </ul>	<ul> <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
FORMAT/ FEATURES 5 MARKS	Features are clearly included Head line By line Lead paragraph	Some of fear	Some of features omitted	Most of features omitted/ none included
		TOTAL: 20 /2 = 10		

## DIAGNOSTIC ASSESSMENT TOOL GRADE 6 PHASE BASED AND TERM ONE ASSESSMENTS ENGLISH HOME LANGUAGE

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