







### CONTENTS PAGE

| 1. | INTRODUCTION                               | 2  |
|----|--|----|
| 2. | PURPOSE OF THE DIAGNOSTIC TEST ITEMS       | 2  |
| 3. | THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS | 3  |
| 4. | PROPOSED USE OF THE LANGUAGE RESOURCE      | 4  |
| 5. | DESIGN                                     | 5  |
| 6. | MARKING GUIDELINES                         | 6  |
| 7. | MODERATION                                 | 8  |
| 8. | DATA ANALYSIS AND UTILISATION              | 8  |
|    | Note to the teacher                        | 11 |

# PART ONE UNDERSTANDING DIAGNOSTIC ASSESSMENTS



#### . INTRODUCTION

cquisition.

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 or a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting the vidence to enable both the teacher and the learner to determine where the learner is in his or he earning; where the learner needs to go; and how best to get there. Teachers can adjust instructional trategies, resources, and environments effectively to help all learners achieve grade specific outcome only if they have accurate and reliable information about what their learners know and are able to at a given time.

When findings of assessment results are used to improve classroom practice, learner performance general can improve. The diagnostic assessment tests/questions are designed to fulfil thre urposes 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.

traditional multiple choice question (MCQ) provides little information about the learner's understanding 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 diagnost earner 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 sk

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

#### PURPOSE OF THE DIAGNOSTIC TEST ITEMS

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 uestions from the resource bank into the ATP to facilitate assessment for learning. These diagnostic assessments/questions are a phase based assessment. It also includes question from four grades.

his diagnostic resources should be used in conjunction with the requirements as stipulated in th

here are questions set on the critical skills from the two earlier grades, the current grade and the ext grade. The selection of questions from the four grades was done by looking at those conceptat were taught in the two earlier grades and were then extended in the next two grades as well. The rould enable the teacher to identify at which specific grade the knowledge gap is.

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

able 1: Percentage spread of questions

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

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

hese diagnostic questions should be used as a tool for teachers to assess the strengths an reaknesses of learnersfor the purpose of designing teaching and learning strategies that will addres ne individual needs of the learner.

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

#### . THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

The diagnostic resource is divided into sections or questions. Questions are framed to direct teacher possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous onceptual knowledge or lack of comprehension. Each paper has a spread of the content areas an kills that span the entire phase and is extended into the next phase. The texts/topics that have been elected for the Languages questions indicate the concept/skill progression from one grade to the ext

ACQs are constructed in such a way that each distractor provides information on whether the learner as mastered the skill/concept or whether there is a misconception. The distractors are grade eccording to four levels of understanding. Levels one, two and three enlighten the teacher about the ature 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 an application of rules or theorems. Longer responses are constructed so that thought process, writing kills and consolidation and application of content areas and concepts across the subject are onsolidated to arrive at the intended response.

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

- .1 Parts of the resource bank may be used independently at different intervals e.g. as revision activities, informal assessment activities and baseline assessments.
- .2 Certain questions, per skill assessed, may be selected from a section to compile shorter activity,
- .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 Diagnostic tests may also be used as a baseline assessment if administered prior to teaching particular topic/skill/grade. A teacher may want to establish whether learners meet the basic skill
- 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.
- .5 The questions may be used at the beginning of a grade/phase to establish whether learners mee

the conceptual knowledge for the new grade/phase.

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

#### **DESIGN**

able 2 lists and describes the types of errors that correspond to each of the four levels of understanding neapsulated in the language diagnostic test. The distractor rationale as advocated by Pearson, 2004 orms the basis for diagnosing misconceptions. The cognitive levels, difficulty levels and taxonomics stipulated in CAPS are incorporated into the levels of understanding to provide the teacher with olistic information about the level of performance.

more detailed unpacking of the nature of the misconceptions is addressed in the marking guideline feach diagnostic question.

able 2: Levels of Performance for Language MCQs

| Levels of<br>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.   |

ach level of performance is captured in the distractors of all the multiple-choice questions. A questic 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 the nderstanding of the content being tested. The teacher is thus guided towards instruction the pecifically addresses a learner's understanding of a concept or specific content aspect.

#### . MARKING GUIDELINES

#### .1 MULTIPLE CHOICE QUESTIONS (MCQs)

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

#### .2 OPINION QUESTIONS

essons.

hese questions require an opinion and a reason as a response. A scoring guide has been include o 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

#### .3 TRANSACTIONAL AND ESSAY WRITING DIAGNOSTIC RUBRIC

ave been developed according to grade levels and are useful in informing the teacher of how learned hould be scored and awarded scores for each criterion and grade level separately. The teacher outline 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 rade level content but the language competency of this Grade 9 learner is still at Grade 7 lever the teacher would then be able to pay more attention to integrating language skills during the writing the writin the writing the writing the writing the writing the writing the

he diagnostic rubric is designed to span the grades as depicted in Table 1. The assessment critering reconstruction and Format, Length and Planning. The competency descriptor

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

#### .4 LANGUAGE STRUCTURES AND CONVENTIONS

hese questions require learners to apply grammar skills in context to demonstrate their level of nowledge and understanding of all language aspects assessed. This stems from the assumption nat 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

xplains the way in which sentences are structured to construct whole texts that learners learn to ead and write. The marking guidelines provide insight on how to mark the test using scoring guideline in learner performance levels would assist the teacher to identify learners' strengths and weaknessed in thus provide corrective measures and interventions for improved grammar usaged.

able 3: Example of the Marking Guideline(for a MCQ) .1 What is the main idea of the article?

#### able 3: Example of the Marking Guideline(for a MCQ)

#### 1.1 What is the main idea of the article?

| NO. |   | EXPECTED ANSWER   | MARK | DIAGNOSTIC ANALYSIS   | LEVEL OF<br>UNDERSTANDIN | LEVEL OF<br>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                       |       |
|     | 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                       | 9     |
|     | D | The Internet is required to connect to Facebook.          |      | The response is not text-based.   |                          | 1                       |       |

#### able 4: Levels of Understanding that incorporate the two Taxonomies

| 1.1 Level of<br>Unders<br>tanding | Bloom's<br>Taxonomy                 | Descriptors<br>(Incorporation of<br>both taxonomies)   | Barrett's<br>Taxonomy                               | MCQ, Closed response Short response Fill in the blank Choose correct response  Short response MCQ Matching Directed response Closed response Open response |  |
|-----------------------------------|-------------------------------------|--|---|--|--|
| Easy                              | Remembering<br>and<br>Understanding | Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate | Literal<br>comprehensi<br>on/<br>Reorganisatio<br>n |  |  |
| Moderate                          | Application and Analysis            | Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose                           | Inferential<br>comprehensi<br>on                    |  |  |
| Difficult                         | Evaluating and Creating             | Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise                  | Evaluation<br>and<br>Appreciation                   | MCQ<br>Essay writing<br>Transactional<br>writing   |  |

#### . MODERATION

nternal moderation is important in assuring that the marking criteria/guideline is consistently applied nd that there is a shared understanding of the academic standards learners are expected to achieve here should be processes in place for assuring comparability of marks for alternative assessment schools may therefore determine the format for moderation as a standardisation and quality-assuranc neasure.

#### DATA ANALYSIS AND UTILISATION

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

#### 8.1 Purpose of the data analysis

After administering a test the teacher can do own diagnostic analysis to identify a) The overall level of performance of the class or school;

- b) Individual learners or schools that need special intervention;
- c) Groups of learners or schools that need special support and
- d) Subject content areas that require priority attention in teaching and learning.

#### 8.2 Use of basic statistics for analysis

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

- i. Mean (often called average) calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarize all the scores obtained by learners in a test. A high mean score represenhigh 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 od number the median will be a real score that sits half-way between the extreme score 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 = 53. As can be observed, 53 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.

he median does not show what the extreme scores, i.e. the highest and the lowest scores, are

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

#### 8.3 Available tools for data analysis

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

#### 8.4 Preparing data for analysis on Excel

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

- i. Mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
- ii. Enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
- iii. Enter test item numbers in the columns, one after another;
- iv. Enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
- v. Check if all data has been entered correctly (i.e. do thorough data cleaning
- vi. Use correct formulae to calculate the statistics that you want to use to summarize and analyse the test data; and
- vii. Interpret the statistics in terms of what they suggest about performance of individua in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

#### 8.5 Analysis and interpretation

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

#### a) Overall performance

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvemen The median score for the class may be 56% which means that half of the learner 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 strategie 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 indicate 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 measure 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 tim 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.

old Blaghlostic of circl 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 intervention 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. You may administer the tests according to questions.
- 3. You may further break down the sub-questions from different questions according to the skills/ difficulty levels/terms/grades.
- 4. The selection of the questions will depend on the purpose of the assessment. E.g. You may want to check whether the Grade 3 learners in your class are competent in the Grade 1 and 2 reading and phonics component. Hence you will select all the Grade 1 and 2 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 3 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 this order: type of text, subject component, content/concept or skill, grade level of the question, ifficulty level and term (in which the content/skill is taught) e.g.:

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

is thereafter written above each question in the format:

| Narrative | Reading and | Characters in the story | G1 | E | 2 |
|-----------|-------------|-------------------------|----|---|---|
|           | Phonics     |                         |    |   |   |

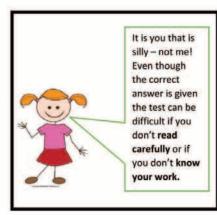
# PART TWO ANSWERING MULTIPLE CHOICE QUESTIONS (MCQs)

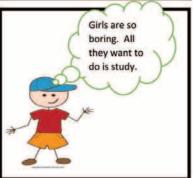


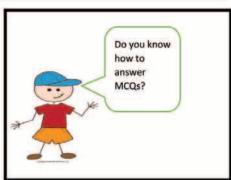
#### ANSWERING MULTIPLE CHOICE QUESTIONS (MCQs)













#### NOTE TO THE TEACHER:

### 1. The Structure of a MCQ Example:

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

A 60098
B 6098
C 968
D 698

KEY

#### **EXPLANATION**

| STEM        | QUESTION          |
|-------------|-------------------|
| DISTRACTORS | INCORRECT OPTIONS |
| KEY         | ANSWER            |

#### 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 require to work out the answer before you are able to choose the correct optio
- 2.3 Read each option cautiously. Delete the options that you are sure incorrect, until you are left with the correct option.
- 2.4 Make sure that the option you have chosen matches what the question require
- 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 LEARNER:

- 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.

## PART THREE PHASE BASED DIAGNOSTIC ITEMS



Read the recipe and answer the questions.

#### **Toffee Apples**

#### Ingredients

10 small apples

4 cups white sugar 1 cup water

<sup>1</sup>/<sub>2</sub> teaspoon vinegar

2 teaspoons red food colouring 10 wooden sticks

#### Method

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

#### Notes

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

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

#### **QUESTIONS**

| Instructional | Reading     | Key features  | Knowledge | 4 | Easy | 1,2,3, |
|---------------|-------------|---|-----------|---|------|--------|
| text          | and Viewing | of the text. Identify the heading of an instruction text. |           |   |      |        |

- 1.1 What will be made, if you follow this recipe?
  - A dipped apples
  - B green apples
  - C toffee apples
  - D sugar apples

(1)

| Instructional | Reading and | Identify specifi | Conceptual | 6 | Moderate | 3 |
|---------------|-------------|------------------|------------|---|----------|---|
| text          | Viewing     | details in text. |            |   |          |   |

- 1.2 When should you stop stirring the mixture? When ...
  - A the mixture is room temperature.
  - B sugar and water are added.
  - C the sugar is dissolved.
  - D the mixture is boiling.

(1)

| Instructional | Reading and | Identify specific | Conceptual | 6 | Moderate | 1,2 |
|---------------|-------------|-------------------|------------|---|----------|-----|
| text          | Viewing     | details in text.  |            |   |          |     |

- 1.3 Which two ingredients are first added into the saucepan?
  - A vinegar and food colouring
  - B apples and white sugar
  - C sugar and water
  - D pan and toffee

| Instructional | Reading and | Identify specific | Conceptual | 6 | Moderate | 3, |
|---------------|-------------|-------------------|------------|---|----------|----|
| text          | Viewing     | details in text.  |            |   |          |    |

- 1.4 How will you know that the toffee is ready?
  - A The toffee has simmered for twenty minutes.
  - B The toffee is at the too hard to crack stage.
  - C The apples are dipped in the toffee.
  - D The toffee has been stirred.

(1)

| Instructional | Reading and | Sequence            | Conceptual | 6 | Moderate | 3 |
|---------------|-------------|---------------------|------------|---|----------|---|
|               | Ŭ           | instructions in the | ,          |   |          |   |
| text          | Viewing     | correct order       |            |   |          |   |

- 1.5 Which sentences gives the correct sequence of instructions for step 5?
  - A Line the tray with baking paper.
  - B Turn off the heat.
  - C Tip your pan.
  - D The sugar will dissolve.

(1)

| Instructional | Reading and  | Make inferences  | Conceptual | 7 | Easy | 3 |  |
|---------------|--|------------------|------------|---|------|---|--|
|               | , and the second |                  |            |   | ·    |   |  |
| text          | Viewing  | using contextual |            |   |      |   |  |
|               |  | 9                |            |   |      |   |  |
|               |  | clues            |            |   |      |   |  |

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

| Instructional | Reading and | Find supporting  | Conceptual | 5 | Difficult | 3,4 |
|---------------|-------------|------------------|------------|---|-----------|-----|
| text          |             | details using    |            |   |           |     |
|               | Viewing     | contextual clues |            |   |           |     |

- 1.7 What should you use to protect your hands when you are dipping the apples?
  - A You don't want toffee on your skin.
  - B When dipping the apples.
  - C You should wear gloves.
  - D Use a wooden spoon.

(1)

| Instructional | Reading and | Draw conclusions | Application | 6 | Difficult | 3 |
|---------------|-------------|------------------|-------------|---|-----------|---|
| text          | Viewing     | using contextual |             |   |           |   |
|               |             | clues            |             |   |           |   |

- 1.8 Why should you work fast with this toffee? It ...
  - A simmers for only twenty minutes.
  - B will melt and become unusable.
  - C sets very quickly.
  - D contains water.

(1)

| Instructional | Reading and | Identify specific   | Knowledge | 4 | Easy | 3,4 |
|---------------|-------------|---------------------|-----------|---|------|-----|
| text          | Viewing     | details in the text |           |   |      |     |

- 1.9 What material are the sticks made of?
  - A ten wooden sticks
  - B from sugar
  - C wooden
  - D wood

| text             |                           | Viewing  |          | the given<br>nation        |        |             |         |        |           |     |
|------------------|---------------------------|--|----------|----------------------------|--------|-------------|---------|--------|-----------|-----|
| 1.10             | How<br>A<br>B<br>C<br>D   | many toffee ap<br>twenty<br>small<br>ten<br>six  | oples    | can be made                | e with | this reci   | pe?     |        |           |     |
|                  |                           |  |          |                            |        |             |         |        |           | (1) |
| Instruct<br>text | ional                     | Language Struct  |          | Break long wor             |        | Application | on      | 6      | Difficult | 1   |
| 1.11.            | Which<br>A<br>B<br>C<br>D | h is the correc<br>co – lour –in<br>co – lou – rir<br>col – our – in<br>col –ou – ring | ng<br>ng | to break the               | word   | 'colourir   | ng' int | o syll | ables?    | (1) |
| Instruct<br>text | ional                     | Language Struct  |          | Identify an uncountable no | oun    | Knowled     | ge      | 5      | Moderate  | 2,4 |
| 1.12.            | Which<br>A<br>B<br>C      | h of the following mixture water apple small   | ing w    | ords is an un              | icount | able nou    | ın?     |        |           |     |

Instructional

Reading and

Draw conclusions

from the given

Conceptual

6

Moderate

3

| Instruct | ional           | Language Structure and Conventions                       | Spelling rules – can identify the initial sound of a word. | knowledge | 6 | Moderate | 1,2 |
|----------|-----------------|--|--|-----------|---|----------|-----|
| 1.13     | Which<br>A<br>B | th word starts with to<br>colouring<br>awkward<br>attack | he 'k'-sound?  |           |   |          |     |
|          | D               | knot   |  |           |   |          | (1) |

| Instructional | Language Structure | Spelling rules | Knowledge | 4 | Easy | 3 |
|---------------|--------------------|----------------|-----------|---|------|---|
| text          | and Conventions    | add -s         |           |   |      |   |

1.14 Choose the plural form of the underlined noun.

'Tip your pan.'

A pannes

B panes

C pan's

D pans

Instructional Language Structure Use demonstrative Knowledge 6 Difficult 1,2,3,4 text and Conventions pronoun Conceptual

1.15 Complete the sentence by using a suitable pronoun.

Use these apples over here, not\_\_\_\_apples over there.

A those

B that

C ten

D the

(1)

| 1.10     | A<br>B<br>C<br>D   | the toffee low heat cooking simmer                                 | ext, for boiling slov                                     | viy .          |        |           | (1)     |
|----------|--|--|---|----------------|--------|-----------|---------|
| Instruct | tional   | Language Structure and Conventions                                 | Identify compound words                                   | Knowledge      | 4      | Difficult | 1,4     |
| 1.17     | Whice A B C D  | h is the correct con<br>saucepots<br>saucepan<br>panning<br>saucer | nbination of the wor                                      | rds 'sauce' ar | nd 'pa | ın'?      | (1)     |
| Instruct | tional   | Language Structure and Conventions                                 | Identify the conjunction that best connects two sentences | Conceptual     | 6      | Difficult | 1,2,3,4 |
| 1.18     | <ul> <li>1.18 Which is the best option to join the two sentences below? 'Tip the pan.' 'The toffee drips over the apples.'</li> <li>A Tip the pan so that the toffee drips over the apples.</li> <li>B Tip the pan and the toffee drips over the apples.</li> <li>C Tipping the pan will drip toffee over the apples.</li> <li>D The sentences are best joined with apples.</li> </ul> |  |   |                |        |           |         |
|          |  |  |   |                |        |           | (1)     |

Identify synonyms

from context

Find a synonym, in the text, for 'boiling slowly'.

Conceptual

7

Easy

1,3

Instructional

text

1.16

Language Structure

and Conventions

|                      | ıal 6 Easy 2 |  |
|----------------------|--------------|--|
| text and Conventions |              |  |

1.19 What is the phrasal verb in the sentence below?

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

A turn dip

B tip turn off

C can tip

D to dip

(1)

| Instructional | Language Structure | Sentence structures | Application | 6 | Moderate | 1,4 |
|---------------|--------------------|---------------------|-------------|---|----------|-----|
| text          | and Conventions    | command form        |             |   |          |     |

1.20 Write the following sentence in the command form:

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

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

(1)

TOTAL 20

Read the story below and answer the questions.

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

#### **QUESTIONS**

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

- 1. Choose the most suitable title for the text.
  - A One evening my granny was very ill
  - B The title is the name of the story
  - C My brave deed
  - D The burglary

(1)

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

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

(1)

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

- 3. What happened right after the child broke his father's fingers with the bat?
  - A They went to the emergency room at the hospital.
  - B It happened that the father's fingers were broken.
  - C They phoned the police to catch the burglar.
  - D His dad had four broken fingers that hurt.

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

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

(1)

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

5. Complete the sentence.

If the parents did not forget their key then ...

- A the father's fingers would not have been broken.
- B the granny would not have become very ill.
- C they would not have needed a locksmith.
- D the boy would not have had a cricket bat.

(1)

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

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

| , | Whic             | h santanca ta                  |   |                            |     |     |
|---|------------------|--------------------------------|---|----------------------------|-----|-----|
| ( | A<br>B<br>C<br>D | I couldn't go<br>The burglar v | Ils you that the chiwith them and wan was rattling the wire beating at a terrily has start. | nted to stay andow loudly. | ne. |     |
|   |                  |                                |   |                            |     | (1) |

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

- 8. How would you describe the boy? He is ...
  - A a good cricket player.
  - B very good looking.
  - C quite foolish.
  - D very brave.

(1)

| Story |     | Reading and<br>Viewing | Scanning for supporting details | Conceptual | 4 | Moderate | 3,4     |
|-------|-----|------------------------|---------------------------------|------------|---|----------|---------|
| 9.    | The | name of the o          | child's father is               |            |   |          | (1)     |
| Story |     | Reading and            | Vocabulary                      | Conceptual | 6 | Moderate | 1,2,3,4 |

#### 10. What is a window pane?

Viewing

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

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

11. What is the present tense of the sentence?

'My granny was very ill.'

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

(1)

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

12. What is the possessive form of

'the bat belonging to the child'?

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

(1)

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

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

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

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

| Sto | ory | Language Structure and Conventions                 | Plurals -y change to -ies | Knowledge | 5 | Moderate | 3 |
|-----|-----|--|---------------------------|-----------|---|----------|---|
| 14  |     | anny visits us regular<br>at is the plural of 'gra |                           |           |   |          |   |
|     | Α   | grannies   |                           |           |   |          |   |

(1)

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

15. 'I tiptoed <u>into</u> the dark passage.'

Identify the part of speech of the underlined word.

A preposition

granny's

gogos

grans

B C

D

B adjective

C speech

D adverb

(1)

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

- 16. Identify the sentence that implies you have permission to stay at home.
  - A I did not stay at home.
  - B I must stay at home.
  - C I may stay at home.
  - D I can stay at home.

| Story   | Reading and Viewing<br>Language Structure | Key features of a text mood | Application | 7 | Easy | 2,3,4 |
|---------|---|-----------------------------|-------------|---|------|-------|
| 17. Wha | t is the mood of the suspenseful          | text?                       |             |   |      |       |

B instinctively

C humorous

D drama

(1)

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

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

A rethinking

B suddenly

C tiptoe

D key

(1)

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

19. Which is the question answered by the sentence:

'I heard noises at my parents' bedroom window.'

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

| 20. | Wha | t is the message of the story?                                   |
|-----|-----|--|
|     | Α   | After a while I became sleepy and switched off the bedside lamp. |
|     | В   | Do not lash out blindly as you never know whom you may hurt.     |
|     | С   | It is your responsibility to protect your home.                  |
|     | D   | Grandparents can become ill at any time.                         |

Draw conclusions

Application

6

Difficult

Reading and Viewing

Story

(1)

TOTAL 20

3

#### Read the poem below and answer the questions.

|   | Dust if you Must   |
|---|--|
| 1 | Dust if you must, but wouldn't it be better  To paint a picture, or write a letter,  |
|   | Bake a cake, or plant a seed;  |
| 2 | Ponder the difference between want and need?   |
| 3 | Dust if you must, but there's not much time, With rivers to swim, and mountains to climb; Music to hear, and books to read;                    |
|   | Friends to cherish, and life to lead.  |
| 4 | Dust if you must, but the world's out there With the sun in your eyes, and the wind in your hair;  |
|   | A flutter of snow, a shower of rain, This day will not come around again.  |
| 5 | Dust if you must, but bear in mind, Old age will come and it's not kind. And when you go (and go you must) You, yourself, will make more dust. |
|   | Rose Milligan  |
|   | [http://www.ellenbailey.com/poems/ellen_218.htm]   |
|   |  |

#### **QUESTIONS**

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

- 1. What is the rhyming pattern used in stanza one?
  - A rhyme words
  - B better letter
  - C abba
  - D aabb

(1)

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

- 2. How do you know that the given words are important in the poem? "Dust if you must"
  - A Dusting is important in every household.
  - B It is repeated four times in the poem.
  - C Dust if you must, but bear in mind.
  - D It is the title of the poem.

(1)

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

- 3. What is the message of the poem?
  - A Dust if you must, but wouldn't it be better to write a letter.
  - B Working is not the most important thing in life.
  - C All people must dust every day of their lives.
  - D Forget dusting and enjoy your life.

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

- 4. What is the theme of the poem?
  - A Have an adventure
  - B Dust everywhere
  - C Quality of life
  - D Plant a seed

(1)

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

- 5. Which option is an example of assonance?
  - A old age isn't kind
  - B a flutter of snow
  - C paint a picture
  - D bake a cake

(1)

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

- 6. What do you do when you 'ponder' something? You ...
  - A wonder about something.
  - B think about something.
  - C ponder the difference.
  - D know something.

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

- 7. What is meant with the statement: "You, yourself, will make more dust".
  - A After death your body will turn into dust.
  - B You are also making the house dirty.
  - C Old age will come and it's not kind.
  - D Everyone has to grow old.

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

- 8. What is discussed in stanza three?
  - A The world's out there
  - B Your eyes and hair
  - C Things of nature
  - D Planting a seed

(1)

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

- 9. What is the mood/tone of the poem? It is ...
  - A very moody.
  - B full of dust.
  - C a warning.
  - D cheerful.

| Poem |          | Reading and Viewing             | Text structure   | Knowledge | 4 | Easy | 1,2,3,4 |
|------|----------|---------------------------------|------------------|-----------|---|------|---------|
| 10.  | How<br>A | many lines do<br>thirteen lines | es the poem cons | ist of?   |   |      |         |
|      | $\wedge$ |                                 | )                |           |   |      |         |
|      | В        | sixteen lines                   | 3                |           |   |      |         |
|      | С        | four lines                      |                  |           |   |      |         |

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

- 11. What does the author mean when she says, "Old age will come and it's not kind"?
  - A Old age causes many problems.
  - B Dusting will improve your health.
  - C Old age brings many problems.
  - D Dusting causes old age.

(1)

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

- 12. In the first paragraph find a word for 'something that you cannot do without'.
  - A snow

D

five lines

- B letter
- C need
- D want

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

- 13. Choose the best sentence to describe the expression below. "This day will not come around again."
  - A Today has passed and will never come again.
  - B You have wasted valuable time while dusting.
  - C The day has become round not square.
  - D Use your time to enjoy life.

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

14. What is the meaning of: "and go you must"? It means that everybody will ...

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

(1)

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

- 15. What is the name of the poet?
  - A Dust if you Must
  - B Rose Milligan
  - C Ellen Bailey
  - D Dust

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

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

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

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

(1)

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

17. In the poem the word 'dust' is mostly used as a verb.

Which is the sentence where 'dust' is used as a noun?

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

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

- 18. Which is the sentence that shows the homophone of "bear", as used in the poem?
  - A The bear attacked a man on the mountain.
  - B She walks with bare feet when she dusts.
  - C There is something you must remember.
  - D He does not have a care in the world.

| Poem | Language Structures and Conventions | Parts of speech Identify an interjection | Concep-<br>tual | 6 | Moderate | 3 |  |
|------|-------------------------------------|--|-----------------|---|----------|---|--|
|      |                                     |  |                 |   |          |   |  |

- 19. In which option is an interjection used?
  - A Oh no! Look at all this dust!
  - B Start dusting immediately!
  - C Mom asked us to dust.
  - D Should we dust here?

| Poem | Language Structures | Parts of speech       | Conceptual | 4 | Moder-<br>ate | 2 |
|------|---------------------|-----------------------|------------|---|---------------|---|
|      | and Conventions     | Identify an adverb of |            |   | ale           |   |
|      |                     | place                 |            |   |               |   |

- 20. Which sentence has an adverb of place?
  - A She dusted all day yesterday.
  - B The house is very dusty.
  - C She dusts everywhere.
  - D I can dust quickly.

(1)

| Poem | Language Structures | Tenses     | Concep- | 5 | Easy | 1 |
|------|---------------------|------------|---------|---|------|---|
|      | and Conventions     | past tense | tual    |   |      |   |

- 21. 'We dust.' Which option shows the simple past tense form of the sentence? We ...
  - A We were dusting.
  - B We have dusted.
  - C We are dusting.
  - D We dusted.

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

22. 'Cherish your friends.'

Which option shows this sentence in the negative form?

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

(1)

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

- 23. Choose the correctly punctuated sentence.
  - A Dust When You Must?
  - B Dust when you must.
  - C dust when you must
  - D dust when you must.

(1)

|  | Language Structures and Conventions | Parts of speech Complete a sentence with a preposition (position) | Concep-<br>tual | 5 | Easy | 1,4 |
|--|-------------------------------------|---|-----------------|---|------|-----|
|--|-------------------------------------|---|-----------------|---|------|-----|

24. Complete the sentence with a suitable preposition.

The sun shines\_\_\_your eyes.

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

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

25. Choose the option which best completes the sentence.

Dust if you must ...

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

(1)

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

- 26. Choose a word that rhymes with age.
  - A damage
  - B aging
  - C bagel
  - D page

| Poem | Language Structures and Conventions | Tenses Write a sentence in the | Concep-<br>tual | 6 | Moderate | 2,4 |
|------|-------------------------------------|--------------------------------|-----------------|---|----------|-----|
|      |                                     | future tense                   |                 |   |          |     |

- 27. 'The chef bakes a cake for the party.' Which option shows the future tense form of the sentence?
  - A The chef must bake a cake for the party.
  - B The chef was baking a cake at the party.
  - C The chef is baking a cake for the party.
  - D The chef will bake a cake for the party.

| Poem | Language Structures and Conventions | Sentence structures Write a sentence in the | Conceptual | 6 | Moder-<br>ate | 1,2,3 |
|------|-------------------------------------|---|------------|---|---------------|-------|
|      |                                     | question form                               |            |   |               |       |

28. Select the question form of the sentence below.

'You are writing a book.'

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

(1)

| Poem | Language Structures and Conventions | Tenses Write a sentence in the present progressive | Conceptual | 6 | Moder-<br>ate | 1,2,3 |
|------|-------------------------------------|--|------------|---|---------------|-------|
|      |                                     | tense  |            |   |               |       |

- 29. Which option shows the present progressive tense form of the sentence? 'We paint a picture.'
  - A We had been painting a picture.
  - B We are painting a picture.
  - C We will paint a picture.
  - D We painted a picture.

(1)

TOTAL 29

### TEXT 4

Read the information text and answer the questions.

Pink Lady Apple

**Different Types of Apples** 

Pink Lady Apple

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

### Golden Delicious Apple

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

### **Granny Smith Apple**

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

# Gala Apple (Royal Gala)

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

| Types of ap-<br>ples | Month        | Months of the year when the apples are readily available |       |       |     |      |      |        |                |
|----------------------|--------------|--|-------|-------|-----|------|------|--------|----------------|
|                      | Janu-<br>ary | Febru-<br>ary  | March | April | May | June | July | August | Septem-<br>ber |
| Pink Lady            |              |  |       |       | 8   | Ö    | 0    | 8      |                |
| Golden Delicious     |              |  |       |       | **  | Ö    |      |        |                |
| Granny<br>Smith      |              |  |       | 8     | 8   | Ö    | Ö    | 8      |                |
| Gala Apple           |              |  | **    | 7     | 7   |      |      |        |                |

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

### **QUESTIONS**

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

- 1. How many different types of apples are described in the text?
  - A nine
  - B five
  - C four
  - D one

(1)

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

2. The word\_\_\_\_\_indicates that the Pink Lady Apple is half a Golden Delicious Apple and half a Lady Williams Apple.

(1)

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

- 3. What makes the Granny Smith Apple distinctive?
  - A The apple has an acidy flavour.
  - B You can use it for cooking.
  - C Solid bright red blush.
  - D It has a round shape.

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

- 4. During which month are the most apples available?
  - A Granny Smith
  - B Red blush
  - C March
  - D May

| lext            |                           | viewing  |  |                                     |        |            |         |
|-----------------|---------------------------|--|--|-------------------------------------|--------|------------|---------|
| 5.              | Durin<br>A<br>B<br>C<br>D | g which seaso<br>Summer<br>Drought<br>Autumn<br>Easter | on in South Africa will t  | here be no ap                       | ples a | available? |         |
|                 |                           |  |  |                                     |        |            | (1)     |
| Informa<br>text | ation                     | Reading and<br>Viewing                                 | Scanning for supporting details  | Conceptual                          | 5      | Easy       | 1,2,3,4 |
| 6.              | The (                     | Gala Apple is a  | also known as the  | Gala                                | Appl   | e.         | (1)     |
| Informa<br>text | ation                     | Reading and<br>Viewing                                 | Drawing conclusions Intention of the writer  | Application                         | 6      | Moderate   | 1,2,3,4 |
| 7.              | What<br>A<br>B<br>C<br>D  | It gives inform<br>It is great for<br>It gives the di  | intention with the text<br>nation about apples ar<br>cooking and can be us<br>fferent types of apples<br>to make apples. | nd their availat<br>sed for eating. | -      |            |         |
|                 |                           |  |  |                                     |        |            | (1)     |
| Informa<br>text | ation                     | Reading and<br>Viewing                                 | Vocabulary development Paraphrased idioms  | Application                         | 6      | Easy       | 1,2,3,4 |
| 8.              | Whic                      | h idiom best fi  | ts the text?   |                                     |        |            |         |

Application

Making inferences

Easy

1,2,3,4

A One rotten apple spoils the whole barrel.

B An apple a day keeps the doctor away.

C A round apple with a rich green skin.

D Comparing apples and pears.

Information

Reading and

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

- 9. Why does the author make a comparison between the flavours of the Royal Gala Apple and the Golden Delicious Apple?
  - A The Golden Delicious has a pleasant sweet flavour and a good aroma.
  - B People who prefer sweet things will know which apple to buy.
  - C The Royal Gala has dense flesh with a sweeter flavour.
  - D People will know which is best for cooking.

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

10. In the text apples are given human qualities.

Why is this statement true?

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

People love to eat apples and to cook with them.

(1)

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

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

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

- 12. Which option shows the correct punctuation?
  - A Mr Jakes Moshane is the owner of Crown Apple Farm near
  - B Ceres.
  - C He drives a toyota that he bought in Cape Town on his farm.
  - D She is a learner at Johannesburg primary school.

Susan has been sick since last week wednesday.

(1)

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

13. What should the verb in brackets change to?

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

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

The Pink Lady is a type of apple.

(1)

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

14. Identify the preposition in the sentence.

'It is great for cooking.'

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

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

- 15. Which option shows the correct word order?
  - A Eats the apple the bird.
  - B The bird the apple eats.
  - C The bird eats the apple.
  - D The apple the bird eats.

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

16. 'The first apple of the season is ripe.'

Which word in the sentence is the determiner?

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

(1)

| Information | Language structure | Parts of speech | Conceptual | 5 | Moder- | 4 |
|-------------|--------------------|-----------------|------------|---|--------|---|
| text        | and conventions    | Interjections   |            |   | ate    |   |

- 17. Which is the option that shows an example of an interjection?
  - A Might these apples have poison on?
  - B The apples were sprayed for bugs.
  - C Ugh! There is a worm in my apple.
  - D Stop, that apple has poison on!

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

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

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

(1)

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

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

'The apples are ripe".

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

(1)

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

20. Choose the correct comparative form of 'delicious'.

"It is a delicious apple."

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

### TEXT 5

Read the drama and answer the questions.

# One Rice, Thousand Gold

Cast:

**Narrator** 

Old Woman

Jack

Boys and girls playacting stage directions

Narrator: Jack was a very poor boy. His family had nothing to eat. Every day,

Jack went to the river to fish. He sat and he sat, but there were no fish. The other fisher men caught many fish but Jack caught none. (Boys pretending to catch fish.) Along the riverbank the women washed their

clothes. (Girls pretending to wash clothes.)

Old Woman: That boy is as skinny as the stick in his hand! You look hungry.

Please eat this bowl of rice.

Jack: (Bows) Thank you, old woman.

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

Old Woman: Young man I can give you a bowl of rice every day. But you are young

and strong. You must learn to earn your own bowl of rice. Then you will

become a man and feed your own family.

Jack: I see that you are right old woman. I will go out to make my own

fortune. And when I do I will repay your kindness.

Narrator: So, Jack stood up from the bank and went off to make himself a man in

the world. Jack was brave and kind. He did many good things. He helped everyone. The people loved him so much that they made him king. Jack went to the river to find the old woman. He bowed down

when he found her.

Jack: Old woman, I promised I would pay you back someday. Please take

these thousand pieces of gold.

Narrator: In China, when someone repays someone's kindness with a rich

reward, you might say, "One Rice Thousand Gold".

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

# **QUESTIONS**

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

- 1. What is the person who tells the story in the drama called?
  - A Jack was a very poor boy
  - B The author of the story
  - C The narrator
  - D Jack

(1)

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

- 2. Where does the drama take place?
  - A brave, kind and very poor boy
  - B thousands of years ago
  - C in China, next to a river
  - D close to Jack's home

(1)

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

- 3. What is the title of the drama?
  - A One Rice, Thousand Gold in China
  - B One Rice, Thousand Gold
  - C Http://www.csjs.tc.edu.tw
  - D The cast of the drama

| Drama Reading and Characterisation  Viewing Description of character | Concep-<br>tual | 6 | Moderate | 1,2,3,4 |
|--|-----------------|---|----------|---------|
|--|-----------------|---|----------|---------|

- 4. How would you describe the old woman's character? She ...
  - A was old and full of wrinkles.
  - B gave Jack a bowl of rice.
  - C was foolish and kind.
  - D was kind and wise.

| Drama | Reading and | Figurative language          | Conceptual | 5 | Easy | 4 |
|-------|-------------|------------------------------|------------|---|------|---|
|       | Viewing     | Identify figures of speech - |            |   |      |   |
|       |             | a simile                     |            |   |      |   |

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

(1)

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

- 6. What is the message of the drama?
  - A One should always repay good with good.
  - B When you are hungry, catch fish.
  - C Always repay good with evil.
  - D Rice is like a thousand gold.

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

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

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

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

They are both ...

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

(1)

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

- 9. Who is the main character in the drama?
  - A The old king
  - B A fisherman
  - C Jack
  - D Fish

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

- 10. How did Jack show respect to the old woman? He ...
  - A was a member of the cast.
  - B bowed down before her.
  - C ate her bowl of rice.
  - D sat and he sat.

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

- 11. Which is the option that shows the given words in the correct alphabetical order? river; reward; rich; rice
  - A rice ,rhyme, rhino; rhythm
  - B reward; rice; rich; river
  - C reward; rich; rice; river
  - D river; rice; rich; reward

(1)

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

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

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

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

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

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

Jack (to catch) a fish at that moment.

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

(1)

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

- 14. Which sentence has an adverb of time?
  - A Yesterday she gave Jack rice.
  - B She often gives Jack rice.
  - C She gives Jack hot rice.
  - D Jack loved her rice.

(1)

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

15. Choose the correct negative form of the sentence.

Jack stood up from the riverbank.

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

| Drama | Language structure and conventions | Modal verbs Identify modal verbs that      | Conceptual  | 6 | Difficult | 1 |
|-------|------------------------------------|--|-------------|---|-----------|---|
|       |                                    | show ability                               |             |   |           |   |
| 40    | 1-1                                | and a file of the all the annual features. | 41 1- 114 4 |   |           |   |

- 16. Identify the sentence that implies you have the ability to do something.
  - A I see that you are right.
  - B I have to catch a fish.
  - C I may catch a fish.
  - D I can catch a fish.

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

17. Complete the following sentence.

The old woman gave Jack rice...

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

(1)

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

18. Identify the adjective in the sentence below.

The young man walks slowly to the river.

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

|     | and d | onventions     | wn- pronoun questions             |              |    |  |     |  |  |
|-----|-------|----------------|-----------------------------------|--------------|----|--|-----|--|--|
| 19. | Whic  | ch is the ques | stion that the sentence l         | oelow answer | s? |  |     |  |  |
|     | 'The  | woman was      | hed clothes in the river.         | ı            |    |  |     |  |  |
|     | Α     | Was the rive   | er the closest place to h         | er home?     |    |  |     |  |  |
|     | В     | What did th    | e women wash in the ri            | ver?         |    |  |     |  |  |
|     | С     | Where was      | Where was the woman at that time? |              |    |  |     |  |  |
|     | D     | William Was    |                                   |              |    |  |     |  |  |
|     |       | Did she was    | sh clothes for money?             |              |    |  |     |  |  |
|     |       |                |                                   |              |    |  | (1) |  |  |
|     |       |                |                                   |              |    |  |     |  |  |

Interrogative pronouns

Conceptual

6

Moder-

ate

1,4

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

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

A repaid

Language structure

Drama

B roots

C pay

D re-

TOTAL 20

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

### TRANSACTIONAL WRITING

Instructions:

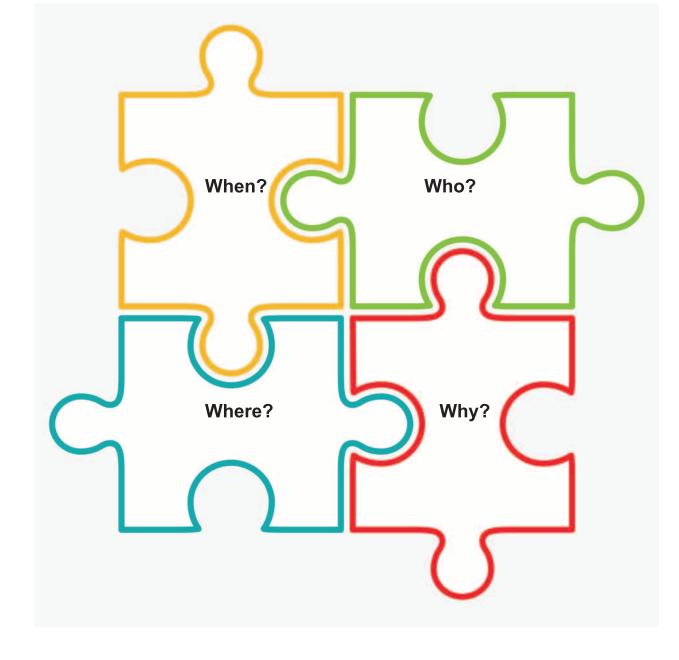
Choose ONE of the topics numbered one to four.

### Question 6 Factual recount

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

### **Guidelines:**

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



Write your final eye witness report on this page.

On

First

Next

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

Finally

### Question 7 Dialogue

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

### Write the dialogue using the correct format.

### Guidelines:

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

### Use the space below to plan your dialogue:

# Write your dialogue on this page:

| Me:        |
|------------|
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
| My friend: |
|            |
|            |
|            |
|            |
|            |
| la.        |
| Me:        |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
| My friend: |
| Wy Mona.   |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |
|            |

# Question 8 Friendly letter

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

### Guidelines:

- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- You must write between 80 100 words.
- The following aspects of format should be included: Address of sender

  Datereeting/Salutation Suitable ending ame of sender
- You will be assessed on content, language construction, planning and the length of your writing and the format of your letter.

### Use the space below to plan your letter:

|           | <u> </u>     |
|-----------|--------------|
|           |              |
|           | -            |
|           | <del>.</del> |
|           |              |
|           |              |
|           |              |
|           | 12           |
|           |              |
|           |              |
| <u>ei</u> |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
| 8         |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
|           |              |
| S 255     |              |
|           |              |
|           |              |
|           |              |

Use this frame to write your letter:

# Question 9 Book review

# Write a book review about a book you have read recently. Guidelines:

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

### Use the frame below to help you plan your review:



| My Book Review   |
|--|
|  |
| Title of the book:   |
|  |
| Author of the book:  |
|  |
|  |
| Who are the characters?  |
|  |
|  |
| Which is your favourite character? Give a reason for your answer.              |
|  |
|  |
|  |
| What happens in the story?   |
|  |
|  |
|  |
|  |
|  |
| What did you enjoy most in the story? What made you happy or sad in the story? |
|  |
|  |
|  |
| Would you recommend this book to your friends?                                 |
|  |

Use the frame below to write your book review:

# DIAGNOSTIC RUBRIC FOR TRANSACTIONAL WRITING GRADE 6 FIRST ADDITIONAL LANGUAGE

| Criteria               | GRADE 7  | GRADE 6   | GRADE 5  | GRADE 4  |
|------------------------|--|---|--|--|
|                        | 7  | 9   | 3-5  | 0-2  |
|                        | <ul> <li>Complete adherence to the topic.</li> </ul>                       | <ul> <li>Adheres to the topic with minor</li> </ul>                 | <ul> <li>Some adherence to the topic.</li> </ul>                             | <ul> <li>Completely off the topic.</li> </ul>                              |
| CONTENT                | <ul> <li>Outstanding response beyond the</li> </ul>                        | deviations.   | <ul> <li>Basic response demonstrating</li> </ul>                             | <ul> <li>Response reveals no knowledge</li> </ul>                          |
| (Response:             | normal expectations of the   | <ul> <li>Adequate response</li> </ul>                               | some knowledge of the  | of the features of the   |
| organisation of ideas. | features of the transactional text   | demonstrating knowledge of  | features of the transactional  | transactional text type  |
| awareness of purpose ) | type.  | the features of the   | text type  | <ul> <li>Not able to express ideas clearly/</li> </ul>                     |
| (0004 :54 :0000 :54:54 | <ul> <li>Exceptional development of content.</li> </ul>                    | transactional text type.  | <ul> <li>Some focus but some of the</li> </ul>                               | ideas are repetitive.  |
| 7 MADKS                | <ul> <li>Writing contains exceptional detail</li> </ul>                    | <ul> <li>Content stays on the topic.</li> </ul>                     | content is off the topic.  | <ul> <li>Details do not support the topic.</li> </ul>                      |
|                        | added to the text.   | <ul> <li>Details support the topic.</li> </ul>                      | <ul> <li>Few details support the topic.</li> </ul>                           | <ul> <li>Purpose not achieved.</li> </ul>                                  |
|                        | <ul> <li>Outstanding achievement of purpose.</li> </ul>                    | <ul> <li>Purpose achieved.</li> </ul>                               | <ul> <li>Partial achievement of purpose.</li> </ul>                          |  |
|                        | 7  | က   | 2  | 0-1  |
| LANGUAGE               | <ul> <li>Effective and correct sentence</li> </ul>                         | <ul> <li>Correct sentence structure.</li> </ul>                     | <ul> <li>Some errors in sentence structure.</li> </ul>                       | <ul> <li>Poor sentence structure.</li> </ul>                               |
| STRUCTURE              | structure.   | <ul> <li>Register, style, tone is</li> </ul>                        | <ul> <li>Register, style, tone is</li> </ul>                                 | <ul> <li>Register, style, tone is completely</li> </ul>                    |
| (Sentence structure;   | <ul> <li>Register, style, tone is highly</li> </ul>                        | appropriate to the purpose and                                      | inappropriate for the purpose and  | inappropriate for the purpose and  |
| register, style ,tone; | appropriate to the purpose and   | context of the type of  | context of the type of   | context of the type of transactional                                       |
| word choice; language  | context of the type of transactional                                       | transactional text.   | transactional text.  | text.  |
| use, spelling and      | text.  | <ul> <li>Appropriate vocabulary linked</li> </ul>                   | <ul> <li>Limited use of appropriate</li> </ul>                               | <ul> <li>Vocabulary is not appropriate</li> </ul>                          |
| punctuation)           | <ul> <li>Exceptional use of appropriate</li> </ul>                         | to the topic.   | vocabulary linked to the topic.  | for the topic  |
|                        | vocabulary linked to the topic.  | <ul> <li>Few errors in language usage,</li> </ul>                   | <ul> <li>A large number of errors in</li> </ul>                              | <ul> <li>Language usage,</li> </ul>  |
| 4 MARKS                | <ul> <li>Correct language usage,<br/>spelling and princtilation</li> </ul> | spelling and punctuation.   | language usage, spelling and   | spelling and punctuation   |
|                        | 4  | က   | 2  | 0  |
|                        | <ul> <li>Appropriate and accurate format.</li> </ul>                       | Appropriate format with   | Necessary rules of format  | <ul> <li>Necessary rules of format not</li> </ul>                          |
| FORMAT                 | <ul> <li>Response does not exceed 120</li> </ul>                           | minor inaccuracies.   | vaguely applied.   | applied.   |
| LENGTH AND             | words.   | <ul> <li>Response is 80-100 words in</li> </ul>                     | <ul> <li>Response is too short (60-80</li> </ul>                             | <ul> <li>Response is too short (40-60</li> </ul>                           |
|                        | <ul> <li>Planning has produced a</li> </ul>                                | length.   | words in length).  | words in length).  |
| PLANNING 4             | flawlessly presentable and   | Response is too long but does not                                   | Response is too long (140-160  | Response is too long (exceeds  |
|                        | well-craffed text.   | exceed 140 words.   | words III length).   |  |
| MARKS                  |  | <ul> <li>Planning has produced a good, presentable text.</li> </ul> | <ul> <li>Planning has produced a<br/>moderately presentable text.</li> </ul> | <ul> <li>Inadequate planning nas resulted in a poorly presented</li> </ul> |
|                        |  | -   |  | text.  |

# ADDITIONAL LANGUAGE

| CRITERIA   | MARK<br>ALLOCATED | LEARNER<br>SCORE |
|------------|-------------------|------------------|
| CONTENT    | 7                 |                  |
| LANGUAGE   | 4                 |                  |
| CONSTRUC-  |                   |                  |
| TION       |                   |                  |
| FORMAT,    |                   |                  |
| LENGTH AND | 4                 |                  |
| PLANNING   | 4                 |                  |
| TOTAL      | 15                |                  |

### Question 10 CREATIVE WRITING

### **Guidelines:**

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

### Choose ONE of the topics below:

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



Write your essay in on this page:

## DIAGNOSTIC RUBRIC FOR ESSAY GRADE 6 FIRST ADDITIONAL LANGUAGE

| Criteria   | GRADE 7  | GRADE 6  | GRADE 5  | GRADE 4   |
|--|--|--|--|---|
|  | 2  | 9  | 3-5  | 0-2   |
| CONTENT<br>(Response; organisation<br>of ideas; awareness of<br>purpose )<br>7 MARKS   | <ul> <li>Complete adherence to the topic.</li> <li>Intelligent, thought –provoking and mature ideas.</li> <li>Exceptionally well organised (introduction, body and conclusion/ending) detailed and coherent</li> <li>Excellent development of topic</li> <li>Outstanding achievement of purpose.</li> </ul>  | <ul> <li>Adheres to the topic with minor deviations.</li> <li>Ideas are reasonably coherent and convincing.</li> <li>Essay is organised (introduction, body and conclusion/ending) and coherent.</li> <li>Logical development of topic.</li> <li>Purpose achieved.</li> </ul>  | Some adherence to the topic.     Able to express some ideas clearly.     Essay shows little evidence of organisation (introduction, body and conclusion/ ending).and coherence     Essay makes some sense.     Partial achievement of purpose  | Completely off the topic.     Not able to express ideas clearly/ ideas are repetitive.     No evidence of organisation (introduction, body and conclusion/ ending).and coherence     Muddled handling of topic/ essay does not make sense.  |
|  | 4  | c.   | 0  | Fulpose Hot acilieved.  |
| STRUCTURE (Sentence structure; register, style, tone; word choice; language use spelling and punctuation) 4 MARKS PLANNING, STRUCTURE AND LENGTH | Register, style, tone is highly appropriate to the purpose and context of the essay  Effective use of wide range of vocabulary linked to the topic.  Correct language usage, spelling and punctuation.  Planning has produced a flawlessly presentable and well-crafted essay.  Effective introduction and conclusion.  Essay has at least 3 – 5 paragraphs. | Register, style, tone is appropriate to the purpose and context of the essay Fairly wide range of vocabulary linked to the topic Few errors in language usage, spelling and punctuation  Planning has produced a good, presentable essay. Good introduction and conclusion. Essay is at least 150 words. Essay is too long but does not executed and one of the essay is too long but does not executed. | Register, style, tone is inappropriate for the purpose and context of the essay Adequate vocabulary linked to the topic A large number of errors in language usage, spelling and punctuation.  Planning has produced a moderately presentable essay. Adequate introduction and conclusion.  Essay is too short (less than 100 words in langual). | Register, style, tone is completely inappropriate for the purpose and context of the essay.     Limited vocabulary linked to the topic bunctuation seriously flawed.  O-1     Inadequate planning has resulted in a poorly presented essay.     Ineffective or no introduction, no conclusion.     Essay is too short (less than 50). |
| 4 MARKS  | Essay does not exceed 180 words in length.   |  | Essay is too long (exceeds 220 words in length).   | words in length).  • Essay is too long (exceeds 250 words in length).   |

## SCORING GUIDE FOR ESSAY GRADE 6 FIRST ADDITIONAL LANGUAGE

| CRITERIA                             | MARK<br>ALLOCATED | LEARNER<br>SCORE |
|--------------------------------------|-------------------|------------------|
| CONTENT                              | 7                 |                  |
| LANGUAGE<br>CONSTRUCTION             | 4                 |                  |
| PLANNING,<br>STRUCTURE AND<br>LENGTH | 4                 |                  |
| TOTAL                                | 15                |                  |



## DIAGNOSTIC MARKING GUIDELINE ENGLISH FAL

**GRADE 6** 

| ON  | Expected answer                         | Mark | Diagnostic Analysis   | Level of<br>understand | Level of<br>perfor- | Grade |
|-----|---|------|---|------------------------|---------------------|-------|
|     | Text 1                                  |      |   |                        |                     |       |
|     | A dipped apples                         |      | One of the instructions is 'to dip' the apples. This has been turned into a name. Some inferencing has taken place.   | 3                      |                     |       |
| 1.1 | B green apples                          |      | The answer is not text based. Nowhere in the text is there an indication that the apples are green.   | 1                      |                     |       |
|     | C toffee apples                         | 1    | Correct response  | 4                      | Е                   | 4     |
|     | D sugar apples                          |      | Toffee apples are sweet and sugar is needed to make these apples. The learner overgeneralises this fact.  | 2                      |                     |       |
|     | A When the mixture is room temperature. |      | The answer is not text based. The apples must cool to room temperature, but 'room temperature' is never used in conjunction with the mixture.                       | 1                      |                     |       |
| 1.2 | B When sugar and water are added.       |      | This is related to the question because the sugar must be added before it can dissolve.   | 2                      |                     |       |
|     | C When the sugar is dissolved.          | 1    | Correct response  | 4                      | М                   | 6     |
|     | D When the mixture is boiling.          |      | The answer is related to the correct response, you will not be stirring when the mixture is boiling. This is however not the point at which you will stop stirring. | 3                      |                     |       |

| NO  | Expected answer                                 | Mark | Diagnostic Analysis   | Level of understand | Level of<br>perfor- | Grade |
|-----|---|------|---|---------------------|---------------------|-------|
|     | A vinegar and food colouring                    |      | The vinegar and the food colouring are also added to the pan, but only after the sugar and water have been added to the pan. The learner makes mistakes with the interpretation of the information. | 3                   |                     |       |
| 1.3 | B apples and white sugar                        |      | These are related to the question because they are both used to make the toffee apples. The apples however are not added to the pan. The learner is overgeneralising the information.               | 2                   |                     |       |
|     | C sugar and water                               | 1    | Correct response  | 4                   | М                   | 6     |
|     | D pan and toffee                                |      | The answer is not text based. The pan is what the ingredients are added to. The toffee is what is finally formed inside the pan. The learner cannot decode the information.                         | 1                   |                     |       |
|     | A The toffee has simmered for twenty minutes.   |      | The toffee must simmer for twenty minutes, but is not necessarily ready then, it is only an indication. Relevant to correct response.   | 3                   |                     |       |
|     | B The toffee is at the too hard to crack stage. | 1    | Correct response  | 4                   | М                   | 6     |
| 1.4 | C The apples are dipped in the toffee.          |      | Learner has limited knowledge; the apples are dipped in the toffee after the toffee is ready.   | 2                   |                     |       |
|     | D The toffee has been stirred.                  |      | No relevance to question. The learner is grabbing bits and pieces of information related to the text as he/she understands them, but the pieces are unrelated to the question being asked.          | 1                   |                     |       |
|     | A Line the tray with baking paper.              |      | The learner is overgeneralising, 'line the tray with baking paper' is an instruction but it is part of step 1.  | 2                   |                     |       |
|     | B Turn off the heat. Tip your pan.              | 1    | Correct response.   | 4                   | М                   | 6     |
| 1.5 | C Tip your pan. Turn off the heat.              |      | This is related to the correct response as it is part of step 5 but not in the correct sequence.  | 3                   |                     |       |
|     | D The sugar will dissolve.                      |      | The learner is grabbing bits and pieces of information related to the text, but unrelated to the question.  | 1                   |                     |       |

| ON  | Expected answer                           | Mark | Diagnostic Analysis   | Level of understand | Level of perfor- | Grade |
|-----|---|------|---|---------------------|------------------|-------|
|     | The apples head down on the baking paper. |      | Random phrase from the text containing the word 'apples'. Learner cannot decode text and takes bits and pieces of text he/she believes is relevant to the answer. | 1                   |                  |       |
| 1.6 | B The food colouring is stirred in.       |      | An idea taken from the text containing the word 'colour'. Limited knowledge that colouring will affect the colour.  | 2                   |                  |       |
|     | C The toffee apples will be white.        |      | White is also a colour, but that of the sugar. Related to correct response.   | 3                   |                  |       |
|     | D The toffee apples will be red.          | 1    | Correct response  | 4                   | Е                | 7     |
|     | A You don't want toffee on your skin.     |      | The reason why you would be protecting your skin – learner has limited knowledge.   | 2                   |                  |       |
| 1.7 | B When dipping the apples.                |      | Phrase taken from text which contains wording from the question. Not relevant to question.  | 1                   |                  |       |
|     | C You should wear gloves.                 | 1    | Correct response  | 4                   | D                | 5     |
|     | D Use a wooden spoon.                     |      | Also something you use to protect your hands from heat, but not in this instance. Related to the correct response.  | 3                   |                  |       |
|     | A simmers for only twenty minutes.        |      | This has some relevance to the answer and also contains a time unit and the word 'only', which could distract learners.   | 3                   |                  |       |
| 1.8 | B will melt and become unusable.          |      | This is not text based. The toffee is in liquid form until it sets, but it never melts in the recipe.   | 1                   |                  |       |
|     | C sets very quickly.                      | 1    | Correct response  | 4                   | D                | 6     |
|     | D contains water.                         |      | An overgeneralisation, the mixture contains water, but this has no relevance as to why you should work quickly with the toffee.                                   | 2                   |                  |       |
|     | A ten wooden sticks                       |      | Phrase containing the words: 'wooden sticks'. Limited knowledge.  | 2                   |                  |       |
| 1.9 | B from sugar                              |      | An ingredient, not a material. You also get sugar sticks but not applicable here. The learner cannot decode the text.   | 1                   |                  |       |

| ON   | Expected answer   | Mark | Diagnostic Analysis   | Level of<br>understand | Level of<br>perfor- | Grade |
|------|-------------------|------|---|------------------------|---------------------|-------|
|      | C wooden          |      | The adjectival form of the noun as it is used in the text. Related to the correct response.   | 3                      |                     |       |
|      | D wood            | 1    | Correct response  | 4                      | Е                   | 4     |
|      | A twenty          |      | The amount of minutes the toffee should simmer. Learner makes an error in the initial understanding of the text.  | 2                      |                     |       |
| 1.10 | B small           |      | The size apples you need. Learner is grabbing bits of information related to the text as he/she understands them but the pieces are unrelated to the question.    | 1                      |                     |       |
|      | C ten             | 1    | Correct response  | 4                      | М                   | 6     |
|      | D six             |      | The amount of ingredients. Related to correct response. The learner realises that the amount of toffee apples is related to the quantity of ingredients you have. | 3                      |                     |       |
|      | A co-lour-ing     |      | Only one mistake – learner breaks word before consonant 'l' instead of after it.  | 3                      |                     |       |
|      | B co-lou-ring     |      | Two mistakes – learner breaks word before consonant 'l' instead of after it and the suffix 'ing' should form a syllable by itself.                                | 1                      |                     |       |
|      | C col – our – ing | 1    | Correct response  | 4                      | D                   | 6     |
|      | D col – ou – ring |      | Only one mistake – learner breaks 'r' with suffix 'ing' which should form a syllable by itself.   | 2                      |                     |       |
|      | A mixture         |      | Seems uncountable, but has a plural, therefore a countable noun.  | 3                      |                     |       |
|      | B water           | 1    | Correct response  | 4                      | М                   | 5     |
| 1.12 | C apple           |      | Countable noun, learner knows what a noun is, but cannot distinguish between countable and uncountable nouns.   | 2                      |                     |       |
|      | D small           |      | Adjective, the learner cannot identify a noun.  | 1                      |                     |       |
|      | A colouring       | 1    | Correct response.   | 4                      | М                   | 6     |
| 1.13 | B awkward         |      | Has a 'k'-sound in the middle.  | 2                      |                     |       |
| 6    | C attack          |      | The 'k'-sound is at the back.   | 1                      |                     |       |

| ON   | Expected answer | Mark | Diagnostic Analysis  | Level of understand | Level of<br>perfor- | Grade |
|------|-----------------|------|--|---------------------|---------------------|-------|
|      | D knot          |      | Visually starts with a 'k', but it is a silent letter, fails to identify silent letter. Learners cannot distinguish the difference between what words 'look' like and what they 'sound' like.  | 3                   |                     |       |
|      | A pannes        |      | Incorrectly overgeneralises the rule to double a consonant when making a plural, this is not a short sound.  | 1                   |                     |       |
| 1.14 | B panes         |      | Overgeneralises the 'es'-spelling rule.  | 3                   |                     |       |
|      | C pan's         |      | Mistakenly think that a plural can be made using an apostrophe.  | 2                   |                     |       |
|      | D pans          | 1    | Correct response   | 4                   | E                   | 4     |
|      | A those         | 1    | Correct response. Demonstrative pronoun used for plural objects which are a distance away.   | 4                   | D                   | 6     |
|      | B that          |      | A demonstrative pronoun, but it is used for a singular object that is a distance away.   | 3                   |                     |       |
| 1.15 | C ten           |      | 'Ten' is a 'determiner'; the learner does<br>not know what a pronoun is. If you read<br>the sentence, 'ten' also does not make<br>sense in the context.  | 1                   |                     |       |
|      | D the           |      | This option is also not a pronoun, but if you read the sentence, it seems as if 'the' can be used to complete the sentence.  | 2                   |                     |       |
|      | A the toffee    |      | The learner makes an error with the decoding of the information. 'The toffee' is the substance that must be boiled slowly.   | 1                   |                     |       |
| 1.16 | B low heat      |      | The learner makes an error that reflects initial understanding of details but an inability to relate then to the components of the question. 'Low heat' is what you apply to the mixture until it simmers.   | 2                   |                     |       |
|      | C cooking       |      | When something is boiling slowly, it is also cooking. 'Cooking', however is not a synonym for 'boiling slowly. This option is thus related to the correct response but is too broad given the circumstances. 'Cooking' also does not appear in the text. | 3                   |                     |       |

| ON   | Expected answer   | Mark | Diagnostic Analysis   | Level of understand | Level of<br>perfor- | Grade |
|------|---|------|---|---------------------|---------------------|-------|
|      | D simmer  | 1    | Correct response  | 4                   | Е                   | 7     |
|      | A saucepots   |      | The distractor is related to the correct response because it looks like the correct response. It is a combination word with 'sauce' but the other part is 'pots' instead of 'pans'.       | 3                   |                     |       |
|      | B saucepan  | 1    | Correct response  | 4                   | D                   | 4     |
| 1.17 | C panning   |      | 'Pan' with a suffix but not a combination word. The learner makes an error with the decoding of the information.  | 1                   |                     |       |
|      | D saucer  |      | The learner applies literal knowledge as an overgeneralisation and comes to a weak conclusion. The word 'saucer' contains the word 'sauce' although it is not a combination word.         | 2                   |                     |       |
|      | A Tip the pan so that the toffee drips over the apples. | 1    | Correct response  | 4                   | D                   | 6     |
|      | B Tip the pan and the toffee drips over the apples.     |      | Contains the conjunction 'and' for addition. A superficial connection is made when the learner identifies that the sentence has a conjunction. It is however not the correct conjunction. | 3                   |                     |       |
| 1.18 | C Tipping the pan will drip toffee over the apples.     |      | Sentences are only partially represented, but the error reflects initial understanding. If you tip the pan in the recipe, you can drip the toffee over the apples.                        | 2                   |                     |       |
|      | The sentences are best joined with apples.              |      | Neither sentence is represented here anymore. The learner cannot decode the question and is grabbing bits and pieces of information related to the text as he/she understands them.       | 1                   |                     |       |
| 1.19 | A turn tip dip  |      | The learner knows what a verb is, but cannot decode the rest of the question therefor the response is chosen that consists of three verbs.  | 1                   |                     |       |
|      | B turn off  | 1    | Correct response  | 4                   | Е                   | 6     |

| ON   | Expected answer   | Mark | Diagnostic Analysis  | Level of<br>understand | Level of perfor- | Grade |
|------|---|------|--|------------------------|------------------|-------|
|      | C can tip   |      | The learner makes an error that reflects analysis and interpretation, but the conclusions or inferences arrived at are secondary or weaker ones than required. This response is a phrase, (more than two words) and it contains a verb, but it is not a phrasal verb. The response is a modal verb that shows ability when used with a verb. | 3                      |                  |       |
|      | D to dip  |      | The learner focuses on literal aspects and makes a superficial connection. This response consists of more than one but it is not a phrasal verb. The response is an infinitive.  | 2                      |                  |       |
|      | Should the sugar and water be A added to the saucepan over low heat?      |      | Learner applies limited knowledge as an overgeneralisation and comes to a weak conclusion - writes the question form of the sentence.  | 2                      |                  |       |
| 1.20 | The sugar and water must be B added in a saucepan over low heat.          |      | Makes errors that reflect analysis and interpretation, but conclusions arrived at are secondary or weak. Statement may be mistaken for a command because of the words 'must be'.   | 3                      |                  |       |
|      | Sugar dissolves into water if<br>C heated in a saucepan over low<br>heat. |      | General information irrelevant to the question. The learner makes an error with the decoding of the information.   | 1                      |                  |       |
|      | D Add the sugar and water in a saucepan over a low heat.                  | 1    | Correct response   | 4                      | М                | 6     |
|      | Text 2  |      |  |                        |                  |       |
|      | A One evening my granny was very ill                                      |      | Random words taken from the story and therefore makes an error that reflects initial understanding of facts or details in the text, but is unable to relate them to the components of the question.  | 2                      |                  |       |
| 1.   | B The title is the name of the story                                      |      | The learner makes an error that reflects on decoding facts or details that are not necessarily related to the text or question. He/she gives the meaning of the word 'title'.  | 1                      |                  |       |
|      | C My brave deed   | 1    | Correct response   | 4                      | М                | 5     |
|      | D The burglary  |      | The father was mistaken for a burglar. The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to that which is required for the response.  | 3                      |                  |       |

| ON | Expected answer  | Mark | Diagnostic Analysis  | Level of understand | Level of perfor- | Grade |
|----|--|------|--|---------------------|------------------|-------|
|    | A They would leave their child with the neighbours in an emergency.  | 1    | Correct response   | 4                   | D                | 6     |
|    | B He stayed at home instead of waiting at the neighbour's house.     |      | The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. | 1                   |                  |       |
| 2. | C The people that live next door like to take care of children.      |      | They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. The learner makes superficial connections.  | 2                   |                  |       |
|    | They went to the emergency room at the hospital.                     |      | The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to that of the required response.   | 3                   |                  |       |
| 3  | A They went to the emergency room at the hospital.                   | 1    | Correct response   | 4                   | D                | 4     |
|    | B It happened that the father's fingers were broken.                 |      | They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. The answer gives an explanation of the result of what happened.                         | 2                   |                  |       |
| 3. | C They phoned the police to catch the burglar.                       |      | Learner invokes prior knowledge related<br>to the general topic being tested, but the<br>response is not text based. (The police<br>was not called.)   | 1                   |                  |       |
|    | D His dad had four broken fingers that hurt.                         |      | The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response.   | 3                   |                  |       |
|    | A He phoned the hospital and told them that the grandmother was ill. |      | The learner makes an error that reflects on decoding facts or details that are not necessarily related to the question.  | 1                   |                  |       |
|    | B He securely locked all the doors and windows before they left.     | 1    | Correct response   | 4                   | D                | 6     |
| 4. | C He asked the neighbour to come and look after the child.           |      | The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion.   | 2                   |                  |       |
|    | He gave the child a cricket bat to defend himself.                   |      | The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. The boy decided to use the bat to defend himself.         | 3                   |                  |       |
| 5. | A the father's fingers would not have been broken.                   | 1    | Correct response   | 4                   | М                | 6     |

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

| ON  | Expected answer                            | Mark | Diagnostic Analysis  | Level of understand | Level of perfor- | Grade |
|-----|--|------|--|---------------------|------------------|-------|
|     | C My heart was beating at a terrible rate. | 1    | Correct response   | 4                   | D                | 6     |
|     | D I woke up with a start.                  |      | A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances. If something startled you awake, it does not imply that you were afraid. The distractor is related to the correct response.                                      | 3                   |                  |       |
|     | A a good cricket player.                   |      | Learner invokes prior knowledge related to the general topic being tested, but the response is not text based. A talent is mentioned, and not a characteristic. Unrelated to the information required by the question asked.   | 1                   |                  |       |
| 8.  | B very good looking.                       |      | The learner focuses on a superficial aspect of the text and makes a superficial connection to arrive at a weak response. The response is related to a physical feature and not a characteristic.   | 2                   |                  |       |
|     | C quite foolish.                           | 1    | Correct response   | 4                   | D                | 6     |
|     | D very brave.                              |      | The learner makes an error that reflects analysis and interpretation. The conclusion arrived at is secondary to the required response. The deed was not brave, therefore the quotation marks around the word in the text 'brave', the distractor is related to the correct response. | 3                   |                  |       |
| 9.  | Frank                                      | 1    |  |                     | М                | 4     |
|     | A Something that cricket is played with.   |      | The learner makes an error that reflects on decoding facts or details that are not necessarily related to the question.  | 1                   |                  |       |
|     | B The glass inside a window frame.         | 1    | Correct response   | 4                   | М                | 6     |
| 10. | C Broken pieces of window glass.           |      | They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. The window pane was broken, still not the definition of a window pane.  | 2                   |                  |       |
|     | D The frame around a window.               |      | The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to that of the required response. The distractor is related to the correct response.  | 3                   |                  |       |

| ON  | Expected answer                           | Mark | Diagnostic Analysis   | Level of understand | Level of<br>perfor- | Grade |
|-----|---|------|---|---------------------|---------------------|-------|
| 11. | A My parents took Granny to the hospital. |      | Past tense  | 1                   |                     |       |
|     | B My granny has been very ill.            |      | Present perfect tense   | 3                   |                     |       |
|     | C My granny will be very ill.             |      | Future tense  | 2                   |                     |       |
|     | D My granny is very ill.                  | 1    | Correct response  | 4                   | E                   | 4     |
|     | A the bat of the child                    |      | Not written in the possessive form.   | 2                   |                     |       |
| 12. | B the children bat                        |      | Distractor refers to children that bat. A verb is added.  | 1                   |                     |       |
|     | C the child's bats                        |      | One child, many bats.   | 3                   |                     |       |
|     | D the child's bat                         | 1    | Correct response  | 4                   | D                   | 6     |
|     | A granny has a sickness.                  |      | Behind noun, but it is now in noun form (sickness).   | 3                   |                     |       |
| 13. | B very sick granny.                       |      | An adverb has been added before the adjective.  | 1                   |                     |       |
|     | C granny is sick.                         | 1    | Correct response  | 4                   | D                   | 6     |
|     | D sickly granny.                          |      | A suffix has been added to the adjective.   | 2                   |                     |       |
|     | A grannies                                | 1    | Correct response  | 4                   | М                   | 5     |
|     | B granny's                                |      | Learner believes that adding an apostrophe's' makes a plural.   | 3                   |                     |       |
| 14. | C gogos                                   |      | Not appropriate or relevant as it is a different word. (African Language)   | 1                   |                     |       |
|     | D grans                                   |      | The learners shortened the word to make the plural and avoid the 'y' plural rule.                                       | 2                   |                     |       |
|     | A preposition                             | 1    | Correct response  | 4                   | М                   | 6     |
|     | B adjective                               |      | Also a part of speech   | 2                   |                     |       |
| 15. | C speech                                  |      | Word from question repeated in answer.<br>Not related to question.  | 1                   |                     |       |
|     | D adverb                                  |      | Part of speech; might think this is the correct answer because 'into the dark passage' is an adverbial phrase of place. | 3                   |                     |       |
| 16. | A I did not stay at home.                 |      | A negative statement  | 1                   |                     |       |

| ON  | Expected answer  | Mark | Diagnostic Analysis   | Level of understand | Level of<br>perfor- | Grade |
|-----|--|------|---|---------------------|---------------------|-------|
|     | B I must stay at home.                                     |      | Obligation  | 2                   |                     |       |
|     | C I may stay at home.                                      | 1    | Correct response  | 4                   | Е                   | 6     |
|     | D I can stay at home.                                      |      | Ability   | 3                   |                     |       |
|     | A suspenseful  | 1    | Correct response  | 4                   | Е                   | 7     |
| 17. | B instinctively  |      | Makes an error that reflects initial understanding of details in the text, but is unable to relate them to the components in the question. The word 'instinctively' appears in the text.                              | 2                   |                     |       |
|     | C humorous   |      | The learner makes an error that reflects analysis and interpretation. The conclusion arrived at is secondary to the required response. The text has a funny ending.   | 3                   |                     |       |
|     | D drama  |      | The learner invokes prior knowledge related to the general topic being tested, but the response is not text based. A drama is a genre and not an example of a mood.   | 1                   |                     |       |
|     | A rethinking   |      | The word contains both a prefix and a suffix.   | 1                   |                     |       |
| 18. | B suddenly   |      | The word contains a suffix.   | 2                   |                     |       |
|     | C tiptoe   |      | An example of a compound word.  | 3                   |                     |       |
|     | D key  | 1    | Correct response  | 4                   | D                   | 5     |
|     | A Why did you hear noises at your parents' bedroom window? |      | The learner makes an error that reflects analysis and interpretation. Conclusion arrived at is secondary to the required response. The statement is turned into a question, but it is not the answer to the question. | 3                   |                     |       |
| 19. | B When I reached the window the scratching could be heard. |      | Makes an error that reflects focus on decoding and retrieving facts or details that are not necessarily related to the question.  | 1                   |                     |       |
|     | C What did you hear at your parents' bedroom window?       | 1    | Correct response  | 4                   | D                   | 5     |
|     | Did I hear noises at my parents' bedroom window?           |      | Makes an error that reflects initial understanding of facts in the question, but is unable to relate them to the components in the question. The given sentence is changed to a question.                             | 2                   |                     |       |

| ON  | Expected answer  | Mark | Diagnostic Analysis  | Level of understand | Level of perfor- | Grade |
|-----|--|------|--|---------------------|------------------|-------|
|     | After a while I became sleepy and switched off the bedside lamp. |      | Makes an error that reflects focus on decoding and retrieving facts or details that are not necessarily related to the question. A random sentence taken from the text as a distractor.                                  | 1                   |                  |       |
|     | B Do not lash out blindly as you never know whom you may hurt.   | 1    | Correct response   | 4                   | D                | 6     |
| 20. | C It is your responsibility to protect your home.                |      | They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference. This is true, but when you protect your home you must be cautious and watchful.                        | 3                   |                  |       |
|     | D Grandparents can become ill at any time.                       |      | Makes and error that reflects initial understanding of facts in the question, but is unable to relate them to the components in the question. A statement is made.   | 2                   | ,                |       |
|     | Text 3   |      |  |                     |                  |       |
|     | A rhyme words  |      | The learner struggles to decode the question and is grabbing bits and pieces of information as he or she understands them, but that is not related to the question.  | 1                   |                  |       |
| 1.  | B better letter  |      | The learner makes errors that reflect initial understanding of facts, but is unable to relate them to the components of the question. 'Better and letter', are two rhyming words from the text and appear in stanza one. | 2                   |                  |       |
|     | C abba   |      | The learner makes an error in analysis and interpretation. This response is also a rhyming scheme, but the incorrect one. The response is relevant to the correct response.  | 3                   |                  |       |
|     | D aabb   | 1    | Correct response   | 4                   | Е                | 7     |
|     | A Dusting is important in every household.                       |      | Learner applies limited knowledge as an overgeneralisation and comes to a weak conclusion. This response is an opinion.  | 2                   |                  |       |
| 2.  | B It is repeated four times in the poem.                         | 1    | Correct response   | 4                   | М                | 6     |
| 2.  | C Dust if you must, but bear in mind.                            |      | The learner struggles to decode the question and is grabbing bits and pieces of information as he or she understands them, but that is not related to the question.  | 1                   |                  |       |

| ON | Expected answer  | Mark | Diagnostic Analysis   | Level of<br>understand | Level of<br>perfor- | Grade |
|----|--|------|---|------------------------|---------------------|-------|
|    | D It is the title of the poem.                                   |      | True, but not the correct answer. The learner makes an error in analysis and interpretation. Relevant to the correct response.  | 3                      |                     |       |
|    | A Dust if you must, but wouldn't it be better to write a letter. |      | The learner makes an error that reflects an initial understanding of facts/details of the text, but is unable to relate them to the components in the question. This response is a line from the poem, but it has the idea that time should not be wasted on dusting. It shows limited knowledge. | 2                      |                     |       |
|    | B Working is not the most important thing in life.               | 1    | Correct response  | 4                      | М                   | 6     |
| 3. | C All people must dust every day of their lives.                 |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is an opinion and irrelevant to the question.                                       | 1                      |                     |       |
|    | D Forget dusting and enjoy your life.                            |      | This distractor is related to the correct response in meaning but is too broad given the circumstances. It contains elements of the truth, but one cannot only enjoy life it is still necessary to work.  | 3                      |                     |       |
|    | A Have an adventure  |      | The learner makes an error that reflects an initial understanding of facts/details of the text, but is unable to relate them to the components in the question. The text speaks about having adventures. Limited knowledge  | 2                      |                     |       |
| 4. | B Dust everywhere  |      | The learner makes an error in analysis and interpretation. This response is a recurring thought in the poem.  | 3                      |                     |       |
|    | C Quality of life  | 1    | Correct response  | 4                      | М                   | 7     |
|    | D Plant a seed   |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is an idea in the text and unrelated to the question.                               | 1                      |                     |       |

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

| ON | Expected answer                        | Mark | Diagnostic Analysis  | Level of<br>understand | Level of perfor- | Grade |
|----|--|------|--|------------------------|------------------|-------|
|    | B You are also making the house dirty. |      | The learner focuses on superficial aspects of the text and makes superficial connections to arrive at weak responses. This response is the literal meaning of someone making more dust in the house.   | 2                      |                  |       |
|    | C Old age will come and it's not kind. |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a random line taken from the text.    | 1                      |                  |       |
|    | D Everyone has to grow old.            |      | This distractor is related to the correct response in meaning but is too broad given the circumstances. It is a general truth that can be taken from the poem.   | 3                      |                  |       |
|    | A The world's out there                |      | The learner makes errors that reflect an initial understanding of details in the text, but is unable to relate them to the components in the question. This response is a phrase taken from stanza 3.  | 2                      |                  |       |
| 8. | B Your eyes and hair                   |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. Eyes and hair are spoken about in this stanza.                         | 3                      |                  |       |
|    | C Things of nature                     | 1    | Correct response   | 4                      | М                | 6     |
|    | D Planting a seed                      |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a random thought taken from stanza 1. | 1                      |                  |       |
| 9. | A very moody.                          |      | The learner makes an error that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. The word 'mood' was taken from the question and used in the answer. Not relevant to the question.  | 1                      |                  |       |

| NO  | Expected answer                     | Mark | Diagnostic Analysis  | Level of<br>understand | Level of perfor- | Grade |
|-----|-------------------------------------|------|--|------------------------|------------------|-------|
|     | B full of dust.                     |      | The learner focuses on literal aspects of the poem and makes superficial connections to arrive at a weak response. The poem is about the action of dusting and can 'tongue in cheek' be considered to be full of dust.                   | 2                      |                  |       |
|     | C a warning.                        | 1    | Correct response   | 4                      | М                | 6     |
|     | D cheerful.                         |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. 'Cheerful' is also a mood - related to correct response. | 3                      |                  |       |
|     | A thirteen lines                    |      | The learner makes an error that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. Lines with punctuation at the end. Not relevant to the question.                     | 1                      |                  |       |
|     | B sixteen lines                     | 1    | Correct response   | 4                      | Е                | 4     |
| 10. | C four lines                        |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is the number of stanzas.                  | 3                      |                  |       |
| 9   | D five lines                        |      | The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This response is the number of sentences in the poem.   | 2                      |                  |       |
|     | A Old age causes many problems.     |      | This distractor is related to the correct response in meaning but is too broad given the circumstances. Problems have many causes not just old age; you can be young and have many problems. Related to correct response.                | 3                      |                  |       |
| 11. | B Dusting will improve your health. |      | Learner invokes prior knowledge related to the general topic being tested, but the response is not text-based. This response is the opposite of the message of the poem.   | 1                      |                  |       |
|     | C Old age brings many problems.     | 1    | Correct response   | 4                      | D                | 6     |

| ON  | Expected answer                                | Mark | Diagnostic Analysis  | Level of<br>understand | Level of perfor- | Grade |
|-----|--|------|--|------------------------|------------------|-------|
|     | D Dusting causes old age.                      |      | The learner focuses on literal aspects of the poem and makes superficial connections to arrive at a weak response. Old age is biological; it is not caused by dusting.   | 2                      |                  |       |
|     | A snow   |      | The learner makes errors that reflect focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. This response is a noun from the third stanza. Unable to find even the correct stanza.   | 1                      |                  |       |
| 12. | B letter                                       |      | The learner makes errors that reflect an initial understanding of details in the text, but is unable to relate them to the components in the question. This response is a noun from the first stanza. The learner is able to find the correct stanza, but has no idea as to what a 'need' is.      | 2                      |                  |       |
|     | C need   | 1    | Correct response   | 4                      | Е                | 7     |
| 6.0 | D want   |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is something you would like to have. Learner is unable to distinguish between a 'want' and a 'need'. | 3                      |                  |       |
|     | A Today has passed and will never come again.  | 1    | Correct response   | 4                      | D                | 6     |
| 8   | B You have wasted valuable time while dusting. |      | The learner focuses on literal aspects of the poem and makes superficial connections to arrive at a weak response. Some connection to the idea that time is fleeting, but does not grasp full meaning of expression.   | 2                      |                  |       |
| 13. | C The day has become round not square.         |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a meaningless sentence – not relevant to the question.                            | 1                      |                  |       |
|     | D Use your time to enjoy life.                 |      | This distractor is related to the correct response in meaning but is too broad given the circumstances. True, but not the meaning of the expression.   | 3                      |                  |       |

| ON  | Expected answer       | Mark | Diagnostic Analysis  | Level of understand | Level of perfor- | Grade |
|-----|-----------------------|------|--|---------------------|------------------|-------|
|     | A die one day.        | 1    | Correct response   | 4                   | D                | 6     |
| 14. | B go to bed.          |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a random completion of the sentence.  | 1                   |                  |       |
| 14. | C go home.            |      | The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. Some idea of a 'place' where everybody has to go.   | 2                   |                  |       |
|     | D get old.            |      | This distractor is related to the correct response in meaning but is too broad given the circumstances. Completes the sentence to state a truth. Related to the correct response.  | 3                   |                  |       |
|     | A Dust if you Must    |      | The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. 'Dust if you Must' is the title of the poem.  | 2                   |                  |       |
|     | B Rose Milligan       | 1    | Correct response   | 4                   | Е                | 4     |
| 15. | C Ellen Bailey        |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is a part of the name of the website used as source to get the poem from. Related to the correct response. | 3                   |                  |       |
|     | D Dust                |      | Learner invokes prior knowledge related to the general topic being tested. The word 'dust' is repeated in the poem frequently. Not relevant to the question.   | 1                   |                  |       |
| 16. | A shower in the rain? |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. A small change in 'a shower of rain' to 'a shower in the rain'.  | 3                   |                  |       |
|     | B dust your house?    |      | The learner focuses on literal aspects of the poem and makes superficial connections to arrive at a weak response. The poem advises against 'dusting' your house day by day.   | 2                   |                  |       |

| ON  | Expected answer                            | Mark | Diagnostic Analysis  | Level of understand | Level of perfor- | Grade |
|-----|--|------|--|---------------------|------------------|-------|
|     | C paint a picture?                         | 1    | Correct response   | 4                   | М                | 5     |
|     | D go to town?                              |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is not mentioned in the text at all, but it reads as a valid completion of the sentence.   | 1                   |                  |       |
|     | A August is the dust month.                |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. 'Dust' is used as an adjective in this sentence. The learner is not yet sure of the difference between a noun and an adjective.  | 3                   |                  |       |
|     | B Dust makes me sneeze.                    | 1    | Correct response   | 4                   | D                | 4     |
| 17. | C They quickly dust inside.                |      | The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. 'Dust' is used as a verb in this sentence.  | 2                   |                  |       |
|     | D Dust if you really must.                 |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. This response is a line from the text. The learner could not decode the question to understand what was asked, so he/she went with a familiar option – a line from the text. | 1                   |                  |       |
| 18. | A The bear attacked a man on the mountain. |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. 'Bear' is a homonym of 'bear' as used in the poem. It has the same spelling and pronunciation but a different meaning.   | 3                   |                  |       |
|     | B She walks with bare feet when she dusts. | 1    | Homophone  | 4                   | М                | 6     |
|     | C There is something you must remember.    |      | The learner makes errors that reflect an initial understanding of details in the text, but is unable to relate them to the components in the question. This response is a synonym to 'bear in mind'.   | 2                   |                  |       |

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

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

| ON  | Expected answer                   | Mark | Diagnostic Analysis   | Level of understand | Level of<br>perfor- | Grade |
|-----|-----------------------------------|------|---|---------------------|---------------------|-------|
|     | D dust when you must.             |      | This distractor is related to the correct response, but is too narrow given the circumstances. First word not capitalised.  | 3                   |                     |       |
|     | A warmly                          |      | The learner makes errors that reflect focus on the decoding and retrieving of facts and details that are not necessarily related to the text or question. The learner chooses the adjective that relates to the sun, but not the preposition that would complete the sentence.  | 1                   |                     |       |
| 24. | B into                            |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. This response is also a preposition but the incorrect one.  | 3                   |                     |       |
|     | C and                             |      | The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This response is a conjunction and might appear to complete the sentence, but it would be grammatically incorrect. It is also not a preposition.   | 2                   |                     |       |
|     | D in                              | 1    | Correct response  | 4                   | Е                   | 5     |
| 25. | A because the world is out there. |      | The learner makes an error that reflects analysis and interpretation, but conclusions and inferences arrived at are secondary or weaker than required for the correct response. Learners may reason that you should keep your house clean because 'the world' may come visit you in your house at any time. Conjunction of reason | 3                   |                     |       |
|     | B and the world is out there.     |      | The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This response has a conjunction for addition, 'and', which many learners will know and therefore choose.   | 2                   |                     |       |
|     | C but the world is out there.     | 1    | Correct response  | 4                   | Е                   | 4     |

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

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

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

| ON   | Expected answer   | Mark | Diagnostic Analysis  | Level of understand | Level of<br>perfor- | Grade |
|------|---|------|--|---------------------|---------------------|-------|
| 6.   | Royal   | 1    |  |                     | Е                   | 5     |
|      | A It gives information about apples and their availability.           | 1    | Correct response   | 4                   | М                   | 6     |
| 7.   | B It is great for cooking and can be used for eating.                 |      | The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. The sentence is taken from the text. Not relevant to the question.  | 1                   |                     |       |
| Sec. | C It gives the different types of apples.                             |      | A distractor may be related to the correct response, but be too narrow or broad given the circumstances. Only one aspect is mentioned, not an overview of the text.  | 3                   |                     |       |
| V    | D It tells us how to make apples.                                     |      | A learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. This would be an example of a recipe.   | 2                   |                     |       |
|      | A One rotten apple spoils the whole barrel.                           |      | A distractor may be related to the correct response, but be too narrow or broad given the circumstances.  Although this is an idiom about apples it is not related to the text. The idiom is often used figuratively.  | 3                   |                     |       |
| 1    | B An apple a day keeps the doctor away.                               | 1    | Correct response   | 4                   | Е                   | 6     |
| 8.   | C A round apple with a rich green skin.                               |      | The error indicates that the learners is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. Words taken from the text, not related to the question. Not an example of an idiom.                      | 1                   |                     |       |
|      | D Comparing apples and pears.   |      | The learner applies limited knowledge as an overgeneralisation and therefore comes to a weak conclusion. Even if the statement is interpreted literally; this idiom is not relevant to the text.   | 2                   |                     |       |
| 9.   | The Golden Delicious has a A pleasant sweet flavour and a good aroma. |      | The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. A sentence containing the word 'flavour' is taken from paragraph 2 describing the Golden Delicious Apple. | 1                   |                     |       |

| ON  | Expected answer  | Mark | Diagnostic Analysis   | Level of<br>understand | Level of perfor- | Grade |
|-----|--|------|---|------------------------|------------------|-------|
|     | B People who prefer sweet things will know which apple to buy.     | 1    | Correct response  | 4                      | D                | 6     |
| 2   | C The Royal Gala has dense flesh with a sweeter flavour.           |      | They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion. A sentence with a comparative word is used as a distractor.  | 2                      |                  |       |
|     | People will know which is best for cooking.                        |      | A distractor may be related to the correct response, but be too narrow or broad given the circumstances. Other qualities will also be compared if it was a comparison for cooking. A sweeter apple is not necessarily better for cooking.           | 3                      |                  |       |
|     | A They speak about the flesh, skin colour and blush of the apples. | 1    | Correct response  | 4                      | М                | 7     |
| 9   | B Is a medium round shaped apple with a pale green skin.           |      | A distractor may be related to the correct response, but be too narrow or broad given the circumstances.  | 3                      |                  |       |
| 10. | One apple is called Pink Lady and the other Granny.                |      | The learner focuses on literal aspects of a text and makes superficial connections to arrive at weak responses. Human names are used as a distractor.   | 2                      |                  |       |
| ě   | People love to eat apples and to cook with them.                   |      | The error indicates that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required. A sentence about people, no relevance to the question. | 1                      |                  |       |
|     | A The apple trees grow in an orchard.                              |      | Collective noun – orchard   | 2                      |                  |       |
| 1   | B My mom has a fondness for apples.                                |      | Abstract nouns – fondness   | 3                      |                  |       |
| 11. | C A noun is proper if it is decent.                                |      | Literal word play between being proper and being decent. Not related to the question.   | 1                      |                  |       |
|     | D The apples grow near Ceres.                                      | 1    | Correct response  | 4                      | М                | 5     |
|     | A Mr Jakes Moshane is the owner of Crown Apple Farm near Ceres.    | 1    | Correct response  | 4                      | D                | 4     |
| 12. | B He drives a toyota that he bought in Cape Town on his farm.      |      | The learner applies limited knowledge and therefore comes to a weak conclusion. Most learners know that a Toyota is a brand of vehicle and therefore with a capital letter.   | 2                      |                  |       |

| ON  | Expected answer                                    | Mark | Diagnostic Analysis  | Level of understand | Level of perfor- | Grade |
|-----|--|------|--|---------------------|------------------|-------|
|     | C She is a learner at Johannesburg primary school. |      | The distractor is related to the correct response, but is too broad given the circumstances. Learners might realise Johannesburg should be capitalised, but not the second and third part of the name. | 3                   |                  |       |
|     | D Susan has been sick since last week wednesday.   |      | Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the question. Most learners can identify the name of a weekday as a proper noun.       | 1                   |                  |       |
|     | The Pink Lady was being a type of apple.           |      | Incorrect verb change – grammatically incorrect  | 1                   |                  |       |
| 13. | B The Pink Lady will be a type of apple.           |      | Future tense   | 2                   |                  |       |
| 10. | C The Pink Lady was a type of apple.               |      | Past tense   | 3                   |                  |       |
|     | D The Pink Lady is a type of apple.                | 1    | Correct response – universal statement – present tense.  | 4                   | Е                | 4     |
|     | A great  |      | Adjective  | 2                   |                  |       |
| 14. | B for  | 1    | Correct response   | 4                   | М                | 4     |
|     | C is   |      | Auxiliary verb   | 1                   |                  |       |
|     | D it   |      | Pronoun  | 3                   |                  |       |
|     | A Eats the apple the bird.                         |      | Incorrect order: verb, subject, object   | 2                   |                  |       |
| 15. | B The bird the apple eats.                         |      | Inverted order: object, verb, subject.   | 3                   |                  | 2     |
| 10. | C The bird eats the apple.                         | 1    | Correct response: subject, verb, object.   | 4                   | М                | 4     |
| 8   | D The apple the bird eats.                         |      | Incorrect order : object, subject, verb  | 1                   |                  | 2     |
|     | A season   |      | Common noun  | 1                   |                  |       |
| 16. | B ripe   |      | Adjective  | 2                   |                  |       |
|     | C first  | 1    | Correct response   | 4                   | Е                | 7     |
| 3.  | D the  |      | Definite article   | 3                   |                  |       |
| 17. | A Might these apples have poison on?               |      | Question   | 2                   |                  |       |

| ON  | Expected answer                     | Mark | Diagnostic Analysis  | Level of understand | Level of perfor- | Grade |
|-----|-------------------------------------|------|--|---------------------|------------------|-------|
|     | B The apples were sprayed for bugs. |      | Statement  | 1                   |                  |       |
|     | C Ugh! There is a worm in my apple. | 1    | Correct response   | 4                   | М                | 5     |
|     | D Stop, that apple has poison on!   |      | Command  | 3                   |                  |       |
|     | A dis - tinc - ti - ve              |      | -ve is not a syllable, not a suffix.   | 3                   |                  |       |
| 18. | B di - stinc - tive                 |      | Should split between first two syllables.  | 1                   |                  |       |
| 10. | C dis - tinct - ive                 |      | Should split before suffix.  | 2                   |                  |       |
| 2   | D dis - tinc - tive                 | 1    | Correct response   | 4                   | Е                | 6     |
|     | A The apples have been ripe.        |      | Present perfect tense  | 2                   |                  |       |
| 19. | B The apples shall be ripe.         |      | Future tense, incorrect use of shall.  | 3                   |                  |       |
| 10. | C The apples will be ripe.          | 1    | Correct response   | 4                   | Е                | 6     |
|     | D The apples were ripe.             |      | Past tense   | 1                   |                  |       |
|     | A more delicious                    | 1    | Correct response   | 4                   | Е                | 6     |
| 20. | B most delicious                    |      | Superlative form   | 2                   |                  |       |
| 20. | C deliciously                       |      | Adverbial form of delicious  | 3                   |                  |       |
|     | D tastier                           |      | Another word   | 1                   |                  |       |
|     | Text 5                              |      |  |                     |                  |       |
|     | A Jack was a very poor boy          |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. Random line from text not linked to narrator at all. | 1                   |                  |       |
| 1.  | B The author of the story           |      | The learner applies his/her limited knowledge as an overgeneralisation and therefore comes to a weak conclusion or inference. Some believe narrator and author are the same.   | 2                   |                  |       |
|     | C The narrator                      | 1    | Correct response   | 4                   | Е                | 6     |

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

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

| ON | Expected answer                                 | Mark | Diagnostic Analysis  | Level of<br>understand | Level of perfor- | Grade |
|----|---|------|--|------------------------|------------------|-------|
|    | D Rice is like a thousand gold.                 |      | The learner invokes prior knowledge related to the general topic being tested. Simile created from the title of the text, not relevant to the question.  | 1                      |                  |       |
|    | A Woman washed their clothes on the riverbank.  |      | The learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked. An isolated incident in the text that is not related to the message. | 1                      |                  |       |
| 7. | B You must earn a bowl of rice to become a man. |      | The distractor is related to the correct response in meaning, but is too narrow or broad given the circumstances. An incident in the drama but not a lesson.   | 3                      |                  |       |
|    | C Poverty can be overcome if you work hard.     | 1    | Correct response   | 4                      | М                | 7     |
|    | D If you need help, go to an old woman.         |      | The learner focuses on literal/superficial aspects of a text and makes superficial connections to arrive at a weak response. The old woman gave him food - limited knowledge.  | 2                      |                  |       |
|    | A next to the river.                            |      | The learner focuses on literal/superficial aspects of a text and makes superficial connections to arrive at a weak response. Where Jack met the old woman – limited knowledge.   | 2                      |                  |       |
| 8. | B similar in a way.                             |      | The learner makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question.  Repetition of question  | 1                      |                  |       |
|    | C careless.                                     |      | The distractor is related to the correct response in meaning, but is too narrow or broad given the circumstances. A characteristic but a wrong one   | 3                      |                  |       |
|    | D kind.   | 1    | Correct response   | 4                      | Е                | 6     |
| 9. | A The old king                                  |      | The learner makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. Jack, the main character, became a king but was not old.                                | 3                      |                  |       |

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

| ON     | Expected answer                              | Mark | Diagnostic Analysis   | Level of understand | Level of<br>perfor- | Grade |
|--------|--|------|---|---------------------|---------------------|-------|
|        | C did many good things.                      | 1    | Correct response  | 4                   | E                   | 5     |
|        | D do many good things.                       |      | Incorrect tense and concord   | 1                   |                     |       |
|        | A Jack was catching a fish at that moment.   | 1    | Correct response  | 4                   | М                   | 6     |
| 13.    | B Jack is catching a fish at that moment.    |      | Present progressive tense instead of past progressive tense.  | 3                   |                     |       |
| 10.    | C Jack catches a fish at that moment.        |      | Simple present tense instead of past progressive tense.   | 1                   |                     |       |
|        | D Jack caught a fish at that moment.         |      | Simple past tense instead of past progressive tense.  | 2                   |                     |       |
|        | A Yesterday she gave Jack rice.              | 1    | Correct response  | 4                   | E                   | 7     |
| 14.    | B She often gives Jack rice.                 |      | Often – adverb of frequency. The learner is able to identify an adverb, but cannot yet distinguish between the different kinds of adverbs.  | 3                   |                     |       |
|        | C She gives Jack hot rice.                   |      | Hot – adjective describing rice. The learner cannot yet distinguish between adverbs and adjectives.   | 2                   |                     |       |
|        | D Jack loved her rice.                       |      | Mistook verb "loved" for adverb indicating manner.  | 1                   |                     |       |
|        | A Jack does not stand up from the riverbank. |      | Incorrect tense although negative form is correct. The learner identified the tense of the original sentence incorrectly as the present tense.  | 3                   |                     |       |
|        | B Jack did not stand up from the riverbank.  | 1    | Correct response  | 4                   | Е                   | 6     |
| 15.    | C Jack did not stood up from the riverbank.  |      | Auxiliary and main verb in past tense although there is an element of negative form. Learner knows to use 'did' but the past tense verb 'stood' is not changed back to the present tense 'stand'. | 2                   |                     |       |
|        | D Jack, stand up from the riverbank!         |      | Statement changed to a command. The learner does not know what a sentence in the negative form looks like.  | 1                   |                     |       |
|        | A I see that you are right.                  |      | A statement – No modal verb in this sentence.   | 1                   |                     |       |
| 16.    | B I have to catch a fish.                    |      | Used for showing obligation.  | 3                   |                     |       |
| 007010 | C I may catch a fish.                        |      | Used for showing possibility.   | 2                   |                     |       |
|        | D I can catch a fish.                        | 1    | Correct response  | 4                   | D                   | 6     |

| ON  | Expected answer                                | Mark | Diagnostic Analysis   | Level of<br>understand | Level of<br>perfor- | Grade |
|-----|--|------|---|------------------------|---------------------|-------|
|     | A because he was hungry.                       | 1    | Correct response – conjunction showing reason   | 4                      | Е                   | 5     |
| 553 | B so that he was hungry.                       |      | Conjunction showing cause – and – effect. Jack became hungry after she gave him rice.           | 2                      |                     |       |
| 17. | C and he was hungry.                           |      | Conjunction showing addition – The old woman gave Jack rice; while he was eating he was hungry. | 3                      |                     |       |
|     | D but he was hungry.                           |      | Conjunction showing contrast – This option implies that rice will not help for hunger.          | 1                      |                     |       |
|     | A young  | 1    | Correct response  | 4                      | D                   | 6     |
| 18. | B slowly                                       |      | Adverb confused with adjective.   | 3                      |                     |       |
| 10. | C walks  |      | Verb confused with adjective.   | 1                      |                     |       |
|     | D man  |      | Noun confused with adjective.   | 2                      |                     |       |
|     | A Was the river the closest place to her home? |      | 'River' links the question to the response.   | 2                      |                     |       |
| 19. | B What did the women wash in the river?        | 1    | Correct response  | 4                      | М                   | 6     |
| 13. | C Where was the woman at that time?            |      | 'Woman' links the question to the response.   | 3                      |                     |       |
|     | D Did she wash clothes for money?              |      | No link between the question and the response.  | 1                      |                     |       |
|     | A repaid                                       |      | Confused root with past tense.  | 2                      |                     |       |
| 20. | B roots  |      | Mistook the literal meaning of roots for a root of a word.                                      | 1                      |                     |       |
|     | С рау  | 1    | Correct response  | 4                      | М                   | 6     |
|     | D re-  |      | Confused root with prefix.  | 3                      |                     |       |

# DIAGNOSTIC RUBRIC FOR TRANSACTIONAL WRITING GRADE 6 FIRST ADDITIONAL LANGUAGE

| Criteria                    | GRADE 7   | GRADE 6   | GRADE 5  | GRADE 4   |
|-----------------------------|---|---|--|---|
|                             | 2   | 9   | 3-5  | 0-2   |
|                             | Complete adherence to the topic.                        | Adheres to the topic with minor                       | Some adherence to the topic.                           | Completely off the topic.                               |
| CONTENT                     | Uutstanding response beyond the                         |   | Basic response demonstrating                           | Kesponse reveals no knowledge                           |
| (Response; organisation     | footungs of the transportional toxt                     | Adequate response     Accountating knowledge of       | some knowledge of the                                  | transportional toxt time                                |
| of ideas; awareness of      | leatures of the transactional text                      | demonstrating knowledge of                            | leatures of the transactional                          | rransactional text type                                 |
| purpose )                   | type.   | the reatures of the                                   | text type  | <ul> <li>Not able to express ideas clearly/</li> </ul>  |
|                             | <ul> <li>Exceptional development of content.</li> </ul> | transactional text type.                              | <ul> <li>Some focus but some of the</li> </ul>         | ideas are repetitive.                                   |
| 7 MARKS                     | <ul> <li>Writing contains exceptional detail</li> </ul> | <ul> <li>Content stays on the topic.</li> </ul>       | content is off the topic.                              | <ul> <li>Details do not support the topic.</li> </ul>   |
|                             | added to the text.                                      | <ul> <li>Details support the topic.</li> </ul>        | <ul> <li>Few details support the topic.</li> </ul>     | <ul> <li>Purpose not achieved.</li> </ul>               |
|                             | <ul> <li>Outstanding achievement of purpose.</li> </ul> | <ul> <li>Purpose achieved.</li> </ul>                 | <ul> <li>Partial achievement of purpose.</li> </ul>    |   |
|                             | 4   |   | 2  | 0-1   |
| LANGUAGE                    | <ul> <li>Effective and correct sentence</li> </ul>      | <ul> <li>Correct sentence structure.</li> </ul>       | <ul> <li>Some errors in sentence structure.</li> </ul> | <ul> <li>Poor sentence structure.</li> </ul>            |
| STRUCTURE                   | structure.  | <ul> <li>Register, style, tone is</li> </ul>          | <ul> <li>Register, style, tone is</li> </ul>           | <ul> <li>Register, style, tone is completely</li> </ul> |
| (Sentence structure;        | <ul> <li>Register, style, tone is highly</li> </ul>     | appropriate to the purpose and                        | inappropriate for the purpose and                      | inappropriate for the purpose and                       |
| register, style ,tone; word | appropriate to the purpose and                          | context of the type of                                | context of the type of                                 | context of the type of transactional                    |
| choice; language use,       | context of the type of transactional                    | transactional text.                                   | transactional text.                                    | text.   |
| spelling and punctuation)   | text.   | <ul> <li>Appropriate vocabulary linked</li> </ul>     | <ul> <li>Limited use of appropriate</li> </ul>         | <ul> <li>Vocabulary is not appropriate</li> </ul>       |
|                             | <ul> <li>Exceptional use of appropriate</li> </ul>      | to the topic.   | vocabulary linked to the topic.                        | for the topic   |
| 4 MARKS                     | vocabulary linked to the topic.                         | <ul> <li>Few errors in language usage,</li> </ul>     | <ul> <li>A large number of errors in</li> </ul>        | <ul> <li>Language usage,</li> </ul>                     |
|                             | <ul> <li>Correct language usage,</li> </ul>             | spelling and punctuation.                             | language usage, spelling and                           | spelling and punctuation                                |
|                             | spelling and punctuation.                               |   | punctuation.   | seriously flawed.                                       |
|                             | 4   | 3   | 2  | 0   |
|                             | <ul> <li>Appropriate and accurate format.</li> </ul>    | <ul> <li>Appropriate format with</li> </ul>           | <ul> <li>Necessary rules of format</li> </ul>          | <ul> <li>Necessary rules of format not</li> </ul>       |
| FORMAT,                     | <ul> <li>Response does not exceed 120</li> </ul>        | minor inaccuracies.                                   | vaguely applied.                                       | applied.  |
| LENGTH AND                  | words.  | <ul> <li>Response is 80-100 words in</li> </ul>       | <ul> <li>Response is too short (60-80</li> </ul>       | <ul> <li>Response is too short (40-60</li> </ul>        |
|                             | <ul> <li>Planning has produced a</li> </ul>             | length.   | words in length).                                      | words in length).                                       |
| PI ANINING 4                | flawlessly presentable and                              | <ul> <li>Response is too long but does not</li> </ul> | <ul> <li>Response is too long (140-160</li> </ul>      | <ul> <li>Response is too long (exceeds</li> </ul>       |
| 1                           | well-crafted text.                                      | exceed 140 words.                                     | words in length).                                      | 160 words in length).                                   |
| MADKS                       |   | <ul> <li>Planning has produced a</li> </ul>           | Planning has produced a                                | <ul> <li>Inadequate planning has</li> </ul>             |
|                             |   | good, presentable text.                               | moderately presentable text.                           | resulted in a poorly presented                          |
|                             |   |   |  | lexi.   |

## DIAGNOSTIC RUBRIC FOR ESSAY GRADE 6 FIRST

### ADDITIONAL LANGUAGE

| Criteria  | GRADE 7  | GRADE 6  | GRADE 5   | GRADE 4  |
|---|--|--|---|--|
|   | 7  | 9  | 3-5   | 0-2  |
| CONTENT   | Complete adherence to the topic.     Intelligent, thought –provoking and mature ideas.                           | Adheres to the topic with minor deviations.                                    | Some adherence to the topic.     Able to express some ideas clearly.     Essay shows little avidence of | <ul> <li>Completely off the topic.</li> <li>Not able to express ideas clearly/ideas are repetitive.</li> </ul> |
| (Response; organisation of ideas; awareness of        | <ul> <li>Exceptionally well organised<br/>(introduction body and conclusion/</li> </ul>                          |  | organisation (introduction, body  | No evidence of organisation     (introduction body and   |
| purpose )   | ending) detailed and coherent  | body and conclusion/ending) and  | coherence   | conclusion/ ending).and  |
| 7 MARKS   | <ul> <li>Excellent development of topic</li> <li>Outstanding achievement of purpose.</li> </ul>                  |  | <ul> <li>Essay makes some sense.</li> <li>Partial achievement of purpose</li> </ul>                     | <ul> <li>conerence</li> <li>Muddled handling of topic/ essay</li> </ul>  |
|   |  | <ul> <li>Purpose achieved.</li> </ul>  |   | does not make sense.  • Purpose not achieved.  |
| ANGIAGE   | 4  | 3  | 2   | 0-1  |
| STRICTIBE   | <ul> <li>Effective and correct sentence</li> </ul>   | Correct sentence structure   | Some errors in sentence structure   | <ul> <li>Poor sentence structure</li> </ul>  |
| (Sentence structure;                                  | structure  Register style tone is highly   | Register, style, tone is appropriate to the purpose and context of the         | <ul> <li>Register, style, tone is<br/>inappropriate for the purpose and</li> </ul>                      | <ul> <li>Register, style, tone is completely inappropriate for the purpose and</li> </ul>                      |
| register, style ,tone; word                           | appropriate to the purpose and   | essay  | context of the essay  | context of the essay.  |
| crioice, lariguage use<br>spelling and princtitation) | context of the essay   | <ul> <li>Fairly wide range of vocabulary</li> </ul>                            | <ul> <li>Adequate vocabulary linked to the</li> </ul>   | <ul> <li>Limited vocabulary linked to the topic</li> </ul>   |
| ()  | Effective use of wide range of   | linked to the topic  | topic   | • Language usage, spelling and   |
| 4 MARKS   | <ul> <li>vocabulary linked to the topic</li> <li>Correct language usage,<br/>spelling and punctuation</li> </ul> | <ul> <li>Few errors in language usage,<br/>spelling and punctuation</li> </ul> | <ul> <li>A large number of errors in<br/>language usage, spelling and<br/>punctuation.</li> </ul>       | punctuation seriously flawed.  |
|   | 4  | 3  | 2   | 0-1  |
| CINININA  | <ul> <li>Planning has produced a flawlessly<br/>presentable and well-crafted essay.</li> </ul>                   | Planning has produced a good, presentable essay.                               | <ul> <li>Planning has produced a moderately</li> </ul>  | <ul> <li>Inadequate planning has resulted in a poorly presented essay.</li> </ul>                              |
| STRUCTURE AND   | <ul> <li>Effective introduction and conclusion.</li> </ul>   | Good introduction and conclusion.  | presentable essay.  | <ul> <li>Ineffective or no</li> </ul>  |
| LENGTH  | <ul> <li>Essay has at least 3 – 5 paragraphs.</li> </ul>   | Essay is at least 150 words.   | <ul> <li>Adequate introduction and conclusion</li> </ul>  | introduction, no conclusion.  Essay is too short (less than 50   |
|   | Essay does not exceed 180 words in   | exceed 200 words in length.  | Essay is too short (less than 100)  | words in length).  |
| 4 MARKS   | length.  |  | words in length).  • Fessav is foo long (exceeds 220)   | Essay is too long (exceeds 250 words in length)  |
|   |  |  | words in length).   |  |

### PART FOUR SCHOOL BASED ACTIVITIES: TERM ONE



### **Term 1 Task 2 Reading Comprehension**

Text 1

Read the poem below and answer the questions.

|    | Brain and Body                            |
|----|---|
| 1  | Healthy brain foods, what's the cost?     |
| 2  | Those that avoid, their memory is lost.   |
| 3  | We need more than nutrients essential,    |
| 4  | Our human brains, have so much potential. |
| 5  | Assorted berries, an immunity boost,      |
| 6  | Apples protect us, cancers reduced.       |
| 7  | Cherries fight inflammation,              |
| 8  | Foods rich in iron, for circulation.      |
| 9  | Oysters provide us with plenty of zinc,   |
| 10 | Aging and healing, there is a link.       |
| 11 | Eggs and fish, will build our brains,     |
| 12 | All these foods, have countless gains.    |
|    | [Adapted from: AnitaPoems.com]            |

|          |             | Key features of the |              |   |        |   |
|----------|-------------|---------------------|--------------|---|--------|---|
| Context: | Reading and | text: understands   | K            | 0 | N.A 11 | 4 |
| Poem     | Viewing     | some elements of    | Knowledge: C | 6 | Medium | 1 |
|          |             | poetry              |              |   |        |   |

- 1. What is the title of the poem
  - A Brain and Food
  - B Body and Brain
  - C Brian and food
  - D Eggs and fish (1)

| Poem        |                         | Viewing  | -      | s some elements of poetry   | Knowledge: C                                   | 6 | Medium    | 1            |
|-------------|-------------------------|--|--------|---|--|---|-----------|--------------|
| 2.          | Wh<br>A<br>B            | Eating he  | ealthy | a of the poem? benefits you in many ain has a lot of poten                  | •  |   |           |              |
|             | С                       |  |        | ny healthy foods to ea  |  |   |           |              |
|             | D                       |  |        | arvested from oysters   |  |   |           | (1)          |
|             |                         | Ziiio daii   | 50 110 |   |  |   |           | (1)          |
| Context: Po | em                      | Skill: Reading a   | nd     | Key features of the text: understands some elements of poetry               | Level of<br>Difficulty: M                      | 6 | Cognitive | e<br>Term: 1 |
| 3.          | Hov<br>A<br>B<br>C<br>D | w many lines<br>thirteen<br>fourteen<br>eleven<br>twelve | does   | s the poem consist of   | ? It consist of                                |   | lines.    | (1)          |
| Context: Po | em                      | Skill: Reading a   | nd     | Key features of the text:<br>understands some ele-<br>ments of poetry:rhyme | Context: Information TextLevel of Difficulty:M | 6 | Cognitive | e<br>Term: 1 |
| 4.          | Wh<br>A<br>B<br>C       | ich word fror<br>fish<br>link<br>rich<br>will            | n the  | poem rhymes with 'z   | inc'?  |   |           | (1)          |

Reading and

Key features of the text: under-

Context:

| Poem       |         | and Viewing              | some  | elements of poetry: figure of<br>h                            |      | TextLevel of Difficulty:M                     | 6 | level: C              | Term: 1 |
|------------|---------|--------------------------|-------|---|------|---|---|-----------------------|---------|
| 5.         | Wh<br>A | ich figure of personific | -     | ch is 'cherries fight infl                                    | lam  | mation'?                                      |   |                       |         |
|            | В       | assonand                 | ce    |   |      |   |   |                       |         |
|            | С       | alliteratio              | n     |   |      |   |   |                       |         |
|            | D       | simile                   |       |   |      |   |   |                       | (1)     |
| Context: F | Poem    | Skill: Reading a         | and   | Key features of the text: answers questions                   |      | vel of<br>ficulty: M                          | 6 | Cognitive<br>level: C | Term: 1 |
| 6.         | WI<br>A | nat type of fo           | od bu | ilds the brain?   |      |   |   |                       |         |
|            | В       | apples                   |       |   |      |   |   |                       |         |
|            | С       | berries                  |       |   |      |   |   |                       |         |
|            | D       | eggs                     |       |   |      |   |   |                       | (1)     |
| Context: F | Poem    | Skill: Reading a         | and   | Key features of the text: understands some elements of poetry | Info | ntext:<br>ormation<br>xtLevel of<br>ficulty:M | 6 | Cognitive level: C    | Term: 1 |
| 7.         | W<br>A  | hat sound de<br>onomato  |       | s 'will build our brains                                      | '?   |   |   |                       |         |
|            | В       | alliteratio              |       |   |      |   |   |                       |         |
|            | С       | question                 |       |   |      |   |   |                       |         |
|            | D       | simile                   |       |   |      |   |   |                       | (1)     |
|            |         |                          |       |   |      |   |   |                       |         |

Key features of the text: understands

Context:

Skill: Reading

Context:

Information

Cognitive



### Water Saving Tips

- Turn off the tap when you brush your teeth
- Take a shorter shower
- Always use full loads in your washing machine and dishwasher
- Fix a dripping tap
- Water your garden with a watering can

|       |           |                                  |   | Difficulty.ivi                                 |          |                    |         |
|-------|-----------|----------------------------------|---|--|----------|--------------------|---------|
| 8.    | Wh<br>A   | nat is the meaning become more   | of the word 'reduced  | ' as used in lir                               | ne 6?    | То                 |         |
|       | В         | cause cancer                     |   |  |          |                    |         |
|       | С         | become less                      |   |  |          |                    |         |
|       | D         | mark down                        |   |  |          |                    | (1)     |
| Conte | ext: Poem | Skill: Reading and Viewing       | Key features of the text:<br>understands some ele-<br>ments of poetry | Context: Information TextLevel of Difficulty:M | 6        | Cognitive level: C | Term: 1 |
| 9     | WI<br>A   | hat is the meaninູ<br>infections | g of the word 'inflamm  | ation' as used                                 | d in lir | ne 7?              |         |
|       | В         | injections                       |   |  |          |                    |         |
|       | C flames  |                                  |   |  |          |                    |         |
|       | D         | fevers                           |   |  |          |                    | (1)     |
| Conte | ext: Poem | Skill: Reading and<br>Viewing    | Key features of the text: Discusses supporting idea                   | Context: Information TextLevel of Difficulty:M | 6        | Cognitive level: C | Term: 1 |
|       |           |                                  |   |  |          |                    |         |
| 10.   | Which     |                                  | in the poem, are goo  | d for circulation                              | on?      |                    |         |
|       | Α         | foods rich in i                  | ron   |  |          |                    |         |
|       | В         | assorted berri                   | es  |  |          |                    |         |
|       | С         | oysters                          |   |  |          |                    |         |
|       | D         | cherries                         |   |  |          |                    | (1)     |
|       |           |                                  |   |  |          |                    |         |
|       |           |                                  |   |  |          |                    |         |

Context:

Information

TextLevel of

Difficulty:M

Cognitive

level: C

Term: 1

6

Key features of the text:

Discusses new vocabu-

lary

Skill: Reading and

Viewing

Context: Poem

| Context: Skill: Reading and Viewing Skill: Reading and Viewing Scans for information Text Viewing Scans for information T |   |                  |                    |                           | Context:     |   |           |         |
|--|---|------------------|--------------------|---------------------------|--------------|---|-----------|---------|
|  |   | Context:         | Skill: Reading and | Key features of the text: | Information  | 6 | Cognitive | Токия 1 |
|  |   | Information Text | Viewing            | scans for information     | TextLevel of | 0 | level: C  | rerm: i |
| Difficulty:M   |   |                  |                    |                           | Difficulty:M |   |           |         |
|  | ı |                  |                    |                           |              |   |           |         |

- 11. What is the purpose of this diagram? To inform you ...
  - A that there will be a huge water shortage in the future.
  - B how much rainfall there is in South Africa.
  - C how much South Africa spends on water.
  - D South Africa drinks a lot of water.

| Context: Information Text | Skill: Reading and Viewing | Key features of the text: Interprets information | Context: Information TextLevel of Difficulty:M | 6 | Cognitive level: C | Term: 1 |
|---------------------------|----------------------------|--|--|---|--------------------|---------|
|---------------------------|----------------------------|--|--|---|--------------------|---------|

(1)

- 12. What country is being discussed?
  - A Government
  - B South Africa
  - C America
  - D East (1)

| Context:        | Skill: Reading and | Key features of the text: | Level of      |   | Cognitive |           |  |
|-----------------|--------------------|---------------------------|---------------|---|-----------|-----------|--|
| Information     | Skill. Reading and | key leatures of the text. | Level of      | 6 | Cognitive | Term: 1   |  |
| IIIIOIIIIalioii | Viewing            | Scans for information     | Difficulty: M | O | level: C  | Terrii. T |  |
| Text            | viewing            | ocans for information     | Dimounty. W   |   | 10 (01. 0 |           |  |

- 13. What is the percentage of South African rainfall as compared to the rest of the world?
  - A 79%
  - B 48%
  - C 28%
  - D 25% (1)

| Combount    |                            |                      | Context:     |   |                    |         |
|-------------|----------------------------|----------------------|--------------|---|--------------------|---------|
| Context:    | Skill: Reading and Viewing | Discusses vocabulary | Information  | 6 | Cognitive level: C | T 4     |
| Information |                            |                      | TextLevel of |   |                    | Term: 1 |
| Text        |                            |                      | Difficulty:M |   |                    |         |

- 14. The word 'leakage' means...
  - A to make something needed available to someone.
  - B the accidental admission or escape of liquid.
  - C to give money to pay for goods, services.
  - D the action of using up a resource.

| Contovt     |                            |                           | Context:     |   |           |       |
|-------------|----------------------------|---------------------------|--------------|---|-----------|-------|
| Context:    | Skill: Reading and Viewing | Key features of the text: | Information  | 6 | Cognitive | Term: |
| Information |                            |                           | TextLevel of |   | level: C  | 1     |
| Text        |                            |                           | Difficulty:M |   |           |       |

(1)

- 15. Which country is the 30<sup>th</sup> driest in the world?
  - A Swimming pool
  - B South Africa
  - C England
  - D World (1)

| Context     | Skill       | Sub skill of the text | Level of Difficulty | Cognitive level |
|-------------|-------------|-----------------------|---------------------|-----------------|
| Information | Reading and | Use contextual clues  | M                   | C               |
| Text        | Viewing     | Ose contextual clues  | IVI                 | O               |

- 16. Who is the source of this information text?
  - A Government
  - **B** Municipality
  - C World News
  - D News 24 (1)

| Context<br>Information  |          | Skill<br>Reading and          | Sub skill of the text Level of Use contextual clues M |       | el of Difficulty    |      | Cognitive level |     |  |  |
|---|----------|-------------------------------|---|-------|---------------------|------|-----------------|-----|--|--|
| Text 17.  |          | •                             | is the government s                                   | spen  | nding per year o    | า พ  | /ater?          |     |  |  |
|   | Α        | R9bn                          |   |       |                     |      |                 |     |  |  |
|   | В        | R8bn.                         |   |       |                     |      |                 |     |  |  |
|   | С        | R5bn.                         |   |       |                     |      |                 |     |  |  |
|   | D        | R2bn.                         |   |       |                     |      |                 | (1) |  |  |
| Contex  |          | Skill                         | Sub skill of the text                                 |       | Level of Difficulty |      | Cognitive level |     |  |  |
| Inform<br>Text  | ation    | Reading and Viewing           | Use contextual clues                                  |       | М                   |      | С               |     |  |  |
| 18. Identify the catch phrase.  A South Africa's Water Demand |          |                               |   |       |                     |      |                 |     |  |  |
|   | В        | South Africa's Water Supply   |   |       |                     |      |                 |     |  |  |
|   | С        | South Africa's Thirsty Future |   |       |                     |      |                 |     |  |  |
|   | D        | South Africa's                | Savings Tips  |       |                     |      |                 | (1) |  |  |
|   |          |                               |   |       |                     |      |                 |     |  |  |
| Contex  |          | Skill                         | Sub skill of the text                                 | Leve  | el of Difficulty    | Со   | gnitive level   |     |  |  |
| Inform<br>Text  | ation    | Reading and Viewing           | Use contextual clues M                                |       | С                   |      |                 |     |  |  |
| 19.   | Hov<br>A | v many litres o               | f water does a South                                  | h Afr | rican consume c     | lail | y?              |     |  |  |
|   | В        | 235                           |   |       |                     |      |                 |     |  |  |
|   | С        | 36.2                          |   |       |                     |      |                 |     |  |  |
|   | D        | 1.3                           |   |       |                     |      |                 |     |  |  |
|   |          |                               |   |       |                     |      |                 | (1) |  |  |
| 20.   | Hov<br>A | v many water s<br>three       | saving tips does this                                 | text  | t suggest?          |      |                 | ,   |  |  |
|   | В        | four                          |   |       |                     |      |                 |     |  |  |
|   | С        | five                          |   |       |                     |      |                 |     |  |  |
|   | D        | two                           |   |       |                     |      |                 | (1) |  |  |

### Grade 6 EFAL Term 1 Task 2 Language Structures and Conventions

### Text 2

- 1. Rose lived in Johannesburg. She loved drawing. Rose was very poor and didn't have pens or pencils. She drew pictures in the sand with sticks. One day, an old woman saw Rose and said, "Hello! Here's a paintbrush and some paper for you." "Thank you!" smiled Rose.
- 2. She was so happy. "Hmmm, what can I paint?" she thought. She looked around and saw a duck on the pond. "I know! I'll paint a duck!" So she did. Suddenly, the duck flew off the paper and onto the pond. 'Wow!' she said. "A magic paintbrush!"
- 3. Rose was a very kind girl and she painted pictures for everyone in her village. She painted a cow for the farmer, pencils for the teacher and toys for all the children. The king heard about the magic paintbrush and sent a soldier to find Rose. "Come with me," said the soldier. "The king wants you to paint some money for him."
- 4. "But he's already rich," said Rose. "I only paint to help poor people." But the nasty soldier took Rose to the king. "Paint me a tree with lots of money on it," he shouted. Rose was brave and said, 'No!' So, the king sent her to prison. But Rose painted a key for the door and a horse to help her escape.
- 5. The king chased after her. So she painted a big hole, and splat! The king fell in. Today, Rose only uses her magic paintbrush to help people who really, really need help.

Source: unknown

| Context: Story | Viewing                                       | Identifies the preposition                                | tLevel of Difficulty:E                         | 6        | nitive<br>level: C         | 1     |
|----------------|---|---|--|----------|----------------------------|-------|
| 1.             | Choose a suitabl                              | e preposition to comp                                     | lete the senten                                | ce.      |                            |       |
|                | She drew picture<br>A drew                    | es the sand.  |  |          |                            |       |
|                | B over  |   |  |          |                            |       |
|                | C in  |   |  |          |                            |       |
|                | D at  |   |  |          |                            | (1)   |
| Context: Story | Skill: Language<br>Structures and Conventions | Key features of the text: Builds word families            | Context: Information TextLevel of Difficulty:E | 6        | Cog-<br>nitive<br>level: C | Term: |
| 2.             | Which word in th A paper B sail C pond        | e text belongs to the s                                   | same word fam                                  | ily as p | paint?                     |       |
|                | D faint                                       |   |  |          |                            | (1)   |
| Context: Story | Skill: Language<br>Structures and Conventions | Key features of the text: Spells familiar words correctly | Context: Information TextLevel of Difficulty:E | Cogr     |                            | Term: |
| 3.             | Choose the corre                              | ectly spelt word.   |  |          |                            |       |
|                | She painted pictor A everwone                 | ures for  | _·   |          |                            |       |
|                | B everyone                                    |   |  |          |                            |       |
|                | C averyone                                    |   |  |          |                            |       |
|                | D evryone                                     |   |  |          |                            | (1)   |

Context:

Cog-

| Context: Story | Skill: Language<br>Structures and Conventions | Key features of the text: Identify compound words | Context: Information TextLevel of Difficulty:M | 6 | Cognitive level: C | Term: |
|----------------|---|---|--|---|--------------------|-------|
| 1              | Which is the corr                             | ect word combination                              | 12   |   |                    |       |

Which is the correct word combination?

brush - paint

paint - brush В

brushpaint С

paintbrush (1)

|              |                | Skill: Language | Key features of the text: | Context:     |   |           |       |
|--------------|----------------|-----------------|---------------------------|--------------|---|-----------|-------|
| Context: Sto | Context: Story |                 |                           | Information  | 6 | Cognitive | Term: |
|              | Context. Story | ventions        | past progressive tense    | TextLevel of | U | level: C  | 1     |
|              |                | Veritions       |                           | Difficulty:M |   |           |       |

Which sentence is in the past progressive tense? 5.

She was painting a cow for the farmer.

She is painting a cow for the farmer. В

С She will paint a cow for the farmer

She painted a cow for the farmer. (1)

|               |                | Skill: Language     | Key features of the text: | Context:             |   |           |       |  |
|---------------|----------------|---------------------|---------------------------|----------------------|---|-----------|-------|--|
|               | Context: Story | Structures and Con- | Identify and use deter-   | Information TextLev- | 6 | Cognitive | Term: |  |
| Context. Glor | Comont. Clory  | ventions            | miners                    | el of                |   | level: C  | 1     |  |
|               |                |                     |                           | Difficulty:E         |   |           |       |  |

6. Identify the determiner in the following sentence.

The first picture was ruined.

picture Α

ruined

first

(1) D the

| Context: Story | Structures and Conventions  | Identify and use correct punctuation           | TextLevel of Difficulty:M                      | 6  | level: C                   | 1     |  |
|----------------|---|--|--|----|----------------------------|-------|--|
| 7.             | Which sentence  | is punctuated correc                           | tly?   |    |                            |       |  |
|                | what can i paint  A What can I paint  | aint?  |  |    |                            |       |  |
|                | B What can, i p   | paint.   |  |    |                            |       |  |
|                | C What can I pa   | aint,  |  |    |                            |       |  |
|                | D What can I pa   | aint.  |  |    |                            | (1)   |  |
|                |   |  |  |    |                            |       |  |
| 0              | Skill: Language   | Key features of the text:                      | Level of                                       | 0  | Cognitive                  | Term: |  |
| Context: Story | Structures and Conventions  | understand and use the personal pronoun        | Difficulty: E                                  | 6  | level: C                   | 1     |  |
| 8.             | Replace the undo Rose was brave.  A They  B She  C He  D It                                 | erlined word with a p                          |  | n. |                            | (1)   |  |
| Context: Story | Skill: Language<br>Structures and Conventions   | Key features of the text: Identifies the title | Context: Information TextLevel of Difficulty:E | 6  | Cog-<br>nitive<br>level: C | Term: |  |
| 9.             | Identify the verb in the following sentence.  The king chased after her.  A chased  B after |  |  |    |                            |       |  |
|                | C king D the  |  |  |    |                            | (1)   |  |
|                |   |  |  |    |                            | . ,   |  |

Context:

Information

Cognitive

Term:

Key features of the text:

Skill: Language

| Context: Story |     | uctures and Con-<br>tions              | uses the conjunction   | TextLevel of Difficulty:M   | 6      | level: C | 1 |  |
|----------------|-----|--|------------------------|-----------------------------|--------|----------|---|--|
| 10.            | ado | mplete the seldition.<br>se was very p | ntence using the corre | ect conjunctionave pencils. | n to s | show     |   |  |
|                | Α   | A because                              |                        |                             |        |          |   |  |
|                | В   | was                                    |                        |                             |        |          |   |  |
|                | С   | but                                    |                        |                             |        |          |   |  |

Key features of the text:

Skill: Language

D

and

Context:

Information

Cognitive

Term:

(1)

### Why We Need School

Please explain, why we need school. Sitting in those desks, is painful and cruel.

5 Teachers are there to, instruct and teach.

Give me an iPad, and I'll learn at the beach.

Why pay teachers,

10 let's be frugal

I'll get my info

straight from Google

I just have one more challenging request

Let's get rid of exams and that test

We're curious kids, knowledge we seek. Our education system 20 we should definitely tweak.

That's my argument,
why we DON'T need school.
Let's make it a law
or simply a rule.

[Adapted from: AnitaPoems.com]

| 11.   | each                                       | er'? The.  |                                   |   |                       |         |
|---|--|--|-----------------------------------|---|-----------------------|---------|
|   | B teacher's red                            | quest.   |                                   |   |                       |         |
|   | C teachers rec                             | juest.   |                                   |   |                       |         |
|   | D teacher requ                             | ıest.  |                                   |   |                       | (1)     |
|   |  |  |                                   |   |                       |         |
| Context: Poem   | Skill: Language Structures and Con-        | Key features of the text:  Identifies the Compound           | Level of                          | 6 | Cognitive             | Term:   |
|   | ventions                                   | word   | Difficulty: M                     |   | level: C              | 1       |
| <ul><li>Which option is an example of a compound word?</li><li>A school teacher</li></ul> |  |  |                                   |   |                       |         |
|   | B knowledge                                |  |                                   |   |                       |         |
|   | C painful                                  |  |                                   |   |                       |         |
|   | D iPad                                     |  |                                   |   |                       | (1)     |
|   |  |  |                                   |   |                       |         |
| Context: Story  | Skill: Language Structures and Conventions | Key features of the text: Identifies words starting with 'k' | Context: Information TextLevel of | 6 | Cognitive<br>level: C | Term: 1 |
|   |  |  | Difficulty:D                      |   |                       |         |
| 13.   |  | s not start with a 'k' so                                    | ound?                             |   |                       |         |
|   | A cornflakes                               |  |                                   |   |                       |         |
|   | B kebab                                    |  |                                   |   |                       |         |
|   | C chiefs                                   |  |                                   |   |                       |         |
|   | D kiwi                                     |  |                                   |   |                       | (1)     |
|   |  |  |                                   |   |                       |         |
|   |  |  |                                   |   |                       |         |

Key features of the text:

Understands and uses

possessive form of a noun

Level of

Difficulty: M

Cognitive

level: C

6

Term:

1

Skill: Language

ventions

Structures and Con-

Context: Poem

| Context: Story | Structures and Conventions                | Identifies the homonym | Difficulty: D | 6 | level: C | 1 |  |  |  |  |  |  |  |
|----------------|---|------------------------|---------------|---|----------|---|--|--|--|--|--|--|--|
| 14.            | Write down a homonym for the word 'flew'. |                        |               |   |          |   |  |  |  |  |  |  |  |
|                | A flurw                                   |                        |               |   |          |   |  |  |  |  |  |  |  |
|                | B fluy                                    |                        |               |   |          |   |  |  |  |  |  |  |  |
|                | C fluw                                    |                        |               |   |          |   |  |  |  |  |  |  |  |
|                |   |                        |               |   |          |   |  |  |  |  |  |  |  |

Level of

Key features of the text:

Cognitive

Term:

(1)

| Context: Poem | Skill: Language Structures and Con- | Key features of the text: | Level of Difficulty: D | 6 | Cognitive level: C | Term: |
|---------------|-------------------------------------|---------------------------|------------------------|---|--------------------|-------|
|               | ventions                            |                           |                        |   |                    |       |

15. Which is the correct way to break the word 'because' into syllables?

A be - cau - se

Skill: Language

D flu

B be - ca - use

C bec - ause

D be – cause (1)

### Grade 6 English FAL Term 1 Task 2

### **Diary Entry**

### Guidelines for writing a diary entry:

- Use the frame attached
- Tell the events in the correct order
- Use connecting words
- Date your entries
- Use vocabulary from other subjects
- Include specific detail
- Your text must be about 50 60 words
- You will be assessed according to content, language construction planning, structure and length

### **Example**

25 June 2018

### **Monday**

**Dear Diary** 

Today was truly the worst. Not only did my day begin with stale cereal, the milk had expired. The bus broke down and I missed my first class. I even forgot it was test day! I think I failed.

I am afraid of what my parents will think but I just wanted to hide in a dark corner of the world. I hope tomorrow is different but, knowing my luck, it probably won't be.

Sincerely

Sad and depressed

Choose one of the following topics and write 3 diary entries, each 50 to 60 words using the frame provided.

You invited your friend to a party that ended up in a mess. Your friend blames you. Write a diary entry expressing your feelings.

or

You had an argument with your friend because she broke your spectacles. Write a diary entry of your experience of reading without your spectacles.

or

Your sister who is in Grade 4 won the first prize in the spelling bee competition. You also took part in the competition and did not do well. Write a diary entry expressing your feelings.

|   |  | David |
|---|--|-------|
|   |  | Day 1 |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
|   |  |       |
| - |  |       |
|   |  |       |
|   |  |       |

|   |          | Day 2 |
|---|----------|-------|
|   |          | Dav z |
|   |          | J -   |
|   | <b>-</b> |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   | -        |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          | _     |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
| I |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
| - |          | _     |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |
|   |          |       |

| - | Day 3 |
|---|-------|
| - |       |
|   |       |
|   |       |
|   |       |
|   |       |
|   |       |

## RUBRIC FOR DIARY

## GRADE 6 FIRST ADDITIONAL LANGUAGE

| GRADE 6 GRADE 5  | 11-12         | <ul> <li>Adheres to the topic with minor deviations.</li> <li>Able to express some ideas clearly.</li> <li>Ideas are reasonably coherent and convincing.</li> <li>Logical development of topic.</li> <li>Purpose achieved.</li> </ul> | 5-6                    | <ul> <li>Correct sentence structure</li> <li>Register, style, tone is appropriate to the purpose and context of the purpose and context of the purpose and context of the diary entries</li> <li>Fairly wide range of vocabulary linked to the linked to the topic</li> <li>Few errors in language usage, shelling and punchuation</li> </ul> |        | Diary entries are at least 15 to 20     words     Paragraphs are too long, but does not exceed 25 words in length.      Diary entries are too short (less than 15 words in length).      Paragraph is too long (exceeds 25 words in length). |
|------------------|---------------|---|------------------------|---|--------|--|
|                  | 13-14         | 0   | 7-8                    | 5   | .5 10. | C20.   |
| Criteria GRADE 7 | CONTENT 13-14 | (Response; organisation of complete adherence to the topic. ideas; awareness of mature ideas.  • Intelligent, thought –provoking and mature ideas.  • Excellent development of topic outstanding achievement of purpose.              | LANGUAGE STRUCTURE 7-8 | (Sentence structure; effective and correct sentence register, style, tone; word choice; language use spelling and punctuation) appropriate to the purpose and context of the diary entries effective use of wide range of vocabulary linked to the topic correct language used some smelling.   | RE AND | Diary entries are 40 – 50 words in length.     Paragraphs does not exceed 25 words in length.     Words in length.   |

| ON | Expected answer                            | Mark | Diagnostic Analysis  | understand | perfor- | mance<br>Grade |
|----|--|------|--|------------|---------|----------------|
|    | Reading Comprehension Text 1               |      |  |            |         |                |
|    | A Brain and Body                           | 1    | Correct response   | 4          | М       | 6              |
| 1. | B Anita Poems                              |      | Learner response is not relevant to the question.                              | 1          |         | 5              |
|    | C Eggs and fish                            |      | Learner response is randomly retrieved from the text.                          | 4          |         |                |
|    | D Brian and Body                           |      | Learner identified a similar answer but incorrectly spelt                      | 2          |         |                |
|    | A Eating healthy benefits you in many ways | 1    | Correct response.  | 4          | Е       | 6              |
| 2. | The human brain has a lot of potential     |      | Has limited understanding of what the poem is about.                           | 1          |         |                |
| 2. | C There are so many healthy foods to eat.  |      | It is related to the text, but not to the main idea of the poem.               | 3          |         |                |
|    | D Zinc is found from oysters               |      | Has some knowledge of the benefits of food.                                    |            |         | Ÿ              |
|    | A thirteen                                 |      | The learner does not know the numbers in words                                 | 3          |         |                |
| 3. | B fourteen                                 |      | Unable to decode the length of the poem if the numbers are expressed in words. | 2          |         |                |
|    | C eleven                                   |      | Limited knowledge of word numbers.   | 1          |         | 0              |
|    | D twelve                                   | 1    | Correct response   | 4          | Е       | 6              |
|    | A fish                                     |      | Unable to apply knowledge  | 3          |         |                |
| 4. | B link                                     | 1    | Correct response   | 4          |         |                |
| 4. | C rich                                     |      | Learner has limited knowledge  | 2          |         |                |
| 10 | D will                                     | 1    | Unable to identify rhyme   | 1          |         |                |
| 5. | A personification                          | 1    | Correct response   | 2          | М       | 6              |
| J. | B assonance                                |      | The answer is not text based   | 4          |         | 6              |

|        | C alliteration       |   | Has some knowledge of the figures of speech                                 | 3 |   | i i |
|--------|----------------------|---|---|---|---|-----|
|        | D simile             |   | Compares cherries with humans.  | 1 |   |     |
|        | A oysters            |   | A superficial connection between eggs and oysters                           | 3 |   |     |
| 6.     | B apples             |   | Limited knowledge of the effects of the apples                              | 2 |   |     |
|        | C berries            |   | Unable to relate what the apples do to the body                             | 1 |   |     |
|        | D eggs               | 1 | Correct answer  | 4 | М | 6   |
|        | A onomatopoeia       |   | not the same  | 3 |   |     |
| _      | B alliteration       | 1 | Correct response  | 4 | D | 6   |
| 7.     | C rhyme              |   | Very limited knowledge of the figures of speech                             | 1 |   |     |
|        | D simile             |   | Knows little about the figures of speech                                    | 2 |   |     |
|        | A become more        |   | Confuse more with less  | 2 |   |     |
| onest. | B cause cancer       |   | Do not have the knowledge of vocabulary.                                    | 1 |   |     |
| 8.     | C Become less        | 1 | Correct response  | 4 | М | 6   |
|        | D mark down          |   | The learner has the conceptual knowledge but not suitable for this context. | 3 |   |     |
|        | A infections         |   | correct response  | 4 |   |     |
|        | B injections         |   | Confused by the rhyming words   | 2 |   |     |
| 9.     | C flames             |   | The response is not text-based  | 1 |   |     |
|        | D fever              |   | Has some knowledge and links fever with infection.                          | 3 |   |     |
|        | A Foods rich in iron |   | Correct response  | 4 | М | 6   |
| 10.    | B Assorted berries   |   | Good for immunity   | 1 |   |     |
| 10.    | C oysters            |   | Provide with zinc   |   |   |     |
|        | D cherries           |   | Fight inflammation  |   |   |     |

|      | A that there will be a huge water shortage in the future. | 1 | Correct response   | 4 | М | 6 |
|------|---|---|--|---|---|---|
| 11.  | B South Africa  |   | Shortage of water is related to the frequency of rainfall  | 3 |   |   |
|      | C how much South Africa spends on water.                  |   | Superficial connection is made                             | 2 |   |   |
|      | D South Africa drinks a lot of water                      |   | Drinking water and water shortage are not closely related  | 1 |   |   |
|      | A South America   |   | The response is not mentioned in the text.                 | 1 |   |   |
| 12.  | B South Africa  | 1 | Correct response   | 4 | М | 6 |
| 12.  | C government  |   | Taken from the text but limited knowledge.                 | 2 |   |   |
|      | D world   |   | Mentioned in the text but not correct                      | 3 |   |   |
| 13.  | A 79%   |   | Surface water in South Africa                              |   |   |   |
|      | B 48%   | 1 | Correct response   | 4 | Е | 6 |
| LJ.  | C 28%   |   | Endangered river ecosystems                                |   |   |   |
|      | D 12%   |   | Ground water supply  |   |   |   |
|      | A to make something needed available to someone           |   | Learner grabs bits and pieces of information as an answer. | 1 |   |   |
| 14.  | B the accidental admission or escape of liquid.           | 1 | Correct answer   | 4 | М | 6 |
| L-T. | to give money to pay for goods/services                   |   | Over generalisation that leads to a weak conclusion.       | 2 |   |   |
|      | D the action of using up a resource                       |   | Broad given conclusion chosen by the learner.              | 3 |   |   |
|      | A Swimming pool   |   | Associates water with swimming pool                        | 3 |   |   |
|      | B South Africa  | 1 | Correct response   | 4 | М | 6 |
| 15.  | C South Asia  |   | Learner guesses any item  Not related to the text          | 1 |   |   |
|      | D world   |   | Information found in the text                              | 2 |   |   |

|        | A government     |   | Government provides water in the text                                  | 1 |   |   |
|--------|------------------|---|--|---|---|---|
| oestas | B municipality   | 1 | Learner makes weak inferences.   | 3 |   |   |
| 16.    | C World News     |   | Learner invokes prior knowledge related to the general topic of water. | 2 |   |   |
| 3      | D News 24        | 1 | Correct answer   | 4 | М | 6 |
|        | A R2.9bn         |   | Correct answer   | 4 | D | 6 |
|        | B R5.8 bn        |   | Wrongly interprets these figures                                       | 3 |   |   |
| 17.    | C R9.2bn         |   | Option is not found in the text.                                       | 1 |   |   |
|        | D R8.5bn         |   | Learner has superficial knowledge and makes superficial connections    | 2 |   |   |
|        |                  |   |  |   |   |   |
| 18.    | A Water Demand   |   | Learner is persuaded by the visuals to choose this item                | 3 |   |   |
|        | B Water Supply   |   | Earner uses the bar graph to make this choice                          |   |   |   |
|        | C Thirsty Future | 1 | Correct response   | 4 | D | 6 |
|        | D Savings Tips   |   | Error is informed by the number of tips found in the text.             | 2 |   |   |
|        | A 172 litres     |   | Might confuse South Africa and the world.                              | 3 |   |   |
| 19.    | B 235 litres     | 1 | Correct answer   | 4 | М | 6 |
| 13.    | C 36.2 litres    |   | The learner is unable to relate this information to the question       | 2 |   |   |
|        | D 2 litres       |   | Information is not found in the text.                                  | 1 |   |   |
|        | A three          |   | Has limited knowledge about water saving tips                          | 2 |   |   |
|        | B four           |   | Makes error in counting the tips.                                      | 3 |   |   |
| 20     | C five           | 1 | Correct response   | 4 | Е | 6 |
|        | D two            | 1 | Not text based information   | 1 |   |   |

| ON | Expected answer                     | Mark | Diagnostic Analysis   | understand<br>-ing | perfor- | Grade |
|----|-------------------------------------|------|---|--------------------|---------|-------|
|    | Language Structures and Conventions |      | Reasons   |                    |         |       |
|    | Text 2                              |      |   |                    |         |       |
|    | A drew                              |      | Unable to apply knowledge of prepositions.  The response is not item-based - verb   | 1                  |         |       |
| 1. | B over                              |      | Applied a limited knowledge as an over generalisation and came to a weak conclusion | 2                  |         |       |
|    | C in                                |      | The correct response  | 4                  | М       | 6     |
|    | D at                                | 1    | Related to the text but not the correct response                                    | 3                  |         |       |
|    | A paper                             | 1    | Apply limited knowledge as an over generalisation and came to a weak conclusion     | 2                  |         |       |
| 2. | B sail                              |      | Error that reflects analysis and interpretation                                     | 3                  |         |       |
|    | C pond                              |      | Not related to the text or item.  | 1                  |         |       |
|    | D faint                             |      | Correct response  | 4                  | М       | 6     |
|    | A everwone                          | 1    | Unable to apply knowledge of correct spelling.                                      | 1                  |         |       |
| 3. | B averyone                          |      | Related to the correct response   | 3                  |         |       |
| 3. | C everyone                          | 1    | Correct response  | 4                  | М       | 6     |
|    | D evryone                           |      | Error that reflect initial understanding of details in the word.                    | 2                  |         |       |
|    | A brush-paint                       |      | Has no knowledge of word division.  | 1                  |         |       |
| 4. | B paint-brush                       |      | Has some understanding but not the correct response.                                |                    |         |       |
|    | C brushpaint                        |      | Has limited knowledge of word division.   | 2                  |         |       |

|      | D paintbrush                          | 1 | Correct response  | 4 | М | 6 |
|------|---------------------------------------|---|---|---|---|---|
|      | A She was painting a cow for a farmer |   | Correct response  | 4 | D | 6 |
| 5.   | B She is painting a cow for a farmer  |   | Has knowledge of present progressive tense but the past progressive tense.                | 3 |   |   |
| 1500 | C She will paint a cow for a farmer   |   | Has knowledge of the future tense.  | 2 |   |   |
|      | D She painted a cow for a farmer      |   | Simple past tense, Unable to apply knowledge of progressive tense.                        | 1 |   |   |
|      | A ruined                              |   | Learner's response is a verb not the determiner.  | 1 |   |   |
| 6.   | B picture                             |   | Learner chooses the noun.   | 2 |   |   |
|      | C first                               | 1 | Correct response  | 4 | М | 6 |
|      | D one                                 |   | Weaker inference – related to the item.   | 3 |   |   |
|      | A What can, i paint.                  |   | Unable to apply knowledge of punctuation.   | 1 |   |   |
|      | B What can i paint,                   |   | Lower case and comma at the end.  | 2 |   |   |
| 7.   | C What can I paint?                   | 1 | Correct response  | 4 | М | 6 |
|      | D What can I paint.                   |   | Weaker conclusion – closely related to the correct response. No question mark at the end. | 3 |   |   |
|      | A They                                |   | Limited knowledge of the determiner.  | 2 |   |   |
|      | B She                                 | 1 | Correct response  | 4 | М | 6 |
| 8.   | С Не                                  |   | Related distractor to the correct response/pronoun.                                       | 3 |   |   |
|      | D It                                  |   | Learner invokes prior knowledge related to the general topic but gets it incorrect.       | 1 |   |   |
|      | A chased                              |   | Correct response.   | 4 | D | 6 |
| 9.   | B after                               |   | Selects a preposition.  Grabbing bits and pieces of information                           | 1 |   |   |
|      | C king                                |   | Makes errors that lead to weak inferences and selects a noun.                             | 3 |   |   |

|     | D the                |   | Limited knowledge and generalised – definite article.                 | 2 |   |   |
|-----|----------------------|---|---|---|---|---|
| 10. | A because            |   | Conjunction - Limited knowledge and generalised.                      | 2 |   |   |
|     | B was                |   | Selects first and third person singular past of be.                   | 1 |   |   |
|     | C but                | 1 | Error that reflect analysis and interpretation                        | 3 |   |   |
|     | D and                |   | Correct response  | 4 | М | 6 |
|     |                      |   |   |   |   |   |
| 11. | A teachers' request. |   | The learner makes an error in the position of an apostrophe.          | 3 |   |   |
|     | B teacher's request. |   | Correct response  | 4 | М | 6 |
|     | C teachers request.  |   | Limited knowledge of putting an apostrophe and no apostrophe.         | 2 |   |   |
|     | D teacher request.   | 1 | Unable to apply knowledge of possessive apostrophe.                   | 1 |   |   |
|     | A schoolteacher      | 1 | Correct response.   | 4 | М | 6 |
| 4.0 | B knowledge          |   | Unable to apply knowledge of compound nouns.                          | 1 |   |   |
| 12. | C painful            |   | The learner makes an error and think that it is made of pain and ful. | 3 |   |   |
|     | D iPad               |   | Limited knowledge of compound words.                                  | 2 |   |   |
|     | A cornflakes         |   | Has some understanding of words with a k- sound.                      | 1 |   |   |
| 13. | B kebab              |   | Learner has phonic knowledge to spell words.                          | 3 |   |   |
|     | C chiefs             | 1 | Correct response  | 4 | М | 1 |
|     | D kiwi               |   | Limited Understanding of words with a k- sound.                       | 2 |   |   |
| 14. | A flurw              |   | Learner response was randomly selected                                | 2 |   |   |
| *** | B flur               |   | Selects the word that is sounded differently from the correct respons | 1 |   |   |

|     | C fluw      |   | Error that reflect analysis and interpretation                   | 3 |   |   |
|-----|-------------|---|--|---|---|---|
|     | D flu       | 1 | Correct response   | 4 | D | 6 |
| 15. | A Be-cau-se |   | Limited knowledge of syllables.                                  | 2 |   |   |
|     | B Be-ca-use |   | Unable to apply knowledge of syllables                           | 1 |   |   |
|     | C Bec -ause |   | Has some knowledge of syllables, selected an incorrect response. | 3 | * |   |
|     | D Be-cause  | 1 | Correct response   | 4 | Е | 6 |



Department of Basic Education 222 Struben Street, Pretoria, 0001 Private Bag X895, Pretoria, 0001, South Africa Tel: (012) 357 3000 Fax: (012) 323 0601

Hotline: 0800 202 933