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## PART ONE UNDERSTANDING DIAGNOSTIC ASSESSMENTS



#### 1. INTRODUCTION

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

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

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

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

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

#### 2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS

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

These diagnostic assessments/questions are a phase based assessment. It also includes questions from four grades. There are questions set on the critical skills from the two earlier grades, the current grade and the next grade. The selection of questions from the four grades was done by looking at those concepts that were taught in the two earlier grades and were then extended in the next two grades as well. This would enable the teacher to identify at which specific grade the knowledge gap is.

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

Table 1: Percentage spread of questions

Spread of Questions							
Weighting	±10%	±20%	70%				
Grade 9	7	8	9				

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

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

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

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

conceptual knowledge or lack of comprehension. Each paper has a spread of the content areas and skills that span the entire phase and is extended into the next phase. The texts/topics that have been selected for the Languages questions indicate the concept/skill progression from one grade to the next. The Mathematics questions are clustered according to content areas.

The diagnostic resource is divided into sections or questions. Questions are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the correct response, see Table 3 for further clarity.

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

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

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

- **4.1.** Parts of the resource bank may be used independently at different intervals e.g. as revision activities, informal assessment activities and baseline assessments.
- **4.2.** Certain questions, per skill assessed, may be selected from a section to compile a shorter activity,
- 4.3. Questions may be selected according to levels of difficulty and can be used to support learning according to different cognitive demands or be used to support progressed learners.
- 4. 4. Diagnostic tests may also be used as a baseline assessment if administered prior to teaching a particular topic/skill/grade. A teacher may want to establish whether learners meet the basic skills and knowledge levels required to learn a specific topic or content aspect. This will assist the teacher to know the learners' level of proficiency in a particular topic prior to lesson preparation.

- **4. 5.** The questions may be used at the beginning of a grade/phase to establish whether learners meet the conceptual knowledge for the new grade/phase.
- **4. 6.** The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

#### 5. DESIGN

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

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

Table 2: Levels of Performance for Language MCQs

Levels of Performance	Possible Learner Error
Levels of Feriorillatice	FOSSIBLE LEGITIEL LITOL
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.

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

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

#### 6. MARKING GUIDELINES

#### **6.1. MULTIPLE CHOICE QUESTIONS (MCQS)**

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

#### **6.2. OPINION QUESTIONS**

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

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

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

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

#### **6.4. LANGUAGE STRUCTURES AND CONVENTIONS**

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

#### **Table 3: Levels of Performance for Language MCQs**

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

					1	1	
NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDER- STANDING	LEVEL OF PERFOR- MANCE	GRAL
1.1	A	It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.		2	9
	В	Not all contacts on Facebook are friends that you know. 13-year olds like	1	The correct response.  Related to the text, but not to the main	M	3	
		to boast about Facebook friends.		purpose that is focused in the text as a whole.			
	D	The Internet is required to connect to Facebook.		The response is not text-based.		1	

Table 4: Levels of Understanding that incorporate the two Taxonomies

		corporate the two Taxono	1	T
1. Level of	Bloom's	Descriptors	Barrett's	Types of
Understanding	Taxonomy	(Incorporation of	Taxonomy	Questions
		both taxonomies)		
Easy	Remembering	Label, list, name,	Literal	MCQ,
	and	relate, recall, repeat,	comprehension/	Closed response
	Understanding	state, classify, re-	Reorganisation	Short response
		group, rearrange,		Fill in the blank
		assemble, collect,		Choose correct
		categorise, select,		response
		recognise, supply,		
		separate, isolate		
Moderate	Application and	Predict, infer,	Inferential	Short response
	Analysis	guess, translate,	comprehension	MCQ
		summarise, interpret,		Matching
		understand, rewrite,		Directed response
		apply, demonstrate,		Closed response
		illustrate, investigate,		Open response
		diagnose		
Difficult	Evaluating and	Analyse, appraise,	Evaluation and	MCQ
	Creating	evaluate, justify,	Appreciation	Essay writing
		reason, criticise,		Transactional
		judge, comment,		writing
		appreciate, create,		
		derive, combine,		
		construct, devise,		
		synthesise		

#### **6.5 MODERATION**

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

#### 7. DATA ANALYSIS AND UTILISATION

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

#### 7.1. THE PURPOSE OF DATA ANALYSIS

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

- A) The overall level of performance of the class or school;
- B) Individual learners or schools that need special intervention;
- C) Groups of learners or schools who need special support and
- **D)** Subject content areas that require priority attention in teaching and learning.

#### 7.2. USE OF BASIC STATISTICS FOR ANALYSIS

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

- i. Mean (often called average) calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarize all the scores obtained by learners in a test. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over-perform or under-perform.
- **ii. Median** (or middle score) calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into two equal halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e. (57 + 49)/2 = 106/2 = 52. As can be observed, 52 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45.

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

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

#### 7.3. AVAILABLE TOOLS FOR DATA ANALYSIS

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

#### 7.4. PREPARING DATA FOR ANALYSIS ON EXCEL

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

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

- vi. Use correct formulae to calculate the statistics that you want to use to summarize and analyse the test data; and
- vii. Interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

#### 7.5. ANALYSIS AND INTERPRETATION

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

#### a) Overall performance

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

#### b) Performance spread

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

#### c) Individual learner differences in performance

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

#### d) Group differences in performance

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

#### e) Performance in specific topics or skills

more focused intervention than the girls.

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

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

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

#### 7.6. DIAGNOSTIC OR ERROR ANALYSIS

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

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



#### NOTE TO THE TEACHER:

- **1.** These "tests" are designed as a diagnostic assessment tool.
- 2. Please study the teacher guidelines before you administer these tests.
- **3.** You may administer the tests according to questions.
- **4.** You may further break down the sub-questions from different questions according to the skills/ difficulty levels/terms/grades.
- 5. The selection of the questions will depend on the purpose of the assessment.
  E.g. You may want to check whether the Grade 9 learners in your class are competent in the Grade 7 and 8 reading 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 9 learners based on your diagnostic analysis of the baseline assessment. In a similar manner you can select questions according to the different CAPS components and the purpose of your assessment.

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

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

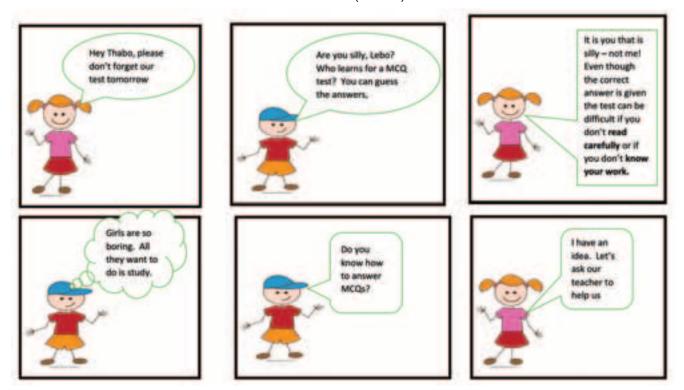
It is thereafter written above each question in the format:

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

# PART TWO ANSWERING MULTIPLE CHOICE QUESTIONS (MCQs)



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



#### NOTE TO THE TEACHER:

1. The Structure of a MCQ

#### **Example:**

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

Α	60 098	
В	6 098	DISTRACTORS
С	968 _	
D	698	KEY

#### **EXPLANATION**

STEM	QUESTION
DISTRACTORS	INCORRECT OPTIONS
KEY	ANSWER

#### 2. Strategies for answering MCQs

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



#### NOTE TO THE TEACHER:

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

## Notes:

## PART THREE PHASE BASED DIAGNOSTIC ITEMS



#### 9. ASSESSMENT ITEMS

**Question One** 

Read the following text carefully and answer the questions:

#### SA teen hurdles to gold at Youth Olympics

International Airport. School
mates, sporting representatives and government officials all formed part of the welcoming
committee.

The 17 year old girl made history when she wen the country's only gold modal at the prestigion.

1. Olympic gold medallist, Gézelle Magerman, arrived home to a hero's welcome at Cape Town

- 2. The 17-year-old girl made history when she won the country's only gold medal at the prestigious Youth Olympic Games in Nanjing, China, with her victory in the women's 400 metres hurdles. The young athlete ran a personal best time of 57.91 seconds, setting a new South African youth record, despite a rather slow start to the race.
- 3. At the start of the race Gézelle felt she was not certain of success. She says: "At first I thought I am not going to make it because everybody started the race like in a boom. And by the 200m mark I realised I still had energy left, so I just made every effort to win."
- 4. The golden girl was too excited to sleep after winning South Africa's first medal and described her victory as the best moment of her life. Janine Filander, Gézelle's mother, happily recalls the message Gézelle sent her the night after the race. 'I can't sleep! I'm too scared I'll lose my medal,' the message read.
- 5. Janine said her husband, Jan, had taken the day off work on that Monday to watch the final with her and their children, Courteney and Corné. "We were screaming, crying and laughing when Gézelle won." The family received many phone calls after the race.
- 6. In an interview with the South African Sport Confederation and Olympic Committee (SASCOC), Gézelle said: "This was definitely one for the team. Coach Chris White just told me to go out and have fun, but I was very aware of the fact that this would be our first medal, which made it even more special."
- 7. Gézelle did not have a sponsor who could support her financially before the Youth Olympics. The family had to find ways to raise the money for her competitions and held a dance, braais and other events. She had won gold in the same event at the African Youth Games in Botswana earlier that year and her family realised that she was talented and they had to do everything to support her.
- 8. At a very early age, Gézelle, who also played provincial netball, had to take the difficult decision to give up netball and focus on athletics. Her choice paid off and she achieved her goal to represent South Africa at the Olympic Games.
- 9. With the gold medal in her pocket, Gézelle says her focus will now shift from the racetrack to the classroom as she needs to catch up on her school work because she would like to achieve an academic 'gold medal' as well.

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

Newspaper Article	Reading and Viewing	Meaning of words	С	7	1	M	1
1.1. What does 'schoolmate' in paragraph 1 refer to?  A) School contact  B) School enemy  C) School friend  D) School date  (1							(1)
Newspaper Article	Reading and Viewing	Implied meaning	С	9	M	1	,2,3
1.2. What is meant by 'Gezelle ran a personal best time'?  A) It was the fastest she had ever run.  B) It was the best moment of her life.  C) She had a slow start to the race.  D) She won the only gold medal.  (1)							
Newspaper Article	Reading and Viewing	Skimming and Scann	ning	K	7	Е	2
•	C) Nanjing						
Newspaper Article	Reading and Viewing	Skimming and Scann	ning	K	9	Е	1
A) School mate	the committee that welces, sporting representales and the Olympic Committee	tives and government			nal Airpo	rt?	(1)
Newspaper Article	Reading and Viewing	Infer meaning		С	9	М	1
1.5. Why was Gézelle not sure that she would win at the start of the race?  A) Everyone started the race very quickly.  B) She had no energy at the start.  C) She started the race too slow.  D) She was injured.  (1)							
Newspaper Article	Reading and	Applying figurative	А		9 M	1,	2,3,4
1.6. What is the figure A) Personificati B) Onomatopoe C) Metaphor D) Simile		phrase, 'like in a boon	n'?				(1)

Newspaper Article	Reading and Viewing	Intensive reading	С	9	М	1		
<ul> <li>1.7. When did Gézelle realise that she could possibly beat the other runners?</li> <li>A) When she realised she had enough energy left.</li> <li>B) When she started the race.</li> <li>C) The night before the race.</li> <li>D) After the race.</li> </ul>								
Newspaper Article	Reading and Viewing	Intensive reading	С	9	М	1		
· ·	ng this medal special for Gé		_	_		-		
A) She was the only athlete who did not win a medal for South Africa.  B) She was the only athlete who won a medal for South Africa.  C) She was 0.5 the Africa's colleged by the Africa's colleged								
,	outh Africa's only gold medal ew world record.					(1)		
Newspaper Article	Reading and Viewing	Implied Meaning	С	10	М	3		
1.9. Why is Gézelle referred to as a 'golden girl'?  A) She was given a gold watch.  B) She was covered in gold.								
C) She won a g D) She had a g						(1)		
Newspaper Article	Reading and Viewing	Implied Meaning	С	8	Е	4		
1.10. How are Courte A) They are he B) They are he C) They are he	r cousins.	zelle?						
D) They are he						(1)		
Newspaper Article	Reading and Viewing	Intensive reading	С	7	М	4		
I.11. Why did her father take the day off from work on that Monday?  A) To watch Gezelle's race on television.  B) To watch Gezelle on television.  C) To take Janine to the airport.  D) He fell ill at work.  (1)								
Newspaper Article	Reading and Viewing	Intensive reading	С	8	М	1		
12. Why do you think the family received a lot of phone calls after the race?  A) People wanted to ask permission to go to the airport								

A) People wanted to ask permission to go to the airport.
B) People wanted to know how the family was doing.

- C) People wanted to find out more about Gézelle. D) People wanted to congratulate the family.

Newspaper Article	Reading and Viewing	Skimming and Scanning	g K	9	E	1	
A) They were s B) They planne C) They were s	ons shown by Gézelle's fam creaming, crying and celebred a party, bought cake and cryicreaming, laughing and cryi	ating. cried.					
D) They shoute	ed, cried and danced.					(1)	
Newspaper Article	Reading and Viewing	Draw conclusion and justify opinion	Α	9	D	1	
1.14. Do you think Gézelle's coach gave her good advice?  Provide a reason for your opinion.							
Newspaper Article	Reading and Viewing	Skimming and scanning	g K	8	E	1	
<ul> <li>1.15. List the ways Gezelle's family raised money for her competitions.</li> <li>A) They asked family members and the church to contribute money.</li> <li>B) They asked SASCOC and the community to support Gézelle.</li> <li>C) They held braais and dance competitions.</li> <li>D) They held braais and a dance.</li> </ul>							
Newspaper Article	Reading and Viewing	Intensive reading	K	10	Е	3	
<ul> <li>1.16. What did Gézelle's family decide to do after the African Youth Games?</li> <li>They decided <ul> <li>A) that Gézelle needed more support with her school work.</li> <li>B) to support Gézelle after the Youth Olympic Games.</li> <li>C) to ask Gézelle's school to support her financially.</li> <li>D) to support Gézelle in her talent.</li> </ul> </li> </ul>							
Newspaper Article	Reading and Viewing	Meaning of words	С	9	Е	3	
1.17. Write down one oplaying netball.	word from paragraph 8 to sho	ow that Gézelle struggle	ed with h	er decis	sion to	stop (1)	
Newspaper Article	Reading and Viewing	Inferencing (characterisation)	С	9	M	1	
1.18. Gézelle can be described as because she decided to focus on her studies after the Youth Olympics.  A) responsible B) reasonable C) academic D) careless							
Newspaper Article	Reading and Viewing	Give own opinion	А	9	D	2	
A) She decided B) She decided	e be described as a role mod I to catch up on her school w I to give up on netball at an e	vork after the youth Oly	mpics.				
,	vorking and dedicated. listens to her parents.					(1)	

Newspaper Article	Reading and Viewing	Give own opinion	А	9	D	2
-------------------	---------------------	------------------	---	---	---	---

- 1.20. What decision would you have taken regarding your school work if you had returned from a competition like Gézelle did?
  - A) She decided to catch up on her school work after the youth Olympics.
  - B) She decided to give up on netball at an early age.
  - C) She is hardworking and dedicated.
  - D) She always listens to her parents.

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

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

Adapted from Capetown.travel, July 2016 [Online]

#### **Glossary**

dassie - a small short-legged animal porcupine – a small animal that has very stiff, sharp parts all over its body fynbos – types of plants only found in the Western Cape



Information text	LS & C		Word level (nouns)	С	; 7	7	Е	1
2.1. Why is "Cape Tow A) common nou B) proper noun C) preposition	•	letters?	Because it is a		·			
D) pronoun								(1)
Information text	LS & C	Word	d level (Homonyms)	С	8	M	2	,3,4
<ul><li>2.2. Use the word "train" and write two separate sentences so that the difference in meaning is clear.</li><li>(2)</li></ul>								(2)
Information text	LS & C		Word level (Word meaning)	С	9	M	2	2,3,4
2.3. Choose the word in A) colourful B) amazing C) awful D) dull	that has the same me	eaning a	s "wonderful" (paragra	ph 1).				(1)
Information text	LS & C		Figures of speech	С	9	M		4
2.4. Read the following Table Mountain stands sentence above is  A) personification B) onomatopoe C) rhyme.  D) rhyme.	tall and watches ove	r Cape	Town. The figure of spe	eech us	sed in	the		(1)
							_	
Information text	LS & C		Word level	С	7	E		1,4
2.5. What is the suffix A) -ming B) com- C) wel-	in the word "welcomir	ng"?						
D) -ing								(1)

Information text LS & C Sentence level C 9 M 1,3

2.6. Join the sentences below by using the conjunction in brackets.

The sandy flats are at the top of Table Mountain. The sandy flats gave rise to Table Mountain's

name. (and)

A) The sandy flats that are at the top of the Table Mountain and gave rise to Table Mountain's

- name.

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

  D) The sandy flats are at the top of Table Mountain and gave rise to its name. (1)

Information text	LS & C	Word level	K		8	Е	2,3,4
2.7. Give the opposite A) underneath B) above C) base D) over	meaning of "below" in para	agraph 1.					(1)
Information text	LS & C	Sentence level	С	;	9	М	1,2
2.8. Write the following Make use of rubbi	g sentence in its negative fish bins.	orm.		·			
Information text	LS & C	Sentence level	С	;	9	М	1,2
Lizards A) will be sunni B) were sunning C) was sunning D) sunned then	g themselves. g themselves.						(1)
Information text	LS & C	Word level (adjective)	С	9	M	1 1	,2,3,4
	g themselves. g themselves.	her race slowly.					(1)
Information text	LS & C	Word level (plurality	) K		8	Е	4
_	ular form of the underlined re very beautiful.	d word?	•				(1)

2.12. Choose the sentence which is grammatically correct.

LS & C

Κ

9

A) Dassie were running along the rocks. B) Dassies are running along the rocks.

Sentence level

(1)

C) Birds lives the wonderful life. D) Porcupine dig to fresh food.

1,2,3

Information text

Information text	LS & C	Sentence level	K	9	Ε	2,3
	te clause se	e they lived for many ye	ars.			(1)
Information text	LS & C	Word Level (verb)	K	7	Е	1,2
2.14. What is the verb The porcupine a A) porcupine B) food C) the D) ate	in the following sentence ate the food.	?				(1)
Information text	LS & C	Word level (article)	K	7	Е	3
2.15. Choose the correct answer from the words in brackets.  The bus takes (a / an) round trip.						(1)
Information text	LS & C	Word level (superlatives)	K	8	Е	3
-	entence below by choosin is the natural wonder of a		vided.			(1)
Information text	LS & C	Sentence level	K	9	М	1,2,4
He says, "All cre A) He says that B) He says that C) He says all (	tence below into indirect deatures live in the fynbos.' all creatures are living in the function all creatures live in the fynboreatures lived in the fynboreatures were living in the	the fynbos. nbos. os.				(1)

Information text	LS & C	Word level	K	9	М	1,3
		(				

2.18. What is the preposition in the following sentence?

The ride up the mountain provides a gentle trip.

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

		(types of sentence)			
2.19. Tourists must vis	sit Table Mountain. The se	entence is an example of	of		
A) an ex	cclamation.				
B) a stat	tement.				
C) a con	nmand.				
D) a que	estion.				(1)

Sentence level

2.3

Information text	LS & C	Sentence	С	8	М	1
		level (punctuation)				
2.20. Correct the sent	ence below by adding the	e correct punctuation.				

Tourists can enjoy the restaurants delicious meal.

(1)

Information text

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

Newspaper Article	LS & C	Summary writing	Α	9	D	2,3,4

 Write only one fact per line. • Each fact must be written in a grammatically correct sentence.

LS & C

- Do not use more than 60 words.
- · Indicate the number of words used at the end of the summary.

### **Proudly South African!**

Use your own words as far as possible.

1. There are very few things that match the smell of meat sizzling on the braai stand and sipping on your favourite beverage while hanging out with family and friends. There are few things that are as South African as a braai. On that note, we've produced a food type that basically combines all of South Africa's most delicious flavours in one succulent sausage that is called boerewors.

animals, that others around the world would pay thousands to see, definitely earns us more

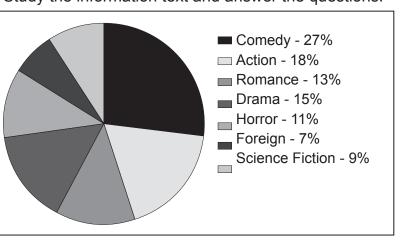
than a few points. We have basically come up with our own 'language' that only fellow South Africans can enjoy, it's a beautifully unique way of uniting people from every different culture. 3. Table Mountain is a prominent landmark overlooking the city of Cape Town. This is one of the

2. The fact that you can travel a few hours beyond our cities and suburbs and enjoy wild

- country's most photographed attractions. It's breath-taking to look at from below or from the top. This UNESCO World Heritage Site is definitely something to be proud of. 4. Trevor Noah was once a fairly unknown South African comedian who has just become the
- host of The Daily Show. This is one of the biggest shows in the United States of America and watched by millions of people all over the world. Our country bred a man who was not only responsible for changing the history of our own country, but of the world as well. Nelson Mandela is lovingly referred to as Tata, and seen as the most famous man ever to come out of South Africa. South Africans are really proud and happy to share proudly South African products with the world.

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

### Question four Study the information text and answer the questions:



		[Source	ced from v	www.stat	can.gc.	ca, April 2015]
Information text	Reading and viewing	Compare and Contrast	С	8	Е	2
A) Come B) Dram C) Come	of movies are the most poedy and Foreign and Comedy edy and Action	opular choice for teenag	gers?			(4)
D) Dram	a and Action					(1)
Information text	Reading and viewing	Meaning of word	С	7	Ε	3
A) funny B) mear C) telling	rie is a comedy? It is a mo and involves romance. It to make people laugh. It a story through dance. It a serious subject.	ovie that is				(1)
Information text	Reading and viewing	Inferential meaning	С	9	М	2
A) The a B) The g C) A revi	ning of the word 'rated'?  age restriction of a certain age grading of different movie to the second a movie watched by the second and the second are second as the second	types according to choic y teenagers.	_			(1)
Information text	Reading and viewing	Compare and contrast	С	9	М	2
	ia		•			(1)

Information text	Reading and viewing	Inferential reasoning	С	9	М	3		
<ul> <li>4.5. Why do you think only 13% of teenagers watch movies with some romance involved? Teenagers <ul> <li>A) are not interested in romantic movies.</li> <li>B) like having romantic relationships.</li> <li>C) like watching romantic movies.</li> <li>D) are not easily impressed.</li> </ul> </li> </ul>								
Information text	Reading and viewing	Own opinion	А	10	М	3		
4.6. Is the pie chart effective in letting people draw conclusions on the type of movies watched by teenagers? Give a reason for your answer. (2)								
Information text	Reading and viewing	Infer meaning of words	С	7	М	3		
4.7. Why is this called a pie chart?  A) It looks more like a pie than a graph.  B) It lists the different types of movies.  C) It is round and split into sections.  D) It is round and can be eaten.								
Information text	Reading and viewing	Own opinion	С	9	М	3		
4.8. Do you think Scie answer.	ence Fiction movies shoul	d be based on real life?	Provid	le a re	ason	for your (1)		
Information text	Reading and viewing	Implied meaning	С	9	М	2		
A) Movie B) Perce C) Movie	rmation about 'popularity' es watched by teenagers entages of teenagers es about teenagers stics on teenagers	does this pie chart show	w?			(1)		

Study the poem and answer questions:

#### **Proudly South African by Mainy**

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

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

Poetry	Reading and viewing	Effectiveness	С	9	М	1,2,3,4
		of word use				

- 5.1. Which word suggests that the poet was looking at the sunset in astonishment? (Stanza 1)
  - A) watching
  - B) ignoring
  - C) flowing
  - D) staring (1)

Poetry	Reading and viewing	Making inferences	С	9	М	1,3,4

- 5.2. Which two senses are used by the poet in stanza 1?
  - A) Sight and hearing
  - B) Smell and touch
  - C) Touch and taste
  - D) Taste and sight (1)

Poetry Reading and viewing Making inferences C 9 M  5.3. 'We're a nation that stands together indeed.' What does the line mean?  A) An extremely divided nation  B) A nation that fights together  C) A multi-racial society  D) A truly united nation  Poetry Reading and viewing Rhyme K 8 E	1,3,4							
A) An extremely divided nation B) A nation that fights together C) A multi-racial society D) A truly united nation	(1)							
	(1)							
II Poetry I Reading and viewing I Rhyme I K I 8 I F I								
1 ooky 1 reading and viewing 1 thyrid 1 to 2	1,2,3,4							
<ul><li>5.4. The words 'west' and 'best' as used in stanza 2 is an example of</li></ul>								
D) rhyme.	(1)							
Context Skill Sub-skill Cognitive Grade Difficulty Level Level	Term							
viewing of word use	1,2,3,4							
5.5. What does the poet suggest with the use of the pronoun 'We' in stanza 3?  A) Togetherness and diversity of ethnic groups  B) South Africans should unite to build South Africa.  C) Unity, love and peace among ethnic groups  D) South Africans believe in chaos.  (1)								
Poetry Reading and viewing Internal structure C 8 M	1,2,3,4							
5.6. How does the use of rhyme make this poem more appealing?  A) By producing images that will appeal to the readers' eyes.  B) By giving human qualities to something that is not human.  C) By showing that they can imitate real sounds in poetry.  D) By making the poem come alive.  (1)								
Poetry Reading and viewing Internal structure C 10 M	1,2,3,4							
Poetry Reading and viewing Internal structure C 10 M  5.7. Why does the poet make use of repetition in stanza 8?  A) To persuade people to look after their countries.  B) To claim dominance over other people.  C) To show the beauty of his country.	1,2,3,4							

Poetry	Reading and viewing	Skimming and scanning	K	7	Е	1,2

- 5.8. What will the poet do to show appreciation of his country's heritage?
  - A) The poet will shout like a falcon from the mountain top.
  - B) The poet will soar like a falcon to shout from up high.
  - C) The poet will strive for happiness from up high.
  - D) The poet will climb up the mountain to shout.

Poetry	Reading and viewing	Theme and message	С	9	М	1,2,3,4
A) To inform too B) To show hov	age that the poet wants to urists why they should not we much South Africans dis	visit South Africa. like their country.				
C) To express love and admiration for South Africa.  D) To show the beauty of Africa.						(1)
Poetry	Reading and viewing	Viewpoint of the writer	А	9	D	4
5.10. Quote one word from stanza 6 which shows how the poet feels about people visiting in South Africa.						g and (1)
Poetry	Reading and viewing	Theme and message	А	9	D	4
5.11. Why do you think the poet will never deny his heritage?						(1)
Poetry	Reading and viewing	Identify mood/ tone of the poem	А	9	M	4
	earned is that we're a nat best describe the poet's t ent	•	indeed	<b>d"</b>		(1)

#### **Question SIX**

Transactional Writing

#### Instructions

- •Write a response to any one of the four (4) topics below.
- •Write down the number and title of the text you have chosen, for example,

#### 1. Friendly Letter.

- •Remember that you have to show evidence of planning.
- ·You will be assessed according to content, language construction, length, planning and format

Transactional	Writing and	Text features and	Α	7	М	1,3
Writing	presenting	process writing				
						(20)

#### 1. Friendly Letter

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

#### **GUIDELINES**

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

Transactional	Writing and	Text features	Α	8	М	4
Writing	presenting	and process writing				
			(20)			

(20)

#### 2. Dialogue

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

#### **GUIDELINES**

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

Transactional	Writing and	Text features	Α	8,9	М	1
Writing	presenting	and process writing				
						(20)

3. Speech

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

### **GUIDELINES**

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

Transactional	Writing and	Text features	Α	10	М	4
Writing	presenting	and process writing				
						(20)

### 4. Magazine Article

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

### **GUIDELINES**

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

AL LANGUAGE	Grade 7 (0-4)	
3, FIRST ADDITIONAL	Grade 8 (3-5)	
SACTIONAL WRITING, F	Grade 9 (6-8)	
TRANS	Grade 10 (9-10)	
DIAGNOSTIC RUBRIC FOR	Criteria	

Adheres to the topic with

to the topic.

se beyond

ons of the

DIAGNOSTIC RUBRIC FOR 7	RUBRIC FOR
Criteria	Grade 10 (9-
	Complete adherence
	<ul> <li>Outstanding respons</li> </ul>
	the normal expectatio
CONTENT	features of the transa

sactional text Exceptional development of content (Response; organisation

of ideas; awareness of

burpose)

 Writing contains exceptional detail added to the text.

10 MARKS

- Outstanding achievement of
  - purpose

- Details support the topic. Purpose achieved.

Correct sentence structure.

Effective and correct sentence

Register, style, tone is highly

structure.

appropriate to the purpose

and context of the type of

transactional text.

register, style ,tone; word

Sentence structure; CONSTRUCTION

-ANGUAGE

38

choice; language use,

appropriate to the purpose

Register, style, tone is

and context of the type of

- purpose
- Partial achievement of
- 2-3
- - - Some errors in sentence
      - · Register, style, tone is structure.

inappropriate for the purpose

- and context of the type of
  - transactional text.

Appropriate vocabulary

transactional text.

linked to the topic.

Exceptional use of appropriate

spelling and punctuation) vocabulary linked to the topic.

Correct language usage,

spelling and punctuation.

**5 MARKS** 

- Limited use of appropriate
  - vocabulary linked to the topic.

Few errors in language

usage, spelling and

punctuation.

- A large number of errors

- in language usage, spelling
- flawed.
- and punctuation seriously

- appropriate for the topic
  - Language usage, spelling

- - Necessary rules of format

Response adheres to the

required length

has resulted in a poorly Inadequate planning

moderately presentable text.

Planning has produced a

σ

Planning has produced

good, presentable text.

flawlessly presentable and well-

Planning has produced a

**LENGTH AND** 

FORMAT,

**PLANNING** 

**5 MARKS** 

format

Appropriate format with

Appropriate and accurate

minor inaccuracies.

vaguely applied.

Response adheres to the

Response adheres to the

required length

Response adheres to the

crafted text.

required length

required length

not applied.

Necessary rules of format

2-3

and punctuation.

presented text

- the type of transactional text.

- - Vocabulary is not

- Purpose not achieved.

₽

knowledge of the features

Response reveals no

Some adherence to the topic. | • Completely off the topic.

the transactional text type

knowledge of the features of

demonstrating knowledge

Adequate response

minor deviations.

demonstrating some

Basic response

the transactional text type. Some focus but some of the content is off the topic.

clearly/ ideas are repetitive.

Details do not support the

topic.

Few details support the

Adequate development of

content

transactional text type.

of the features of the

topic.

Not able to express ideas

- completely inappropriate for Poor sentence structure. · Register, style, tone is

- the purpose and context of

### SCORING GUIDE FOR TRANSACTIONAL WRITING GRADE 9 FIRST ADDITIONAL LANGUAGE

CRITERIA	MARK ALLOCATED	LEARNER SCORE
Content	10	
Language Construction	5	
Format, Length And Planning	5	
TOTAL	20	

### **Question SEVEN**

**Creative Writing** 

### Instructions

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

Context	Skill	Learner Score	Cognitive	Grade	Difficulty	Term
			Level		Level	
Essay writing	Writing and	Narrative, Descriptive,	Α	7, 8,9,10	М	1,2,3,4
	presenting	reflective (process				
		writing				

- 1. Write a story ending with the following words . . .
- "I will never forget the lesson I learnt that day."

(35)

- Family gatherings such as Christmas and New Year are special occasions that young and old can enjoy. Describe ONE such festive day, paying attention to details such as the traditional meal, dress and guests.
  - Title your essay: An unforgettable family gathering!

(35)

- Sometimes dreams become a reality. Describe how ONE of your dreams came true.
   Title your essay: My dream came true. (35)
- 4. Write an essay entitled:
  - "My favourite season of the year"
  - In your essay describe what makes this season your favourite, paying particular attention to the sights and sounds and smells you enjoy most.

(35)

(35)

- 5. Write a story starting with the following words
  - "I woke up suddenly; I could hear something moving around." Use your own title.
- 6. Write a story of revenge which goes wrong. Title your essay: "An eye for an eye" (35)
- 7. Tell a story about a young girl/boy, who succeeds in spite of very difficult circumstances, be it social or a disability.
  - Title your essay: "Against all odds" (35)

DIA	DIAGNOSTIC RUBRIC FO	R ESSAY, FIRST ADDITIONAL LANGUAGE	<b>JDITIONAL LANGU</b>	AGE
Criteria	Grade 10 (17-20)	Grade 9 (11-16)	Grade 8 (5-10)	Grade 7 (0-4)
	Complete adherence to the topic.	Adheres to the topic with	Some adherence to the topic.	Completely off the topic.
	<ul> <li>Intelligent, thought —provoking</li> </ul>	minor deviations.	<ul> <li>Able to express some ideas</li> </ul>	<ul> <li>Not able to express ideas</li> </ul>
CONTENT	and mature ideas.	<ul> <li>Ideas are reasonably</li> </ul>	clearly.	clearly/ ideas are repetitive.
(Response; organisation	<ul> <li>Exceptionally well organised</li> </ul>	coherent and convincing.	<ul> <li>Essay shows little evidence</li> </ul>	<ul> <li>No evidence of</li> </ul>
of ideas; awareness of	(introduction, body and	<ul> <li>Essay is organised</li> </ul>	of organisation (introduction,	organisation (introduction,
purpose )	conclusion/ ending) detailed and	(introduction, body and	body and conclusion/ ending)	body and conclusion/
	coherent.	conclusion/ending) and	and coherence.	ending) and coherence
20 MARKS	<ul> <li>Excellent development of topic.</li> </ul>	coherent.	<ul> <li>Essay makes some sense.</li> </ul>	<ul> <li>Muddled handling of topic/</li> </ul>
	<ul> <li>Outstanding achievement of</li> </ul>	<ul> <li>Logical development of topic.</li> </ul>	<ul> <li>Partial achievement of</li> </ul>	essay does not make sense.
	purpose.	<ul> <li>Purpose achieved.</li> </ul>	purpose.	<ul> <li>Purpose not achieved.</li> </ul>
	9-10	6-8	3-5	0-2
	Effective and correct sentence	<ul> <li>Correct sentence</li> </ul>	<ul> <li>Some errors in sentence</li> </ul>	Poor sentence structure.
LANGUAGE	structure.	structure.	structure.	Register, style, tone is
CONSTRUCTION	<ul> <li>Register, style, tone is highly</li> </ul>	<ul> <li>Register, style, tone is</li> </ul>	<ul> <li>Register, style, tone</li> </ul>	completely inappropriate for
(Sentence structure;	appropriate to the purpose and	appropriate to the purpose	is inappropriate for the	the purpose and context of
register, style ,tone; word context of the essay.	context of the essay.	and context of the essay.	purpose and context of the	the essay.
choice; language use	<ul> <li>Effective use of wide range of</li> </ul>	<ul> <li>Fairly wide range of</li> </ul>	essay.	<ul> <li>Limited vocabulary linked</li> </ul>
spelling and punctuation)	spelling and punctuation) vocabulary linked to the topic.	vocabulary linked to the	<ul> <li>Adequate vocabulary</li> </ul>	to the topic.
	<ul> <li>Correct language usage,</li> </ul>	topic.	linked to the topic.	<ul> <li>Language usage, spelling</li> </ul>
10 MARKS	spelling and punctuation.	<ul> <li>Few errors in language</li> </ul>	<ul> <li>A large number of errors</li> </ul>	and punctuation seriously
		usage, spelling and	in language usage, spelling	flawed.
		punctuation.	and punctuation.	

has resulted in a poorly Inadequate planning a moderately presentable Planning has produced

> Planning has produced a good, presentable essay.

2-3

Essay is too long (exceeds

Essay is too long (exceeds

words in length)

Essay is too long but does

not exceed 260 words in

Essay does not exceed 250

length.

words in length.

length.

250 words in length)

300 words in length)

than 130 words in length)

Essay is too short (130-180 ) • Essay is too short (less

introduction, no conclusion.

 Ineffective or no presented essay.

Adequate introduction and

essay.

Good introduction and

conclusion.

Effective introduction and

crafted essay.

conclusion.

Essay is 210-250 words in

length.

• Essay is 210-250 words in

**5 MARKS** 

conclusion.

41

flawlessly presentable and well-

Planning has produced a

STRUCTURE AND PLANNING, LENGTH

### SCORING GUIDE FOR ESSAY GRADE 9 FIRST ADDITIONAL LANGUAGE

CRITERIA	MARK ALLOCATED	LEARNER SCORE
Content	20	
Language construction	10	
Planning, structure and length	5	
TOTAL	35	

Total mark = 125
Total mark – 125
1 5 1 2 0

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
1.1						
Α	School		Conclusion arrived at is weak			7
	contact		because not all contacts are friends/			
			mates			
В	School		Unable to associate meaning of			7
	enemy		familiar and unfamiliar words.			
			(*vocabulary development)			
С	School	1	Correct response.	M	4	7
	friend					
D	School		Makes some superficial connections			7
	date		but the answer is not text based.			
1.2						
Α	It was the	1	Correct response.	M	4	9
	fastest		·			
	she had					
	ever run.					
В	It was the		Inferences arrived at are weaker		3	9
	best		than the required response.			
	moment					
	of her life.					
C	She had a		Makes weak connections and		1	9
	slow start		cannot read with understanding.			
	to the		(*transitional words highlighting			
	race.		contrast)			
D	She won		Conclusions and inferences arrived		2	9
	the only		at are weaker than the ones			
	gold		required for the correct response.			
	medal.					
4.0						
1.3	Luip	Γ	I.,	<u> </u>		
ΠA	JHB		Has some general knowledge of the		1	7
			word city but response is not text			
	Data		based.			
B	Botswana		Makes superficial connections but	E	2	7
			cannot skim, scan and sift information.			
С	Naniing	1			4	7
	Nanjing China		Correct response.  Conclusion arrived at is weaker than		3	7
$\       $	Cillia				J	1
			required for the correct answer as			
			the candidate cannot separate a city from a country.			
			I nom a country.			

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
1.4						
Α	School mates, sporting represen- tatives and government officials	1	Correct response.	E	4	9
В	School mates and the Olympic committee		Conclusions or inferences arrived at are weaker than ones required for correct response.			9
С	The Youth Committee		Makes superficial connections but cannot apply skimming and scanning skills to get the answer.	M	4	9
D	Tourists		Has some general knowledge of the topic but response is not text based.			9
1.5						
A	Everyone started the race very quickly	1	Correct response.	M	4	9
В	She had no energy at the start.		Makes superficial connections but cannot relate facts and details in the text.		2	9
С	She had a slow start to the race.		Conclusions or inferences arrived at are weaker than ones required for correct response.		3	9
D	She won the only gold medal.		Has some general knowledge of the topic but response is not text based.		1	9
1.6						
A	Personi- fication	1	Shows some knowledge of comparisons but cannot differentiate between simile and personification.		2	9
В	Onoma- topoeia		Has some knowledge about figures of speech but cannot distinguish between a sound device and a comparison.		1	9
С	Metaphor		Shows some knowledge of comparisons but cannot differentiate between metaphor and simile.		3	9
D	Simile	1	Correct response.	D	4	9

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
140.	answer	WAINT	Diagnostic Analysis	Understanding	Performance	SIVADE
1.7						
A	When she realised she had enough energy left.	1	Correct response.	M	4	9
В	When she started the race.		Makes weak conclusions or inferences resulting from poor interpretation of the plot in the text.		3	9
С	The night before the race.		Makes superficial connections but cannot follow the sequence of events in the text.		2	9
D	After the race.		Has some general knowledge of the topic but response is not text based.		1	9
1.8						
A	She was the only athlete who did not win a medal for South Africa.		Has some general knowledge of the topic but response is not text based.		1	9
В	She was the only athlete who won a medal for South Africa.		Makes weak conclusions or inferences due to poor interpretation and misunderstanding of the plot.		3	9
С	She won South Africa's only gold medal	1	Correct response.	М	4	9
D	She set a new world record.		Makes superficial connections but cannot show understanding of facts and details.		2	9

No.	Expected answer	MARK	Diagnostic Analysis	Level of Understanding	Level of Performance	GRADE
1.9						
A	She was given a golden watch.		Has some general knowledge of the topic but response is not text based.		2	10
В	She was covered in gold.		Makes weak conclusion due to inability to apply inferential reasoning.		3	10
С	She won a gold medal.	1	Correct response.	M	4	10
D	She had a golden tan.		Makes superficial connections but cannot relate facts and details in the text.		1	10
1.10						
A	They are her team mates.		Response is unrelated to information required (inferring meaning)		1	8
В	They are her cousins.		Conclusions or inferences arrived at are weak due to inability to grasp implication.		3	8
С	They are her siblings.	1	Correct response.	Е	4	8
D	They are her friends.		Unable to relate implied meaning of facts in text.		2	8
1.11 A	To watch Gezelle's race on television.	1	Correct response.	E	4	7
В	To watch Gezelle on television.		Makes weak conclusions due to poor understanding of relations between parts of the text.		3	7
С	To take Janine to the airport.		Makes superficial connections but shows poor understanding of the logical development of the text.		2	7
D	He fell ill at work.		Has some general knowledge of the topic but response is not text based.		1	7

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer		Diagnostic Analysis	Understanding	Performance	0.0.22
1.12						
A	People wanted to ask permission to go to the airport.		Has some general knowledge of the topic but response is not text based.		1	8
В	People wanted to know how the family was doing.		Makes superficial connections but cannot see implications made in the text.		2	8
С	People wanted to find out more about Gézelle.		Conclusions or inferences arrived at are weak due to inability to draw conclusions and apply insight.		3	8
D	People wanted to congratulate the family.	1	Correct response.	M	4	8
1.13						
A	They were screaming, crying and celebrating.		Conclusions or inferences arrived at are weak due to inability to skim and scan.		3	9
В	They planned a party, bought cake and cried.		Has some general knowledge of the topic but response is not text based.		1	9
С	They were screaming, laughing and crying.	1	Correct response.	E	4	9
D	They shouted, cried and danced.		Makes superficial connections but cannot separate essentials from non- essentials.		2	9

	answer		Understanding	Performar	nce	
1.14	<i>-</i>					
	0	1	2		2	10
	If only opinion	Opinion is given but the	Correct opinion is given and	D		9
	or reason is	reason (substantiation) is	the reason strongly supports			'
	given.	weak.	the option chosen.			
	Level	of Skill	Development			
	No understand-	Partial understanding.	Comprehension of a			
.	ing of either text		complex idea.			
L	or the question.					
VE	She won the ra	ce because she felt no pressur	ure after listening to her coach			

Level of

**GRADE** 

Level of

YES. She won the race because she felt no pressure after listening to her coach.

OR

**NO.** Her coach could have told her to stay focused.

1. marks if only the opinion or reason (substantiation) is given.

MARK | Diagnostic Analysis

2. mark if YES/NO is correct but the reason (substantiation is wrong or weak)

Conclusions or inferences arrived at

3. marks if YES/NO is evident and the reason supports the YES/NO

### 1.15

A They asked

Expected

	family members and the church to contribute money.		are weak due to inability to separate essentials from non-essentials.		_	G
В	The asked SASCOC and the community to support Gézelle.		Has some general knowledge of the topic but response is not text based.		3	8
С	They held braais and dance competitions.		Makes superficial connections but cannot relate facts and details in the text.		3	8
D	They held braais and a dance.	1	Correct response.	E	4	8

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer	<u></u>		Understanding	Performance	
1.16	,					
Α	that Gé-		Conclusions or inferences arrived at	-	3	10
	zelle need-	· '	are weak due to inability to make			'
[	ed more	· '	generalizations based on compre-			
	support with	· '	hension.			
[	her school	· '				
<u>                                     </u>	work.	<u></u> '			<u> </u>	
B	to support	· '	Makes superficial connections due		2	10
	Gézelle ofter the	· '	to inability to see text structure and			
	after the	· '	organisation of text.			
	Youth Olym- pic Games.	· '				
С	to ask Gé-		Has some general knowledge of the	_	1	10
	zelle's	· '	topic but response is not text based.		'	10
	school to	· '	topic but response is not text based.			
	support her	· '				
	financially.	· '				
D	to support	1	Correct response.	E	4	10
	Gézelle in		O			
	her talent.					
1.17			Τ	1 1	Τ ,	Т о
Α	difficult	1	Correct response.	M	4	9
1.18						
A	responsible	1	Correct response.	M	4	9
	Тезропзіліс		Correct response.	171		
В	reasonable		Makes superficial connections but		2	9
		· '	cannot make generalisations based			
		'	on what is stated in the text.			
C	academic	· '	Conclusions or inferences arrived		3	9

at are weak due to inability to draw conclusion and see implications.

Has some general knowledge of the

topic but response is not text based.

1

D

careless

1

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer	<u> </u>		Understanding	Performance	
1.19						
Α	She		Conclusions or inferences arrived		3	9
	decided to		at are weak due to inability to draw			
$\parallel$	catch up on		conclusions and see implications.			
	her school					
	work after					
	the Youth					
<u>                                     </u>	Olympics.					
В	She decided to		Makes superficial connections but		2	9
	l I		unable to make generalisations based on what is said in texts.			
	give up on netball at an		based on what is salu in texts.			
	early age.					
С	She is hard-	1	Correct response.	D	4	9
	working and		Contact copenies.			
	dedicated.					
D	She always		Has some general knowledge of the		1	9
	listens to		topic but response is not text based.			
	her parents.					
1.20						
A	I would have	1	T	D		9
	studied just					
	as hard to					
	achieve					
	success./					
	Accept					
	any similar					

decision/ response. Question two: Information Text – Language Structures and Use Table Mountain

No.	Expected	MARK	Diagnostic A	Analysis		Level o		Level	_	GRADE
	answer	<u> </u>	<u> </u>			Unders	tanding	Perro	rmance	
2.1										
A	common		Close associ	iation but shows	lack of			3	3	7
	noun		understandin	ng of difference b	between					
			common and	d proper nouns (	generic					
			vs specific) a	and capitalisation	n used					
			for proper no	uns.						
В	proper noun	1	Correct response	onse.			M	4	1	7
C	preposition		Unable to dif	ferentiate betwe	een			,	1	7
$\parallel$			preposition a							
	pronoun		<del>' '</del>	ferentiate betwe	en a				2	7
				proper noun (pa						-
			speech)							
22	2.2									
l .——	in – referenc	e to trai	n as means				1		1	
11	ransport	oc to trai	ii do iiicano		-	0				2
11	in - referenc	e made	to teaching.		g G		SCOR			
11	ching a skill		,	2			GUI		_	
11	in – referenc	e made	to exercise		Both	6 11	Only one	<b>I</b>		orrect
for	a specific pu	ırpose (t	o keep fit)		sentend				senten	- 11
Tra	in – a line or	proces	sion of per-		to show		indicating	_		ing clear
son	ıs, animals o	r vehicle	es.		differen	ces.	meaning	-	meanii	ig.
2.3										
A	colourful		Unable to dif	ferentiate betwe	en fa-			3	3	9
			miliar words	that are similar l	but not					
			synonymous							
В	amazing	1	Correct response	onse.			D	4	1	9
C	awful		Unable to un	derstand that th	e word			,	1	9
			is used to em	nphasise someth	hing					
			negative.							
D	dull			ferentiate betwe				2	2	9
				ls that are simila	ır but					
			not synonym	ous.						
1.1	1		1			1				

No.	Expected	MARK	Diagnostic Analysis	Leve		Level of	GRADE
	answer			Und	erstanding	Performance	
2.4							
A	personification	1	Correct response.		D	4	9
В	onomatopoeia		Lacks basic knowledge of figurativ language use to create sound effective.			2	9
С	rhyme		Minimal understanding of sound de vices.			1	9
D	simile		Lacks understanding of figures of speech (comparison).			3	9
						'	
2.5	Г				Γ		1
A	-ming		Demonstrates minimal knowledge the use of suffixes and root word.	of		3	7
В	Com-		Lacks basic knowledge of the use suffix and prefix.	of		1	7
С	wel-		Unable to differentiate between a fix and a suffix.	pre-		1	7
D	-ing	1	Correct response.		Е	4	7
						•	
2.6	I	1	T		1		1 -
A	The sandy flats that are at the top of the Table Mountain and gave rise to Table Mountain's name.		Unable to apply the use of substitution in the joining of sentences.	tution		2	9
В	The sandy flats that are at the top of Table Mountain and the sandy flats gave rise to its name.		Reflects close association, but is unable to apply the rule of substit in the combining of two sentences			3	9
С	The sandy flats are at the top of Table Mountain and Table Mountain gave rise to its name.	f	Total misunderstanding of how to "and" as a conjunction.	use		1	9
D	The sandy flats are at the top o Table Mountain and gave raise to its name.	of n	Correct response.		M	4	9

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
2.7						
Α	underneath		Unable to identify difference between	en	1	8
		<u> </u>	synonyms and antonyms.			
В	above	1	Correct response.	E	4	8
С	base		Conceptual understanding of ant- onyms incorrect.		2	8
D	over		Shows an idea of the concept but		3	8
			unable to make connections.			
2.8						
_	not make use	1		E		9
	rubbish bins.					
	n't make use of					
rub	bish bins.					
NB	: learner					
	ores zero if					
11 -	ostrophe is					
inc	orrectly placed.					
2.9						
А	will be sunning themselves.		Lacks understanding of the tenses	S.	2	9
В	were sunning themselves.	1	Correct response.	M	4	9
С	was sunning themselves.		Lacks basic understanding of the rules of concord.		3	9
D	sunned	1	Confuses simple past tense with p	past	1	9
	themselves.		continuous tense.			
2.10	<u> </u>					
A	<u>,                                      </u>		Confuses the function of an adver		3	9

			use and function of an article and an adverb.			
D	a verb		Unable to distinguish between a verb and an adverb.		2	9
7 11			and an adverb.	<u> </u>		
1 1	butterfly	1	Correct response.	Е		8

Unable to distinguish between the

and an adjective.

Correct response.

1

an adverb

an article

4

1

M

9

No.	Expected	MARK	Diagnostic Analysis	Level of		Level of	GRADE	
	answer			Understar	nding	Performance		
2.12	,							
Α	Dassie were		Shows limited understanding and			3	9	
	running		knowledge of subject verb agreement	ent.				
	along the							
	rocks.							
В	Dassies are	1	Correct response.		E	4	9	
	running along							
	the rocks.							
С	Birds lives		Shows limited understanding and	_		2	9	
.	the wonderful		knowledge of subject verb agreeme	ent				
	life.		and article.					
D	Porcupine		Lacks basic understanding and known	owl-		1	9	
	dig to freesh		edge of subject, verb agreement,					
	food.		preposition and spelling.					
2.13	<u> </u>							
Α	an adjectival	Τ	Lacks basic knowledge of identifyi	ng		1	9	
	clause		types of clauses.					
В	a subordinate	†	Demonstrates an understanding o	f		3	9	
	clause		clauses, but unable to identify the					
			correct type.					
С	a main clause	1	Correct response.		D	4	9	
D	a noun clause	1	Unable to distinguish between ma	in		2	9	
			and noun clauses.					
2 4 4								
2.14		Т				1 2	7	
A	porcupine		Unable to differentiate between a			3	7	
		<del> </del>	noun and a verb.					
В	food		Unable to differentiate between a			2	7	
	l	<u> </u>	noun and a verb.			1	<u> </u>	
С	the		Confuses nouns and articles.		_	1	7	
D	ate	1	Correct response.		E	4	7	
2.15	i							
Α	а	1	Correct response.		Е	4	7	
			1, 1, 61, 1, 1, 611, 6				1 -	

7

Lack of knowledge of the use of

indefinite article 'an'.

an

				<u> </u>			
2.16							
A	better		Demonstrates some understanding of		3	8	
			the rules of degree of comparison, but				
			unable to apply it successfully.				
В	poor		Lacks basic knowledge of the rules of		1	8	
			degree of comparison.				
С	good		Shows some knowledge of the rule but		2	8	
			unable to apply.				
D	best	1	Correct response.	E	4	8	
2.17							
I		T	Manua the mules of direct and indirect				
A	He says that all creatures		Knows the rules of direct and indirect		3	9	
			speech but unable to apply them fully.				
	are living in the fynbos.						
В	He says that	1	Correct response.	M	4	9	
	all creatures	'	Correct response.	IVI	4	9	
	live in the						
	fynbos.						
ll c	He says all		Unable to apply some of the rules of		2	9	
$\parallel$	creatures		direct and indirect speech.				
	lived in the		and and mandet opecan.				
	fynbos.						
	He says all		Unable to apply all the rules of direct		1	9	
_	creatures		and indirect speech.				
	were living in						
	the fynbos.						
	·				-	<u>'</u>	
2.18		1	I.,				
A	ride		Unable to differentiate between a		3	9	
_			noun and a verb.	_		_	
В	up	1	Correct response.	Е	4	9	
C	the		Unable to distinguish between an		2	9	
			article and a preposition				
D	trip		Unable to differentiate between a		1	9	
	<u> </u>	<u></u>	noun and a preposition.		<u></u>		
2.19							
A	an	Π	Unable to differentiate between an		2	10	
´`	exclamation.		exclamation and a command.		_	'	
В	a statement.	<u> </u>	Unable to recognise sentence types.		3	10	
C	a command.	1	Correct response.	M	4	10	
	a question.	<u> </u>	Unable to recognise sentence types	171	1	10	
<u></u>	1 4 440011011.				<u> </u>	_ '	
2.20	2.20						
	Tourists can en	joy the r	restaurant's 1	M		8	
	delicious meal.						
				•	•		

Diagnostic Analysis

Level of

Understanding

Level of

Performance

GRADE

No. Expected

answer

MARK

Question three: Summary marking guidelines PROUDLY SOUTH AFRICAN!

Expected answer	Mark	Diagnostic	Cognitive	Level of	GRADE
		Analysis	Level	Performance	
We like to braai and make	<u> </u>				
boerewors.					
We have lots of wildlife and have					
come up with our own language.					
We have a world heritage site, the					
beautiful Table Mountain.					
We have well known people like					
Trevor Noah and Nelson Mandela.	5		A	D	9
Ma are revealed at a configuration of					
We are proud of our South African					
products. (Accept any 5 facts.)					
(Accept any 3 facts.)					
Note:					
Count up to 60 words.					
Draw a double line (//) after					
the 60th word.					
Read until the end of the sentence					
of the 60th word and disregard the					
of the 60th word and disregard the					

rest.

Question four: Information Text

Pie Chart

rie C	e Chart									
No.	Expected	MARK	Diagnostic Analysis	Leve	l of	Level of	GRADE			
	answer			Unde	erstanding	Performance				
4.1										
Α	Comedy and Foreign		Fails to interpret data.			1	8			
<u> </u>	Drama and		Conclusions or inferences	-		3	8			
	Comedy		arrived at are not precise.							
С	Comedy and	1	Correct response.		4	8				
$\parallel$	Action		Солостооролос.		_					
D	Drama and		Makes superficial connections but			2	8			
	Action		does not understand basic numeric	cal						
			concepts							
4.2										
4.2  A	funny and	<del></del>	Conclusions or inferences arrived	at		3	7			
	involves		are not precise due to inadequate				'			
	romance.		ability to derive meaning of words							
			from their context.							
В	meant to	1	Correct response.		Е	4	7			
	make people									
	laugh.									
C	telling a		Makes superficial connections but			2	7			
	story through		cannot work out meaning of words	8						
	dance.	-	from their context.			4	-			
D	about a		Has some general			1	7			
	serious subject.		knowledge of the topic but responsis not text based.	se						
	Subject.		is not text based.			<u> </u>				
4.3										
A	The age		Makes superficial connections			3	9			
	restriction of a		but struggles to see how parts of							
	certain movie		sentences define other parts.							
	watched by									
В	teenagers. The grading	1	Correct response.		M	4	9			
	of different		Control response.		IVI					
	movie types									
	according to									
	choice.									
С	A review		Conclusions or inferences arrived			2	9			
	of a movie		are weak due to inability to workou	ut						
	watched by		meaning of words from context.							
	teenagers.	<u> </u>	111	-		4				
D	A type of movie		Has some general knowledge of the			1	9			
	watched by		topic but response is not text base	ea.						
	teenagers.		1							

No.	Expected	MARK	Diagnostic Analysis	Leve	el of	Level of	GRADE
	answer			Und	lerstanding	Performance	
4.4							
Α	Science	T	Conclusions or inferences arrived			3	9
	Fiction		at are not precise due to inability to	at are not precise due to inability to			
			interpret data.				
В	Foreign	1	Correct response.		М	4	9
С	Drama		Makes errors when decoding facts	š.		1	9
			Grabs pieces of text unrelated to the	he			
			question asked.				
D	Horror	T	Makes errors that reflect inability to	0		2	9
.			interpret data.				
4.5							
Α	are not	1	Correct response.		D	4	9
	Interested						

	interested in romantic movies.			
В	like having romantic relationships.	Makes errors that reflect initial understanding of numerical concepts but struggles in data manipulation skills.	2	9
С	like watching romantic movies.	Makes errors when decoding facts. Grabs pieces of text unrelated to the question asked.	1	9
D	are not easily impressed.	Conclusions or inferences arrived at are not precise due to inability to draw conclusions and make generalisations from given data.	3	9
4.6	SCORING GU	DE		

0	1	2		
If only opinion or reason is given.	Opinion is given but the reason (substantiation) is weak.	Correct opinion is given and the reason strongly supports the option chosen.	D	10
No understanding of either text or the question.	Partial understanding.	Comprehension of a complex idea.		

**YES.** It shows exactly what teenagers watch/ it is easy to read/ or any relevant response.

UR

- NO. Movies like animated movies were not included.
- 1. marks if only the reason (substantiation) or opinion is given.
- 2. mark if YES/NO is correct but the reason (substantiation) is wrong. 2 marks if YES/NO is evident and the reason supports the YES/NO

No.	Expected answer	MARK	,	Level of Understanding	Level of Performance	GRADE
4.7						
A	It looks more like a pie than a graph.		Makes errors that show inadequate knowledge and understanding of information		3	7
В	It lists the different types of movies.		Conclusions or inferences are weak due to poor understanding of graphs		2	7
С	It is round and split into sections	1	Correct response.	M	4	7
D	It is round and can be eaten.		Has some general knowledge of the topic but response is not related to the text.		1	7

### 4.8 SCORING GUIDE

7.0	000111110 0012	<b>/</b> L			
	0	1	2		
	If only opinion or reason is given.	Opinion is given but the reason (substantiation) is weak.	Correct opinion is given and the reason strongly supports the option chosen.	D	9
	No understanding of either text or the question	Partial understanding.	Comprehension of a complex idea.		

YES. It shows exactly what teenagers watch/ it is easy to read/ or any relevant response.

OR

NO. Science Fiction is not based on reality. / Science

Fiction movies deal with imagined situations

0 marks if only the reason (substantiation) or opinion is given. 1 mark if NO is correct but the reason (substantiation) is wrong. 2 marks if NO is evident and the reason supports the NO.

						,	
No.	Expected	MARK	Diagnostic Analysis		el of	Level of	GRADE
	answer			Und	erstanding	Performance	
4.9							
Α	Movies	1	Correct response.		М	4	9
	watched by						
	teenagers.						
B	Percentages		Poor association resulting from			2	9
	of teenagers		poor understanding of information				
				resentedvisually.			
C	Movies about			onclusions or inferences arrived at			9
	teenagers		are not precise because of inability				
			graph.	read information represented on a			
	Statistics of	1	Has some general knowledge of th		1	9	
	teenagers		topic but response is not related to			'	
	l		text.				
늗							
4.5			1				
Α	are not	1	Correct response.		D	4	9
	interested						
	in romantic						
	movies.						
B	like having romantic		Makes errors that reflect initial	4		2	9
			understanding of numerical concept				
C	relationships.	+	but struggles in data manipulation s			1	9
$\parallel$	like watching romantic		Makes errors when decoding facts Grabs pieces of text unrelated to t			1	9
	movies.		question asked.	116			
	are not easily	+	Conclusions or inferences arrived	at		3	9
ັ	impressed.		are not precise due to inability to d				
			conclusions and make generalisat				
			from given data.				
	l .				<u>I</u>		

Question five: Literary Text

Poetr	Ty .						
No.	Expected answer	MARK	15 1111	Level of Unders		Level of Performance	GRADE
5.1	•					·	
Α	Watching		Related in meaning but not precise			3	9
В	Ignoring		Close association			2	9
С	Flowing		not related to the context of the text	t		1	9
D	Staring	1	Correct response.		Е	4	9
5.2							
A	Sight and hearing	1	Correct response.		M	4	9
В	Smell and touch		Not able to decode meaning of unfamiliar words using word attack skills			2	9
С	Touch and taste		Unable to differentiate between familiar words that are similar but not synonymous.			1	9
D	Taste and sight		Conclusions or inferences arrived at are not precise and cannot make generalisations based on context.			3	9
5.3							
А	A nation that fights together		Has some general knowledge of the topic but response is not text based.			1	9
В	An extremely divided nation		Makes superficial connection but cannot understand basic poetry concepts.			2	9
С	A multiracial society		Conclusions or inferences arrived a are not precise because of inadequability to make generalisations.			3	9
D	A truly united nation	1	Correct response.		M	4	9
5.4							
А	personification		Has some general knowledge of the topic but response is not text based	- 1		1	8
В	simile.		Demonstrates minimal knowledge the use of figures of speech in poe			2	8
С	rhythm.		Makes superficial connections but cannot dichotomise between rhythi	m		3	8

and rhyme

Correct response.

1

rhyme.

4

8

Ε

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
5.5						
Α	Togetherness		Conclusions or inferences arrived		2	9
	and diversity		at are weak and cannot make			
	of ethnic		generalisations based on context.			
	groups.					
В	South Africans	1	Correct response.	M	4	9
	should unite					
	to build South Africa.					
C	Unity, love and		Makes superficial connection but		3	9
ັ	peace		cannot reason inferentially.			
	among ethnic					
	groups					
D	South Afri-		Has some general knowledge of		1	9
	cans believe		the topic but response is not text			
	in chaos and		based.			
igsqcup	disorder.					
5.6						
A	By producing		Lacks knowledge and	1	2	8
	images that		understanding of figures of			
	will appeal to		speech.			
	the readers'					
	eyes.					
В	By giving	1	Confuses personification with	T	1	8
	human		rhyme.			
	qualities to					
	something that					
<u> </u>	is not human.	┼──				
C	By showing		Cannot differentiate onomatopoeia		3	8
	that they can imitate real		from rhyme			
	sounds in					
11	Sourius III					

M

4

8

Correct response

poetry.

alive.

By making the

poem come

No.	Expected	MARK	Diagnostic Analysis	Level of	Level of	GRADE
	answer			Understanding	Performance	
5.7						
Α	To persuade	T	Conclusions or inferences arrived		3	10
	people to look		at are not precise and cannot			
$\parallel$	after their		make generalisations based on			
	countries.		context.			
В	To claim		Shows some general knowledge		1	10
	dominance		of the topic but response is not			
	over other		text based.			
	people.	$\perp$				
C	To show the		Makes superficial connection but		2	10
	beauty of his		cannot apply inferential reasoning.			
<u> </u>	country.	<u> </u>				
D	To affirm his	1	Correct response.	D	4	10
	love for his					
	country.					
5.8						
A	The poet will		Makes superficial connections but	Τ	2	7
′`	shout like a		cannot relate facts and details in		_	'
	falcon from the		the text			
	mountain top.					
В	The poet will	1	Shows some general knowledge	Е	4	7
	soar like a		of the topic but response is not text			
	falcon to shout		based.			
	from up high.					
С	The poet		Conclusions or inferences arrived		3	7
	will strive for		at are not precise and cannot			
	happiness		follow the sequence of events in			
H	1			1		,

from up high.

The poet will

climb up the mountain to

shout.

the text.

1

Correct response

1

No.	Expected	MARK	Diagno	ostic Analysis	Level of	Level of	GRADE
	answer				Understanding	Performance	
5.9							
Α	To show how		1	superficial connections but		2	9
$\parallel$	much South		1	t relate facts and details in			
	Africans dislike		the tex	ct			
<u> </u>  B	their country.  To inform	-	Chows	manaral knowlodgo	<u> </u>	1	9
B	tourists why		1	s some general knowledge topic but response is not text		'	9
	they should		based.	•			
	not visit South		500000	•			
	Africa.						
С	To express	1	Correc	ct response	D	4	9
	love and						
	admiration for						
	South Africa.		Canali	usions or inferences arrived		3	9
	To show the beauty of		1	not precise and cannot fol-		3	9
				e sequence of events in			
	/ ((1)00.		the tex				
- 40	1					,	
5.10		Г,			1		
	ʻgreat'	1					9
5.11							
Th	e poet expresses	 s a					
111	nse of pride;						
111	en writing about						
111 ~	od/positive/beaut						
111 '	pects of South Af						
111	sponse.)	B	1		D		9
<u> </u>	•						
5.12		<del>,                                     </del>	·				
ΠA	disappointment		1	e to understand use of		1	9
<u>  </u>		—		ve language.		ļ	
B	sadness			t identify emotive language in		2	9
		lacksquare	a poen	<u>n</u>			

С

pride

hope

M

4

3

9

9

Correct response

Makes superficial connections but

cannot identify tone or mood.

# QUESTION 6 - TRANSACTIONAL WRITING

	&0100M			
Criteria	Grade 10 (9-10)	Grade 9 (6-8)	Grade 8 (3-5)	Grade 7 (0-4)
	Complete adherence to the	Adheres to the topic with	Some adherence to the	Completely off the topic.
	topic.	minor deviations.	topic.	<ul> <li>Response reveals no</li> </ul>
CONTENT	<ul> <li>Outstanding response beyond</li> </ul>	<ul> <li>Adequate response</li> </ul>	<ul> <li>Basic response</li> </ul>	knowledge of the features of the
Response;	the normal expectations of the	demonstrating knowledge	demonstrating some	transactional text type.
organisation of	features of the transactional text	of the features of the	knowledge of the features of	<ul> <li>Not able to express ideas</li> </ul>
ideas; awareness of	type.	transactional text type.	the transactional text type.	clearly/ ideas are repetitive.
purpose)	<ul> <li>Exceptional development of</li> </ul>	<ul> <li>Adequate development of</li> </ul>	<ul> <li>Some focus but some of</li> </ul>	<ul> <li>Details do not support the topic.</li> </ul>
	content.	content.	the content is off the topic.	<ul> <li>Purpose not achieved.</li> </ul>
10 MARKS	<ul> <li>Writing contains exceptional</li> </ul>	<ul> <li>Details support the topic.</li> </ul>	<ul> <li>Few details support the</li> </ul>	
	detail added to the text.	<ul> <li>Purpose achieved.</li> </ul>	topic.	
	<ul> <li>Outstanding achievement of</li> </ul>		<ul> <li>Partial achievement of</li> </ul>	
	purpose.		purpose.	
	9-10	8-9	3-5	0-2
	<ul> <li>Effective and correct sentence</li> </ul>	<ul> <li>Correct sentence structure.</li> </ul>	<ul> <li>Some errors in sentence</li> </ul>	<ul> <li>Poor sentence structure.</li> </ul>
LANGUAGE	structure.	Register, style, tone is	structure.	<ul> <li>Register, style, tone is</li> </ul>
CONSTRUCTION	<ul> <li>Register, style, tone is highly</li> </ul>	appropriate to the purpose	<ul> <li>Register, style, tone is</li> </ul>	completely inappropriate for the
(Sentence	appropriate to the purpose	and context of the type of	inappropriate for the purpose	purpose and context o the type
structure; register,	and context of the type of	transactional text.	and context of the type of	of transactional text.
style ,tone; word	transactional text.	<ul> <li>Appropriate vocabulary</li> </ul>	transactional text.	<ul> <li>Vocabulary is not appropriate</li> </ul>
choice; language	<ul> <li>Exceptional use of appropriate</li> </ul>	linked to the topic.	<ul> <li>Limited use of appropriate</li> </ul>	for the topic.
use, spelling and	vocabulary linked to the topic.	<ul> <li>Few errors in language</li> </ul>	vocabulary linked to the topic.	<ul> <li>Language usage, spelling and</li> </ul>
punctuation)	<ul> <li>Correct language usage,</li> </ul>	usage, spelling and	<ul> <li>A large number of errors</li> </ul>	punctuation seriously flawed.
	spelling and punctuation.	punctuation.	in language usage, spelling	
5 MARKS			and punctuation.	
	5	4	2-3	0-1
	<ul> <li>Appropriate and accurate</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>
PLANNING,	format.	minor	vaguely applied.	applied.
STRUCTURE AND	<ul> <li>Planning has produced a</li> </ul>	inaccuracies.	<ul> <li>Planning has produced a</li> </ul>	<ul> <li>Inadequate planning has</li> </ul>
LENGTH	flawlessly presentable and well-	<ul> <li>Planning has produced a</li> </ul>	moderately presentable text.	resulted in a poorl presented
	crafted text.	good, presentable text.	<ul> <li>Response adheres to the</li> </ul>	text.
5 MARKS	<ul> <li>Response adheres to the</li> </ul>	<ul> <li>Response adheres to the</li> </ul>	required length	<ul> <li>Response adheres to the</li> </ul>
	required length	required length		required length

## QUESTION 7 - ESSAY WRITING

Criteria	Grade 10 (9-10)	Grade 9 (6-8)	Grade 8 (3-5)	Grade 7 (0-4)
	Complete adherence to the topic.	Adheres to the topic with	Some adherence to the topic.	Completely off the topic.
	<ul> <li>Intelligent, thought —provoking</li> </ul>	minor deviations.	<ul> <li>Able to express some ideas</li> </ul>	<ul> <li>Not able to express ideas</li> </ul>
CONTENT	and mature ideas.	<ul> <li>Ideas are reasonably</li> </ul>	clearly.	clearly/ ideas are repetitive.
(Response;	<ul> <li>Exceptionally well organised</li> </ul>	coherent and convincing.	<ul> <li>Essay shows little evidence</li> </ul>	<ul> <li>No evidence of organisation</li> </ul>
organisation of	(introduction, body and conclusion/	<ul> <li>Essay is organised</li> </ul>	of organisation (introduction,	(introduction, body and
ideas; awareness	ending) detailed and coherent.	(introduction, body and	body and conclusion/	conclusion/ ending) and
of purpose)	<ul> <li>Excellent development of topic.</li> </ul>	conclusion/ending) and	ending) and coherence.	coherence.
	<ul> <li>Outstanding achievement of</li> </ul>	coherent.	<ul> <li>Essay makes some sense.</li> </ul>	<ul> <li>Muddled handling of topic/</li> </ul>
20 MARKS	purpose.	<ul> <li>Logical development of topic.</li> </ul>	<ul> <li>Partial achievement of</li> </ul>	essay does not make sense.
		<ul> <li>Purpose achieved.</li> </ul>	purpose.	<ul> <li>Purpose not achieved.</li> </ul>
	9-10	6-8	3-5	0-2
LANGUAGE	<ul> <li>Effective and correct sentence</li> </ul>	<ul> <li>Correct sentence structure.</li> </ul>	<ul> <li>Some errors in sentence</li> </ul>	<ul> <li>Poor sentence structure.</li> </ul>
CONSTRUCTION	structure.	<ul> <li>Register, style, tone is</li> </ul>	structure.	<ul> <li>Register, style, tone is</li> </ul>
(Sentence	<ul> <li>Register, style, tone is highly</li> </ul>	appropriate to the purpose	<ul> <li>Register, style, tone is</li> </ul>	completely inappropriate for the
structure; register,	appropriate to the purpose and	and context of the essay.	inappropriate for the purpose	purpose and context of the essay.
style ,tone; word	context of the essay.	<ul> <li>Fairly wide range of</li> </ul>	and context of the essay.	<ul> <li>Limited vocabulary linked to the</li> </ul>
choice; language	<ul> <li>Effective use of wide range of</li> </ul>	vocabulary linked to the topic.	<ul> <li>Adequate vocabulary linked</li> </ul>	topic.
use spelling and	vocabulary linked to the topic.	<ul> <li>Few errors in language</li> </ul>	to the topic.	<ul> <li>Language usage, spelling and</li> </ul>
punctuation)	<ul> <li>Correct language usage, spelling</li> </ul>	usage, spelling and	<ul> <li>A large number of errors</li> </ul>	punctuation seriously flawed.
	and punctuation.	punctuation.	in language usage, spelling	
10 MARKS			and punctuation.	
	5	4	2-3	0-1
	<ul> <li>Planning has produced a</li> </ul>	<ul> <li>Planning has produced a</li> </ul>	Planning has produced	<ul> <li>Inadequate planning has</li> </ul>
PLANNING,	flawlessly presentable and well-	good, presentable essay.	a moderately presentable	resulted in a poorly presented
STRUCTURE	crafted essay.	<ul> <li>Good introduction and</li> </ul>	essay.	essay.
AND LENGTH	<ul> <li>Effective introduction and</li> </ul>	conclusion.	<ul> <li>Adequate introduction and</li> </ul>	<ul> <li>Ineffective or no introduction, no</li> </ul>
	conclusion.	• Essay is 210-250 words in	conclusion.	conclusion.
5 MARKS	• Essay is 210-250 words in	length.	• Essay is too short (130-180	• Essay is too short (less than 130
	length.	<ul> <li>Essay is too long but does</li> </ul>	words in length).	words in length).
	<ul> <li>Essay does not exceed 250</li> </ul>	not exceed 260 words in	<ul> <li>Essay is too long (exceeds</li> </ul>	• Essay is too long (exceeds 300
	words in length.	length.	250 words in length).	words in length).

### PART FOUR SCHOOL BASED ACTIVITIES: TERM ONE



### TERM 1 TASK 2.2

### SENIOR PHASE

### **ENGLISH FIRST ADDITIONAL LANGUAGE**

### **GRADE 9**

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

Context	Skill	Sub-skill	Cognitive Level	Difficulty Level	
Newspaper Article	Reading and Viewing	Implied meaning	A	М	

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

Newspaper Article	Reading and Viewing	Implied meaning	A	М
		The state of the s		1000

Marks per section			Total marks 20
1. 0	Creative Writing	20	Total mark: 20

### INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubric for essay writing.

### **DESCRIPTIVE ESSAY**

### Instructions to Markers:

- · Candidates are required to write on ONE topic only
- The ideas listed below the topics are only some ways in which the topic could be interpreted
- Full credit must be given to the candidates" own interpretation
- · Marking must be objective. Give credit for relevant ideas
- Use the 20-mark assessment rubric to mark the essays that can be adjusted to suit teacher's needs. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - o Content (10 marks)
  - Language construction (5 marks)
  - Planning, structure and length (5 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

 "When I look into the eyes of an animal, I do not see an animal. I see a living being. I see a friend. I see a soul."

A.D Williams

Write an essay in which you describe your pet.

(20)

0

### Descriptive

- Writer should create a picture with words, trying to use as many senses as possible to make the description clear.
- Many of our fondest memories are associated with food.

  Describe the moment when you had ice-cream for the first time. (20)

0

-

### This memorandum consists of 5 pages.

QUESTIONS	1	Marks per section		Total marks 20
	1.	Creative Writing	20	Total mark: 20

### INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubric for essay writing.

### NARRATIVE ESSAY

### Instructions to Markers:

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only some ways in which the topic could be interpreted.
- Full credit must be given to the candidates" own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content (10 marks)
  - Language construction (5 marks)
  - Planning, structure and length (5 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

### TERM 1 TASK 2.2

### SENIOR PHASE

### ENGLISH FIRST ADDITIONAL LANGUAGE

### **GRADE 9**

### Note to the teacher:

- These "tests" are designed as a diagnostic assessment tool.
- You may administer the tests according to the sections/questions.
- 3. The selection of the sections/questions will depend on the purpose of the assessment, e.g. You may want to check whether the Grade 9 learners in your class are competent in Writing and Presenting component. This may form an assessment which can be administered at the end of the year. You can then plan your Term 2 lessons for your Grade 9 learners based on your diagnostic analysis of the assessment. In a similar manner you can select questions according to the different CAPS components and the purpose of your assessment.

This task consists of 7 pages.

### This memorandum consists of 5 pages.

QUESTIONS	Marks per section	Total mark = 40
	1. Transactional Writing 10	Total mark = 10

### INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubric for transactional writing.

### TRANSACTIONAL TEXT

### Instructions to Markers:

- Candidates are required to write on ONE topic only.
- · Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the transactional text converted to 10 marks. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content (10 marks)
  - Language construction (5 marks)
  - Format, length and planning (5 marks)

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.



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