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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 resources 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 hereafter:

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

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

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.
 - 1.1 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
Level 1	 Makes errors that reflect focus on decoding and retrieving facts or details that are not necessarily related to the text or question. Learner invokes prior knowledge related to the general topic being tested, but response is not text-based. These errors indicate that the learner is grabbing bits and pieces of information related to the text as he or she understands them, but the pieces are unrelated to the information required by the question being asked.
Level 2	 Makes errors that reflect initial understanding of facts or details in the text, but is unable to relate them to the components in the question. They apply their limited knowledge as an overgeneralisation and therefore come to a weak conclusion or inference. The learner may focus on literal/superficial aspects of a text and makes superficial connections to arrive at weak responses.
Level 3	 Makes errors that reflect analysis and interpretation, but conclusions or inferences arrived at are secondary or weaker ones than required for correct response. A distractor may be related to the correct response in meaning, but be too narrow or broad given the circumstances.
Level 4	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 have been developed according to grade levels and are 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 7: Example of the Marking Guideline(for a MCQ)

1.1 What is the main idea of the article?

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

1.1 What is the main idea of the article?

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDIN	LEVEL OF PERFORMANCE	GRADE
1.1	Α	It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1, but it does not relate to the purpose of the text.		2	
	В	Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	M	4	
	С	13-year olds like to boast about Facebook friends.		Related to the text, but not to the main purpose that is focused in the text as a whole.		3	9
	D	The Internet is required to connect to Facebook.		The response is not text-based.		1	

Table 8: Levels of Understanding that incorporate the two Taxonomies

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

7. MODERATION

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

8. DATA ANALYSIS AND UTILISATION

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

8.1 Purpose of the data analysis

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

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

8.2 Use of basic statistics for analysis

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

- i. Mean (often called average) calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarize all the scores obtained by learners in a test. A high mean score 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 = 53. As can be observed, 53 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45.

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

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

8.3 Available tools for data analysis

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

8.4 Preparing data for analysis on Excel

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

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

8.5 Analysis and interpretation

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

a) Overall performance

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

b) Performance spread

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

c) Individual learner differences in performance

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

d) Group differences in performance

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

e) Performance in specific topics or skills

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

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

8.6 Diagnostic or error analysis

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

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



Note to the teacher

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

Please note that the tag above each question, as shown below, provides the following information 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/Concept/Skills	Grade	Difficulty Level	Term
Narrative	Reading and Phonics	Characters in the story	G1	E	2

It is thereafter written above each question in the format:

Narrative	Reading and Phonics	Characters in the story	G1	E	2
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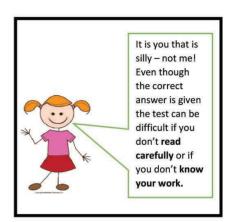
PART TWO ANSWERING MULTIPLE CHOICE QUESTIONS (MCQs)

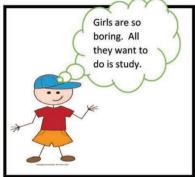


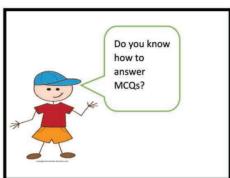
ANSWERING MULTIPLE CHOICE QUESTIONS (MCQs)













NOTE TO THE TEACHER:

1. The Structure of a MCQ Example:

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

A 60098
B 6098
C 968
D 698

KEY

EXPLANATION

STEM	QUESTION
DISTRACTORS	INCORRECT OPTIONS
KEY	ANSWER

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 are 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 LEARNER:

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

PART THREE PHASE BASED TEST ITEMS



9. ASSESSMENT ITEMS

QUESTION ONE

Read the following text carefully and answer the questions.

TEXT 1: MAGAZINE ARTICLE

YES, BUT ARE THEY REALLY FRIENDS?

- 1. Facebook calls contacts on their social network "friends," which in some instances can be a complete contradiction. When 13-year-olds first sign up on Facebook, they spend the first year or two trying to connect with as many people as possible so that at they can boast about the number of friends they have on the social network. It is a "badge of honour", so to speak.
- 2. But how many of these "friends" do they really know in the real world? When we ask young people this question in our talks and workshops, it is clear that many, if not most, of these "friends" are strangers. Accepting strangers as friends on Facebook is like hitchhiking and accepting a lift from a stranger.
- 3. This is risky behaviour typical of teenagers. It is often difficult for them to get their heads around the fact that many of the people they are connected to, could be posing as someone they are not that a digital persona can lie and use pictures of someone else. A "friend" could be a 50-year-old man posing as a 16-year-old girl, for example, and your child would not have an inkling of whom they have invited into their world; and the potential danger in such an invitation. They could be exposing themselves to stalkers, predators, paedophiles and cyber-bullies, for example. These are real dangers not to be taken lightly.
- 4. Make sure your children know they are making conscious choices with consequences when they invite someone to be their friend, or when they accept an invitation to be a friend on Facebook. Just because one of their friends is friends with someone does not mean they have to be as well, as a mother, who uses NetNannySocial to keep tabs on her daughter's online activities, discovered.
- 5. A few days ago, this mother got an alert regarding her daughter's friends on Facebook. After checking it out, she discovered that someone who had requested her daughter as a friend, was a stranger, but her daughter had accepted their quest because some of her other friends had. She thought that it was inappropriate for the 'friend', who was over the age limit, to be hanging around a teenager; so she checked around with other parents. It turned out none of these kids knew the man. They all assumed their other friends did!

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

[Adapted from: www.popularmechanics.co.za]

Magazine Article	Reading and Viewing	Reading/Viewing for comprehension - Main	K	9	М	3
		ldea				

- 1.1 What is the main idea of the article?
 - A It is important to connect with many people on Facebook.
 - B Not all contacts on Facebook are friends that you know.
 - C 13-year olds like to boast about Facebook friends.
 - D The Internet is required to connect to Facebook.

(1)

Maga Articl	e Stru	guage ictures and ivetion	Word Level work -Adjective	К	8	E	1; 2; 3
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- 1.2 What part of speech is the word "risky" (paragraph 3)?
 - A preposition.
 - B adjective.
 - C adverb.
 - D verb.

(1)

Maga Articl		Viewing	Reading for comprehension: Identify the purpose of the text.	С	9	М	2
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- 1.3 Identify the purpose of the article.
 - A The article provides details about how 13-year-olds use Facebook.

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

(1)

Magazine Article	Language Structures and Convetion	Punctuation: Purpose of inverted commas	С	10	D	1			
1.4 Why is the word "Friends" (paragraph 1) written in inverted commas? Facebook friends are									
A not always real friends. B always strangers. C bad friends. D playmates.									
Magazine Article	Viewing	Viewpoint of writer. Make inference on the tone/mood of the writer	С	9	D	2			
	s the tone of the v	writer in, "badge o	of honour"(pa	aragraph 1)?					
В	approval offence					(1)			
Magazine Article	Reading for comprehension: Inferring meaning of unfamiliar words	Make inferences on meaning of words.	С	9	D	1;2;3			
	oes the phrase b t to be taken ligh	elow mean? tly" (last sentence	e, paragraph	3).					
B C	a very serious manot very importare to be heavy. To be light.					(1)			
Magazine Article	Language Structures and Convetion	Word level work- Meaning of word when prefix is attached.	K	7	E	1;4			
1.7 What d	oes it mean to "u	ınfriend" someone	e on Facebo	ok?					
В	delete a friend fro		ebook.						
	report a friend to insult a friend on					(1)			

Magazine Article	Word meaning: Figures of speech.	Identify the figure of speech.	К	9	E	3
"Ac		speech in the follows as friends on Face graph 2).	_		"	
	A personification B alliteration C metaphor D simile	on				(1)
Magazine Article	Language Structures and Conventions	Sentence Level Work- Punctuation, understanding the use of the exclamation mark.	К	9	M	2
		amation mark below he other did!" She is		out the mothe	r's emotions?	
	A shocked. B irritated. C happy. D sad.					(1)
Magazine Article	Language Structures and Conventions	Word level work: Verb tense	K Level 1	9	М	2
1.10.1 Bet	fore Facebook, p	eople friends by	meeting ea	ach other.		
	A are making B have made C will make D made					(1)
Magazine Article	Language Structures and Conventions	Word level work: Verb tense	К	9	M	2
1.10.2 The	e phone Pleas	se answer it.				
	A is ringing. B rings. C ring. D rang.					(1)

Magazine Article	Reading and Viewing	Reading comprehension- Inferring meaning of unfamiliar words	С	8	М	1;2;3;4
1.11 W	•	ies (last sentence,pa)? Bullies		
	B on the playgr C who are stra D who are over	ngers.	et.			(1)
Magazine Article	Reading and Viewing	Reading comprehension- Inferring meaning of unfamiliar words	С	8	М	1;2;3;4
1.12 Cł		synonym for "boast"	' as used i	n paragraph 1		
	A toast B shout C brag D talk					(1)
Magazine Article	Language Structures and Conventions	Word meaning- One word for a phrase	К	9	М	1;2;3;4
1.13 Gi	ive one word for tl	ne expression, "get t	heir heads	s around the fa	act" (paragra _l	oh 3).
	A misunderstard B understand C think D mind	nd				(1)

Magazine Article	Language Structures and Conventions	Word meaning- One word for a phrase	К	8	E	2		
1.14 Wh	y is Facebook w	ritten with a capital l	etter?			(1)		
Magazine Article	Reading and View	Making inferences: differentiate between fact and opinion	С	9	M	1;2;3;4		
		ow a FACT or an Of ypical of all teenage		Give a reason	for your ansv	ver. (2)		
Magazine Article	Language Structures and Conventions	Word level work.	К	9	M	1;2		
1.16 Choose the correct word from the brackets to complete the sentence. (1.16.1) (They're/Their/There) not allowed to take (1.16.2) (there/they're /their) cell phones to school. (2)								
Magazine Article	Language Structures and Conventions	Word level work.	К	9	E	2;3;4		
		prepositions to comper who is befriending		_				
1.1 1.1						(2)		

Magazine Language Sentence level Article Structures work. and Punctuation of direct speech.	K Level 2	9	М	1;2
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- 1.18 Choose the correctly punctuated sentence.
 - A "You have got to stop. She shouted. "Being online so frequently will affect your studies!"
 - B "You have got to stop!" she shouted. "Being online so frequently will affect your studies!"
 - C "You have got to stop! She shouted. being online so frequently will affect your studies."
 - D You have got to stop,. she shouted. Being online so frequently will Affect your studies!

(1)

Magazine Article	Reading and Viewing	Reading comprehension- identify connotative meaning	С	10	D	

- 1.19 What is the connotative meaning of the word 'predator' (paragraph 3)?
 - A Being hunted by others.
 - B Praying for others.
 - C Exploiting others.
 - D Hunting for prey.

(1)

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

- 1.20 What is the figurative meaning of the following clause:
 - "... did a little digging ..." (first sentence, paragraph 6)?
 - A Trying to find a little information.
 - B Trying to find more information.
 - C Taking a dig at someone.
 - D Digging a deeper hole.

(1)

Magazine Article	Language Structures and Conventions	Word level work- Plurals of nouns.	К	8	E	1
1.21 Wh	at is the singular	form of the word "c	yber-bullie	s"?		(2)
Magazine Article	Reading and Viewing	Reading for comprehension-: Answer questions	С	9	М	1
	y did the mother ragraph 5)? He v	think that her daugl	nter's "frier	nd" was inapp	ropriate?	
	A the right age B hanging arou C not known by D too old to be	the other kids.				(2)
						()
Magazine Article	Reading and Viewing	Reading for comprehension-: Answer questions	К	9	М	1
	ntion, from the te Facebook.	ext, two potential da	ngers of be	efriending stra	ngers	
						(1)
Magazine Article	Reading and Viewing	Reading comprehension- making inferences relating to main idea Provide an alternative	A	9	М	1
		title related to main idea of text.				
1.24 Pro	vide another sui	title related to main	icle.			

TOTAL 30

QUESTION TWO

TEXT 2: VISUAL TEXT - ADVERTISEMENT

Study the advertisement and answer the questions.



Glossary

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

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

- 2.1 Who is the target audience of the advertisement?
 - A People who read magazines on the Internet only.
 - B Women who want to read celebrity gossip.
 - C People who like to read about the world.
 - D Teenagers who read magazines only.

Advertisement	Reading and Viewing	Reading for comprehension Inferring meaning of unfamiliar words.	С	9	М	1;2;3;4
---------------	------------------------	--	---	---	---	---------

- 2.2 What does the title, 'Braintainment' mean?
 - A The attainment of brainpower. B Entertainment for the brain.

 - C The functions of the brain.
 - D Training for the brain.

(1)

Advertisement	Reading and Viewing	Reading for comprehension	С	10	M	1;2;3;4
	J	Inferring				
		meaning of				
		unfamiliar				
		words.				

- 2.3 What do the words "Cool Mags" mean?
 - A A fun and trendy magazine.
 - B An interesting magazine.
 - C A boring magazine.
 - D A cold magazine.

(1)

Identify elements of visual text	Advertisement	Reading and Viewing	elements of	К	7	E	2
----------------------------------	---------------	------------------------	-------------	---	---	---	---

2.4 Identify the slogan of the advertisement.

(1)

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

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

(1)

Advertisement I		Reading for Comprehension Answer	С	9	M	1;2;3;4
-----------------	--	--	---	---	---	---------

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

(1)

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

2.7 Why is the phrase "Quest for Knowledge" repeated in the advertisement?

(1)

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

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

Einstein was a genius. Einstein discovered that gravity is not a force.

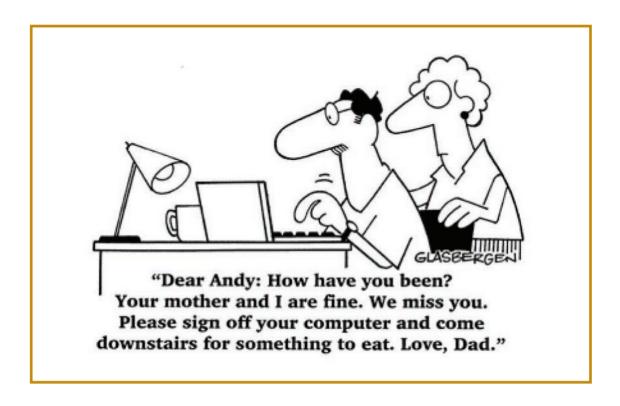
(2)

TOTAL 9

QUESTION THREE

TEXT 3: VISUAL TEXT - CARTOON

Study the cartoon and answer the questions.



Cartoon	Reading and Viewing	Make inferences - Characters	С	9	М	1-3

- 3.1 Where is the cartoon set?
 - A The workplace.
 - B A hotel room.
 - C A restaurant.
 - D At home. (1)

Cartoon	Reading and Viewing	Make inferences - Characters	С	7	Е	1-3
---------	------------------------	---------------------------------	---	---	---	-----

- 3.2 Whom do you think the two adult characters in the cartoon are? Andy's ...
 - A father and grandmother.
 - B principal and teacher.
 - C father and mother.
 - D uncle and aunt.

(1)

	viewing	Onaracters				
3.3 The pu	urpose of the cart	toon is to show how	the overus	se of compute	ers	
B C	causes conflict b	e of emails for commetween adults and confidential and confidential family communication.	hildren.			(1)
Cartoon	Reading and Viewing	Intensive reading - Bodylanguage	С	8	М	1-3
3.4 Which	word best descri	ibes the male charac	cter's facia	I expression?		
	Worried Relaxed					
	Nervous Afraid					(1)
Cartoon	Reading and Viewing	Emotive Language	А	9	D	1-3
3.5 What	emotion is expres	ssed in, "We miss yo	u."?			
	Disappointment Excitement					
С	Sadness Grief					(1)

Make inferences -

TOTAL 5

Cartoon

QUESTION FOUR TEXT 4: POETRY

Read the poem and answer the questions.

Dyslexia by Marie (age 18) I have never tried so hard, only to get nowhere. Small mistakes follow me, they change my work purposely. They must do, Because nobody can make as many mistakes as me. 5 Every day there right and some days there forgotten. On paper numbers can be easy. In my head they are lost My daydreams distract me 10 Keeping me out of reality Why am I stuck like this? Why am I trying so much harder to move forward and find I'm 10 steps behind everyone else? Why am I me? And who what can I be? 15

GLOSSARY

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

NOTE: Line 7 and Line 16 have language errors, as a result of the poet being dyslexic.

Poetry		Reading and Viewing	Theme	С	9	M	1-4
4.1	A B C	who is always da who experiences	eribes what this poer ay-dreaming at scho is a learning disability tes mistakes at scho ocussed.	ol. /.	A girl		(1)
Poetry		Reading and Viewing	Key Features	С	8	М	1-4
4.2	(line 4)	•	e underlined word. "	.they chan	ge my work pu	rposely"	
	С	Accidentally Carelessly					(1)
Poetry		Reading and Viewing	Figurative meaning	A	9	D	1-3
4.3	What o	loes she imply by		pers are los	st in her head		
	B C	has a poor mem is lost in thought lost her mind. is distant.	•				(1)
Poetry		Reading and Viewing	Figurative meaning	А	10	D	1-4
4.4	What o	loes the figurativet is	e expression "out of	reality" (lir	ne 11) sugges	t?	
	B C	not reasonable. in a real world. day dreaming. not real.					(1)

Poetry		Reading and Viewing	Figure of speech	С	9	M	1-4
4.5	What fi	gure of speech is	s used in the line bel	ow? "Sma	ll mistakes fol	low me"	
	B C	Personification Alliteration Metaphor Adjective					(1)
Poetry		Reading and Viewing	Key features - MOOD	С	9	М	1-4
4.6	Which	word best descri	bes the mood of this	s poem?			
	B C	Hopelessness Contentment Concern Sorrow					(1)
Poetry		Reading and Viewing	Features of Poem	С	9	М	1-4
4.7	Why is	the poem writter	n in the first person?				
		•	eys an intensely pers sonal development o	•			
	C		e poem is very simp	•			(1)
Poetry		Reading and Viewing	Figurative meaning	С	9	М	1-4
4.8	What d		mean by "Small mis	stakes follo	ow me" (line 3)?	
	B C	is always followe always corrects t always makes lit never makes mis	the mistakes. tle mistakes.				(1)

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

4.9 In line 12, the speaker uses the word "stuck".
What does this imply about her state of mind? She ...

- A experiences extreme frustration.
- B cannot move anywhere.
- C is annoyed with herself.
- D is confused and angry.

(1)

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

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

- A Frustration
- **B** Kindness
- C Sympathy
- D Concern

(1)

TOTAL 10

QUESTION FIVE TEXT 5 - LANGUAGE STRUCTURES AND CONVENTIONS

Read the text and answer the questions.

THE LOWDOWN ON HIGH HEELS

Keeping up with fashion can have medical drawbacks.

- 1. Wearing high heels makes women look and feel tall and in command, but the dangers can leave them disfigured. Things such as swollen ankles and corns are just minor side effects compared with the real damage that can eat away at your health over the years.
- 2. "This is because feet bear all of the body's weight," says Ray Stuart, a podiatrist in Cape Town. "Your whole body mass rests on your feet and the foot is then forced into a narrow, pointed toe box, compounding the damage that can take place. This damage may not be cured later on."
- Wearing high-heeled shoes is said to have invited new and strange health problems over the years. "Patients who suffer from unexplainable depression and emotional conditions are often advised to kick their shoes off and relax, and this usually helps so imagine what ditching your high heels can do for your health," he advises.
- 4. Doctors blame high heels for knee and back problems and shortened calf muscles as well as causing an awkward, unnatural way of walking. "In time, high heels might cause enough changes in feet to stop your feet from working properly," Stuart says. Amongst the ugly results of the continued use of high heels are bunions, heel pain and toe deformities.
- Most women admit high heels make their feet hurt-but they stick it out to appear fashionable. "They certainly make me look more professional, feminine and well - groomed," says sales consultant and self-confessed shoe addict Pontsho Lerole. "Since Boom Shaka made their debut appearance rocking in high heels, I've never been seen in running shoes or sneakers or anything less elegant. Lerole even admits to having suffered severe back pains ever since making her fashion pact.

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

[Adapted from the Sowetan - 28 May 2009]

Magazine Article	Reading and Viewing	Text features - Main purpose	С	9	М	1-3
5.1 The ma		e text is to inform the	e reader th	at wearing hi	gh	
B C	can result in swo	eel tall and in comma illen ankles and corr mage women's heal en's health.	IS.			(1)
Magazine Article	Reading and Viewing	Text features - Main idea	A	8	М	1-3
	_	contains the main ide		graph 5?		
B C	Women suffer pa High heels make	suffering severe bac ain to appear fashior women feel comfor look professional in	nable. table.	S.		(1)
Magazine Article	Reading and Viewing	Reading strategies - Word attack skills	A	10	M	1-3
		sfigured' mean as us	ed in para	graph 1?		
B C	Attractive Damaged Spoilt Dented					(1)
Magazine Article	Reading and Viewing	Reading strategies - Word attack skills	A	10	М	1-3
	-	r "high" as used in "l	nigh-heels	" (paragraph	1).	
B C	minor small short low					(1)

Magazine Article	Language Structures and Conventions	Sentence level work - Adjective	К	9	М	1-3
		rm of the word in brac ontsho to have a (rest		•		
	restless					
	restive					
	resting restful					(1)
J	1001101					
Magazine Article	Language Structures and Conventions	Sentence level work - Present continuous tense	С	8	М	1-3
Docto	ors blame high he	using the present cor eels for knee and bac	k problem	s. Doctors		
		ning high heels for kn igh heels for knee an		•		
	•	gh heels for knee an	•			
D		h heels for knee and	•			(1)
		1.				
Magazine Article	Language Structures and	Sentence level work (Future Simple Tense)	С	8	M	1-4

Magazine Language Sentence level work Article Structures and Conventions	С	8	M	1-4
--	---	---	---	-----

Rewrite the following sentence in the future simple tense. 5.7 She wears her flat shoes.

- She will be wearing her flat shoes. Α
- She would wear her flat shoes. В
- С She will wear her flat shoes.
- (1) D She wore her flat shoes.

Magaz Article	ine	Language Structures and Conventions	Sentence level work Part of Speech - Pronouns	С	8	М	2;4
5.8		the part of spee nake <u>their</u> feet h	ech of the underlined urt.	l word. Mo	est women ad	mit high	
	B C	Demonstrative p Interrogative pro Possessive pron Relative pronour	noun oun				(1)
Magaz Article	tine	Language Structures and Conventions	Word meaning - one word for a phrase	С	9	E	3;4
5.9	"Things		place the underlined n ankles and corns a				
	B C	swallow damage destroy worry					(1)
Magaz Article	tine	Language Structures and Conventions	Word meaning - Figurative meaning	С	9	M	1-3
5.10	Identify	v the figure of spe	eech in "shoe addict	." (paragra	ph 5, line 3).		
	B C	Personification Assonance Metaphor Simile					(1)

Magaz Article		Language Structures and Conventions	Sentence level work - Reported/Indirect Speech	С	9	E	1;2;4
5.11		ce. Pontsho told	orted speech (indire the doctor, "I injured			•	
	B C	-	•	/.			(1)
Magaz Article		Language Structures and Conventions	Word meaning - one word for a phrase	А	9	D	3;4
5.12		of the following i aph 5)?	s closest in meaning	g to "stick i	it out" (first se	ntence,	
	B C	Tolerate Endure Adhere Follow					(1)
Magaz Article		Language Structures and Conventions	Word level work - Prepositions	К	7	E	2;3;4
5.13		e the most suitab sult severe ba	ole preposition to fill i ck pain.	n the blan	k. Wearing hi	gh heels	
							(1)
Magaz Article		Language Structures and Conventions	Punctuation - Apostrophe	К	8	E	1;3;4
5.14	•		used in the following ar all of the body's w	•			
	В	contraction. possession.					

C the word is plural.

D abbreviation.

(1)

Magazine Language Article Structures and Conventions	Sentence level work - Clauses and phrases	С	9	М	3;4	
--	--	---	---	---	-----	--

5.15 Identify the main clause and the subordinate clause in the following sentence. If Pontsho wears high-heels, she will damage her feet.

						(2)
Magazine Article	Language Structures and Conventions	Sentence level work - Clauses and phrases	С	9	М	3;4

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

Note the following:

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

	SCORING GRID
MARKS	DESCRIPTORS
1	1 correct sentence
	 Incoherent (does not make sense)
	 more than 10 spelling and grammatical errors
2	2 correct sentences
	Makes minimal sense – largely incoherent
	8-9 spelling and/or grammatical errors
3	3 correct sentences
	Satisfactory expression of ideas
	6-7 spelling and grammatical errors
4	4 correct sentences
	High degree of fluency in expression
	 4-5 spelling and/or grammatical errors
5	5 correct sentences
	Flawless expression of ideas – excellent sentence
	construction
	no spelling and/or grammatical errors

QUESTION SIX - CREATIVE WRITING: ESSAY

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

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

TOPICS

6.1 The day my cell phone got me into trouble.

OR

- 6.2 You are in Grade 9. Soon you will have to select the course that you wish to study in the FET Phase. Write about your thoughts and feelings as you consider your subject choices. Give your essay a suitable title.
- 6.3 Friends don't let friends down
 Write an essay in which the above-mentioned phrase appears.

 OR
- 6.4 My vision for a successful future.

(20)

SCORING GUIDE FOR ESSAY

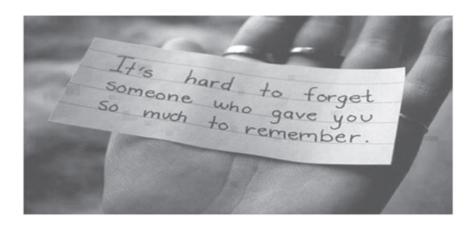
CRITERIA	MARK	LEARNER
CRITERIA	ALLOCATED	SCORE
CONTENT	10	
LANGUAGE	5	
CONSTRUCTION	3	
PLANNING,		
STRUCTURE AND	5	
LENGTH		
TOTAL	20	

QUESTION SEVEN - TRANSACTIONAL WRITING

Writing and Narrative, Descriptive Reflective, Argumentative (Process writing)	, А	9	М	1-4
--	-----	---	---	-----

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

TOPICS 7.1 INFORMAL LETTER OF APPRECIATION



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

OR

7.2 DIARY ENTRIES

Write down two diary entries in which you note your thoughts, feelings and reactions for the day before and the day after an event which changed your life in a positive way. The heading of each entry must contain the appropriate day and date.

OR

DIALOGUE

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

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

SCORING GUIDE FOR TRANSACTIONAL WRITING

CRITERIA	MARK ALLOCAT ED	LEARNER SCORE
CONTENT	10	
LANGUAGE CONSTRUCTION	5	
FORMAT, LENGTH AND PLANNING	5	
TOTAL	20 ÷ 2 = 10	
FINAL TOTAL	10	

TOTAL 30

MARKING GUIDELINE

QUESTION 1 - TEXT 1 (MAGAZINE ARTICLE)

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCEG	GRADE
1.1	A	It is important to connect with many people on Facebook.		A superficial connection is made to the contents of paragraph 1. Focus is one aspect of the topic instead of the entire article.		2	
	В	Not all contacts on Facebook are friends that you know. ✓	1	The correct response.	М	4	9
	С	13-year olds like to boast about Facebook friends.		Related to the text, but not to the main idea the text as a whole.		3	
	D	The Internet is required to connect to Facebook.		The response is not text-based.		1	
1.2	Α	Preposition		Not related to the text – learner does not know parts of speech.		1	
	В	Adjective ✓	1	The correct response.	Е	4	8
	С	Adverb		Similar initial syllable – "ad" may confuse learners.		2	Ü
	D	Verb		The learner confuses "is risky" with "risk" (verb) – relating it to the		3	

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

NO		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS			
ilo,		LAI LOTED ANONEK		DIAGNOCTIO ANALTOIO	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCEG	GRADE
	D	Ironic√	1	The correct response.	D	4	
	Α	A very serious matter ✓	1	The correct response.	М	4	
1.6	В	Not very important.		Opposite of meaning; unrelated to general tone of warning throughout the text. Perhaps the repetition of "not" in the question and the answer confuses the learner.		1	9
	С	To be heavy.		Literal interpretation of the phrase is unrelated to context.		3	
	D	To be light.		Learner focuses on the latter part of the phrase only –literal interpretation.		2	
1.7	А	Communicate with a friend on Facebook.		The meaning of the prefix "un" is not considered.		2	
	В	Delete a friend from Facebook ✓	1	The correct response.	Е	4	7
	С	Report a friend to Facebook.		The response is not text-based.		1	1199
	D	Insult a friend on Facebook.		Links 'unfriend' to 'unfriendly'		3	
1.8	А	Personification		Learner may confuse 'person' with mention of 'stranger'/'friends'.		2	
	В	Alliteration		This is a sound device. Learner is unable to distinguish between figures of speech and sound devices.		1	9
	С	C. Metaphor		This is also a comparison, but not constructed using 'as' or 'like' – learner understands comparison/imagery but cannot distinguish between simile and metaphor.		3	

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

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

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

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

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

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

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

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

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	Ė		
NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
				and print cues. Learner fails to read cartoon in totality.			
	С	Sadness ✓	1	Correct response	D	4	
	D	Grief		Some understanding but selects extreme form of emotion – not supported by visual cues.		2	
4.1	Α	who is always day- dreaming at school.		A superficial understanding of the theme.		2	
	В	who experiences a learning disability. ✓	1	Correct response	М	4	
	С	who always makes mistakes at school.		Does not understand that dyslexia causes the learner to make mistakes (failure to read the text closely).		3	9
	D	whose mind is focussed.		Misunderstands text entirely. Perhaps confuses 'focussed' with 'confused'.		1	
4.2	Α	Proficiently		Look-alike response ("proficiently"/"purposely").		1	
	В	Deliberately		Learner does not understand the concepts of synonyms and antonyms – confuses antonym for synonym.		2	8
	C	Accidentally ✓	1	Correct response	М	4	
	D	Carelessly		Some understanding of antonym but not specific.		3	
4.3	Α	has a poor memory. ✓	1	Correct response	D	4	
	В	is lost in thought.		Partial understanding. Fails to consider the context as a whole.		3	
	С	lost her mind.		Look-alike response. The repetition of "lost" in the question and distracter may distract/confuse the learner.		1	9
	D	is distant.		Superficial link with what is implied.		2	
4.4	Α	not reasonable.		Confuses 'reasonable' with reality – superficial interpretation.		2	
	В	in a real world.		Look-alike response – links "real" (distracter).		1	10
	С	day dreaming.√	1	Correct response	D	4	
	D	not real		Literal interpretation		3	
4.5	Α	Personification		Correct response.	D	4	
	В	Alliteration	1	Look-alike – repetition of "m".		2	
	С	Metaphor		Confuses metaphor with personification.		1	9
	D	Adjective		Understands comparison but confuses figure of speech with part of speech.	3	3	
4.6	Α	Hopelessness ✓	1	Correct response	М	4	15765
	В	Contentment		Does not understand the mood. Fails to read poem as a whole.		1	9

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

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

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

NO.		EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
5.12	Α	Tolerate	1	Related to meaning but not precise.		3	
	В	Endure ✓		Correct response	М	4	
	С	Adhere		Literal interpretation of idiomatic expression.		2	9
	D	Follow		Unrelated to text.		1	
5.13	Α	with		Related but inappropriate in context.		2	
	В	into		Look-alike response (into/in).		3	7
	С	in ✓	1	Correct response	Е	4	
	D	by		Unrelated to context.		1	
5.14	Α	contraction.		Understands the concept but unable to differentiate between the different uses of the apostrophe.		3	
	В	possession. ✓	1	Correct response.	E	4	8
	С	the word is plural.		Confuses the "s" after the apostrophe with the "s" to indicate plurality.		2	0
	D	abbreviation.		No knowledge of the purpose of the apostrophe.		1	
5.15		Main clause: she will damage her feet Subordinate clause: If Pontsho wears high heels	2	Inability to distinguish between the elements of a main and that of a subordinate clause.			9
5.16		SUMMARY	5				9
		Wearing high heels can damage your feet and your health. ✓ (10 words) Feet carry he body's full weight and the damage may not be cured in future. ✓ (15words) Wearing high heels can cause unusual health problems over time. ✓ (10words) It can cause knee and back problems and limit calf muscle growth. ✓ (14words) Most women know high heels make theirfeet hurt but suffer thisto					

NO.	EXPECTED ANSWER		MARK	DIAGNOSTIC ANALYSIS			
NO.	E	EAPECTED ANSWER	WAKK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING	GRADE
	ce (18	ok modern and imitate elebrities. ✓ 8 words) Vord total: 67) SCORING GRID					
	A	DESCRIPTORS					
	1	1 correct sentence Incoherent (does not make sense) more than 10 spelling and grammatical errors 2 correct sentences Makes					
	2	incoherent • 8-9 spelling and/or grammatical errors					
	3	 3 correct sentences Satisfactory expression of ideas 6-7 spelling and grammatical errors 					
	4	 4 correct sentences High degree of fluency in expression 4-5 spelling and/or 					

NO.	EXPECTED ANSWER	MARK	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D)	LEVEL OF UNDERSTANDING GRADE
	grammatical errors • 5 correct sentences • Flawless expression ofideas; excellent sentence construction • no spelling and/or grammatical errors				

DIAGNOSTIC RUBRIC FOR ESSAY

GRADE 7	• Completely off the topic. • Not able to express ideas clearly/ ideas are repetitive. • No evidence of organisation (introduction, body and conclusion/ ending), and coherence • Muddled handling of topic/ essay does not make sense.	Poor senten Register, sty completely if for the purp of the essay Limited voc; the topic Language us and punctus flawed.	• Inadequate planning has resulted in a poorly presented essay. • Ineffective or no introduction, no conclusion. • Essay is exceptionally short (less than 150 words in length.) • Essay is too long (exceeds 380 words in
GRADE 8	Some adherence to the topic. Able to express some ideas clearly. Essay shows little evidence of organisation (introduction, body and conclusion/ ending).and coherence Essay makes some sense. Partial achievement of purpose	Some errors in sentence structure Register, style, tone in appropriate for the purpose and context of the essay Adequate vocabulary linked to the topic A large number of errors in language usage, spelling and punctuation.	• Planning has produced a moderately presentable essay. • Adequate introduction and conclusion. • Essay is too short (150-180 words in length). • Essay is too long (exceeds 350 words in length.)
GRADE 9	- Adheres to the topic with minor deviations. - Ideas are reasonably coherent and convincing. - Essay is organised (introduction, body and conclusion/ending) and coherent. - Logical development of topic. - Purpose achieved.	Correct sentence structure Register, style, tone appropriate to the purpose and context of the essay Fairly wide range of vocabulary linked to the topic Few errors in language usage, spelling and punctuation	• Planning has produced a good, presentable essay. • Good introduction and conclusion. • Essay is 250-300 words in length • Essay is too long but does not exceed320 words in length
GR ADE 10	Complete adherence to the topic. Intelligent, thought – provoking and mature ideas. Exceptionally well organised (introduction, body and conclusion/ending) detailed and coherent. Excellent development of topic. Outstanding and purpose.	Effective and correct sentence structure Sentence structure Register, style, tone highly appropriate to the purpose and context of the essay Effective use of wide range of vocabulary linked to the topic Correct language usage, spelling and punctuation	• Planning has produced a flawlessly presented and well-crafted essay. • Effective introduction and conclusion. • Essay is 250-300 words in length • Essay does not exceed 300 words in length
Criteria	CONTENT (Response; organisation of ideas; awareness of purpose) 10 MARKS	LANGUAGE CONSTRUCTION (Sentence structure; register, style ,tone; word choice; language use spelling and punctuation) 5 MARKS	PLANNING, STRUCTURE AND LENGTH 5 MARKS

SCORING GUIDE FOR ESSAY

CRITERIA	MARK	LEARNER
CRITERIA	ALLOCATED	SCORE
CONTENT	10	
LANGUAGE	5	
CONSTRUCTION	3	
PLANNING,		
STRUCTURE AND	5	
LENGTH		
TOTAL	20	

Criteria	GRADE 10	GRADE 9	GRADE 8	GRADE 7
	9-10	8-9	3-5	0-4
TNETHOO	Complete adherence to the topic. • Adheres to the topic with minor deviations.	 Adheres to the topic with minor deviations. 	Some adherence to the topic. Basic response	 Completely off the topic. Response reveals no
(Response:	beyond the normal	 Adequate response 	demonstrating some	knowledge of the
organisation of ideas;	expectations of the features	demonstrating	knowledge of the features	features of the
awareness of purpose)	of the transactional text type.	knowledge of the	of the transactional text	transactional text type
J	Exceptional development of	reatures or the	type	 Not able to express ideas
10 MARKS	Writing contains exceptional	transactional text	 Some focus but some of the 	clearly/ ideas are repetitive.
	detail added to the text	type. Content stays on the topic.		Details do not support the
•	Outstanding achievement of purpose.		Partial achievement of purpose.	topic. • Purpose not achieved.
ANGUAGE	5	4	2-3	0-1
CONSTRUCTIO	Effective and correct sentence	 Correct sentence structure. 	Some errors in sentence	 Poor sentence structure.
)	structure.	 Register, style, tone 	structure.	 Register, style, tone
(Sentence structure:	Register, style, tone highly	appropriate to the	 Register, style, tone 	completely inappropriate
register,	appropriate to the purpose	purpose and context of	inappropriate for the purpose	for the purpose and context
style ,tone; word	and context of the type of	the type of transactional	and context of the type of	of the type of transactional
choice; language use,	transactional text.	text.	transactional text.	text.
spelling and	Exceptional use of appropriate	 Appropriate vocabulary 	 Limited use of appropriate 	 Vocabulary is not
punctuation)	vocabulary linked to the topic.	linked to the topic.	vocabulary linked to the	appropriate for the topic
	· Correct language usage,	 Few errors in language 	topic.	 Language usage, spelling
5 MARKS	spelling and punctuation.	usage, spelling and	 A large number of errors 	and punctuation seriously
		punctuation.	in language usage, spelling and punctuation.	flawed.
	5	4	2-3	0-1
FORMAT	Appropriate and accurate format.	Appropriate format with minor	Necessary rules of format vacualy applied	Necessary rules of format not applied
ENGTH AND PI ANNING	length	inaccuracies.	Benonse is too short (130-	Despose is
	Response does not exceed	Response is 160-180 words	150 words in length)	e response is
E MADKe	180words.	in length.	Denones is too long (201	chargines than 120
CANAMIC	Planning has produced a	 Response is too long but 		SHOT (JESS LITALITY
	flawlessly presented and	does not exceed	220 Words In length).	Words In length).
	well-crafted text.	200words.	moderately presentable	vespoinse is too ing
		Planning has produced a	text.	(exceeds 220 Wolds III
		good, presentable text.		Inadequate planning
				has resulted in a poorly
				presented text.

SCORING GUIDE FOR TRANSACTIONAL WRITING

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

PART FOUR SCHOOL BASED ACTIVITIES TERM ONE



COMPREHENSION AND LANGUAGE QUESTION 1 - NEWSPAPER REPORT

Read the passage and answer the questions that follow.

FOR THE LOVE OF READING

Zimkhita Mlanzeli, newest member of the FunDza Literacy Trust* shares her story.

- I went to Jingqi Village, not knowing what to expect. I went to give a two-day reading and writing course to an unknown audience. I went armed with information, ready to teach but I came out a student.
- The chief of Jingqi had heard that people who wanted to promote literacy were coming to his village. Being a wise man, the chief believed that education meant empowerment and that meant a better way of living for the community. That was why he asked his right-hand man to mobilise the community and get a team of volunteers who would be trained to run reading clubs in different villages in the area.
- I stayed an hour's drive away from Jingqi and had to travel on the harsh, dirt roads of the Eastern Cape to get there. There is only one high school in Jingqi and seven primary schools which are far from each other in the surrounding villages. The schools have no facilities and no computers. Internet access is a luxury that only a few have via their cell phones. The library of the high school is in bad shape.
- On the first day I spoke to the children and found that they were hungry for information. They said they did not read because their books were from the dinosaur age and they found nothing relevant in them. They are unable to use the library as the teacher who is responsible for it, keeps it locked.
- Imagine their joy when I arrived with a box full of relevant, funky novels written for teenagers! Not only are the books written in simple English, but they address issues that challenge many teenagers. It is easy to relate to the teenage characters in the books.
- The fifteen volunteers are amazing people. Six of the women had walked long distances to get to Jingqi. All they had were the word of the village chief and the hope that he had called them for a fruitful purpose. So, against the harsh words of their families, the ridicule of their neighbours and the 28 °C blazing country sun, they had come in search of a better future.
- I have never seen such passion and love for reading as I saw on the faces of the people of that area. If the love for reading can transform a community so much, imagine how it could change our country!
- Since my trip, I have tried to capture my experience in Jingqi, but I cannot get beyond the first line. I am a writer by profession, but I cannot find the right words to express my feelings. I left Jingqi a new person, with a refreshed passion for growing communities of readers. I will reach greater heights because of the people I worked with and our wonderful sponsors who support the improvement of literacy in SA.

[Adapted from http://www.fundza.co.za/2017]

*FunDza Literacy Trust: is a non-profit organization that aims to get young South Africans to enjoy reading and developing their writing talents.

Nev artic	vspaper cle	Reading and Viewing	Scanning for specific information	К	Е	
1.1	Give a reas	outh Africa is Jingqi v on for your answer. \ phrase to support yo	You may answer in your own w	ords C	OR quot	e (2)
Nev artic	vspaper cle	Reading and Viewing	Scan for specific information	K	Е	
1.2	Quote two		or FALSE? h 1 to substantiate your answe Jingqi, she knew exactly what		vould	(2)
Nev artic	vspaper cle	Reading and Viewing	Make inferences	С	М	
1.3			•			(1)
Nev artic	vspaper cle	Reading and Viewing	Interpreting idiomatic language	С	D	
1.4	"Internet ac	cess is a luxury" (pa	ragraph 3) means that			
	B Jingqi o	t access is not neede cannot affort internet to the internet is wo can afford internet ac	access. nderful.			(1)

New artic	/spaper le	Reading and Viewing	Interprete idiomatic expression	С	М		
1.5	A is one of B is the c C trusts the	oh 2, "right-hand man of the chief's trusted of hief's most trusted of the chief to be right. and to be right.				(1)	
New artic	/spaper le	Reading and Viewing	Interpret figurative language	С	M		
1.6							
New artic	/spaper le	Reading and Viewing	Make inferences	С	М		
1.7							
New artic	/spaper le	Reading and Viewing	Identify figures of speech	С	M		
1.8	Identify the A hyperbo B metaph	ole	ed in "hungry for information" (p	oaragra	aph 4).		
	C simile D irony					(1)	

Nev artic	vspaper cle	Reading and Viewing	Interpret figurative language	А	М	
1.9	A angry a	as they had no books to read books. d of food.	aph 4) means that the children	were .		(1)
Nev artic	vspaper de	Reading and Viewing	Scan for specific information	K	Е	
1.10	•	as the literacy cours rase to support your	e run by Zimkhita Mlanzeli? answer.			(2)
Nev artic	vspaper cle	Reading and Viewing	Summarising	К	М	

1.11 Refer to paragraph 5.List three qualities that made the books relevant for the children. (3)

Newspaper article	Reading and Viewing	Make inference	K	M
----------------------	---------------------	----------------	---	---

1.12 Match the people listed in COLUMN A with the characteristics mentioned in COLUMN B. Write only the question number (1.12.1 - 1.12.3) and the letter (A-D) of the correct answer.

COLUMN A	COLUMN B
1.12.1 chief 1.12.2 children 1.12.3 volunteers	A eager for knowledge B belief in a good cause C keen to give funds D vision for a better future

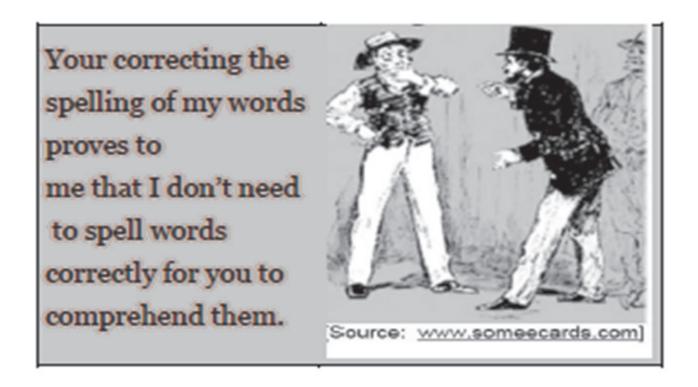
(3)

	wspaper cle	Reading and Viewing	Evaluate Winter's opinion	A	D			
1.13	Do you agre	ays that the "volunte ee with her opinion? t reasons for your an	ers are amazing people" (para swer.	graph	6). (1)			
Ne arti	wspaper icle	Language structures & conventions	Expand abbreviation	К	Е			
1.14	Write the un	derlined abbreviation	n in full.					
	`	greater heights becaument of literacy in SA	use of the people who supp A (last sentence).	oort	(1)			
Ne arti	wspaper icle	Reading and Viewing	Make deductions	А	D			
1.15	that she is A more qualified than teachers in Jingqi.							
	C not q	fied to present writing ualified to write abou fessional writer base	it Jingqi.		(1)			

SUB-TOTAL: 25

QUESTION 2 - VISUAL TEXT

Study the text and then answer the questions that follow.



Vis	ual Text	Language structures & conventions	Synonym	К	Е
2.1	Give the syr	nonym for the underl	ined word.		
	I don't need	to spell words corre	ctly for you to comprehend the	m.	
Vis	ual Text	Language structures & conventions	Punctuation: the apostrophe	K	Е
2.2	Write the ur	nderlined word in full.			
	I don't need	to spell words corre	ctly.		
Vis	sual Text	Language structures & conventions	Direct and reported speech	С	M
2.3	Write the se	entence in the reporte	ed (indirect) speech.		
		•	spelling errors will be corrected	d."	

Vis	ual Text	Language structures & conventions	Spelling Patterns	K	Е	
2.4		correct word from th ointing/ dissappointir	ose within brackets. ng) to hear what the speaker is	sayin	g.	(1)
Vis	ual Text	Language structures & conventions	Parts of Speech	С	М	
2.5	• `	line 5) is an adverb. I on from the text for y	ls the above statement TRUE our answer.	or FAL	SE?	(1)
Vis	ual Text	Language structures & conventions	Passive Voice	С	М	
2.6		sentence in passive d my spelling.	voice.			(2)
Vis	ual Text	Language structures & conventions	Vern Tense	С	М	
2.7		entence in the simple I know that my spellir	•			(2)
Vis	ual Text	Language structures & conventions	Simple & complex sentences	С	М	
2.8	The spelling	e following sentences g of my words is inco rect the spelling of m		h the v	vord in	brackets.
Vis	ual Text	Language structures & conventions	Simple & complex sentences	С	М	
2.9	Identify TW	picture carefully. O visual clues that in right is the speaker.	dicate the			(2)

Sub-total: 15 TOTAL: 40

QUESTION 1 - TEXT 1 (NEWSPAPER ARTICLE)

NO		EXPECTED ANSWER	MAR K	DIAGNOSTIC ANALYSIS	LEVEL OF UNDERSTANDING	LEVEL OF PERFORMANCEG
1.1		Eastern Cape The writer states that she had to travel on the roads of the Eastern Cape to arrive at Jingqi. OR "had to travelroads of Eastern Cape to get there" (paragraph 3).✓	2		E	
1.2		False. "not knowing" ✓ "unknown audience" ✓	2		E	
1.3	A	distributes		Unrelated to text – probably influenced by learner's own prior experience of "share"		1
	В	divides		Shows some understanding of meaning but neglects to consider meaning in context.		2
	С	relates		Correct response	4.	4
	D	says	1	Understands meaning of word but selects replacement word that is grammatically icorrect in context.	М	3
1.4	A	Internet access is not needed in Jingqi.		"luxury" is seen as an extravagant desire/indulgence & therefore not a necessity. Learner fails to consider context.		3
	В	Jingqi cannot afford internet access		correct response		4
	С	Access to the internet is wonderful.		"luxury" typically regarded as highly desirable – hence, equated to "wonderful".		

				Learner appears to be responding from prior knowledge/ belief/ own experience, not the context of the article.		2
	D	Jingqi can afford internet access.	1	Opposite of intended meaning. Learner has no understanding of "luxury". Learner has not read the article OR does not understand what has been read.	D	1
1.5	А	is one of the chief's trusted officials.		Has some understanding of the given phrase but fails to differentiate between subtle differences in answers. Does not read all distracters with rigour.		3
	В	is the chief's most trusted official.		Correct response		4
	С	trusts the chief to be right.		Understand trust implied by the phrase but confuses chief's trust placed in the man with man's trust in the chief.		1
	D	who is trusted to be right.	1	Confuses position of trust suggested by "right-hand man" with powers of judgement of the man himself.	М	2
	А	only had books about dinosaurs.		Interprets figurative language literally.		3
				Context neglected.		
	В	only had outdated books.✓		Correct response.		4
1.6	С	did not have any books.		"locked" library leads to erroneous conclusion that children had NO access to books. However, reference to the outdated books suggests that the children had access to books, albeit not ones they liked. Learner is unable to scan the text with care to respond correctly. Possible inclination to rush to a response by focusing on parts of the text, rather than the whole.		2

	D	did not like reading.	1	Confuses the dislike of outdated books with the dislike of reading in general.	М	1
1.7		1 hour ✓ "an hour's drive away" ✓ (paragraph 3)	2		М	
1.8	А	hyperbole		The initial 'h' sound in the question("hungry") and the distracter ("hyperbole") may confuse learners.		2
				Secondly, an extreme condition like hunger may be linked, erroneously, with "hyperbole" because the latter denotes extreme exaggeration. This suggests a tenuous grasp of the different figures of speech denoting comparison.		
	В	Metaphor ✓		Correct response		4
	С	simile		This is a comparison, but not constructed using 'as' or 'like' – learner understands comparison/imagery but cannot distinguish between simile and metaphor.		3
	D	irony	1	Unrelated to context. Learner does not know how to identify figures of speech.	Е	1
1.9	A	angry as they had no books.		Confuses 'anger" with "hunger". Confuses own response to library being locked with that of the children – uses own experience to make	М	3
				conclusion.		
	В	eager to read books. ✓				4
	С	in need of food.		Learner lacks skills to analyse figurative language – hence reverts to literal interpretation of figurative language.		2
	D	greedy for food.	1	Learner relies on personal, prior experience to make unrelated connection between		1

			text and distracter.		
1.10.	2 days ✓ "2-day reading and writing course" (paragraph 1)✓	2		E	
1.11	 The books were written in simple English. ✓ The content related to teenage issues/ problems/challenges. ✓ The characters were teenagers (easy to relate to). ✓ 	3		М	
1.12	1.12.1 D ✓			-2	
	1.12.2 A ✓ 1.12.3 B ✓	3		М	
1.13	 They walked a long distance to arrive at Jingqi. ✓ The braved the discouragement/criticis m of family. ✓ 				
	3. The withstood the mockery ("ridicule") of neighbours. ✓				
	4. They suffered very hot weather to get to Jingqi. ✓				
	5. They were motivated by by their belief/ hope in a better future. ✓				
	(Accept any THREE responses)	3		D	
1.14	South Africa ✓	1		Е	

1.15	Α	more qualified than teachers in Jingqi.		Unrelated to text. Learner compares writing to teaching – is unable to understand that these are two separate, and different, professions.		1
	В	qualified to present writing courses. ✓		The correct response.		4
	С	not qualified to write about Jingqi		Opposite of expected and related response. Learner misinterprets writer's being overwhelmed by her experience in Jinqi as being a lack of capacity/ skill to write about Jinqi.		2
	D	a professional writer based in Jingqi.	1	Learner is able to pay attention to parts of the text independently of the whole. Inability to link earlier information to concluding comments in the text -forgets that the drive from the writer's abode to Jingqi took 1 hour, indicating that the writer was NOT based in Jingqi.	D	3

QUESTION 2 - VISUAL TEXT

NO	EXPECTED ANSWER	MAR K	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL	LEVEL OF UNDERSTANDING
2.1	Understand ✓ know ✓ (Accept any ONE response)	1		E	
2.2	do not ✓			Е	

NO	EXPECTED ANSWER	MAR K	DIAGNOSTIC ANALYSIS	COGNITIVE LEVEL (E/M/D	LEVEL OF UNDERSTANDING
2.3	The man told his friend that ✓ those ✓ spelling errors would ✓ be corrected.	3		М	
2.4	disappointing ✓	1		Е	
2.5	True. "correctly" modifies (tells us more about) the verb "spell". ✓	1		E	
2.6	My spelling was√ corrected by him.	1		М	
2.7	How did ✓you know that my spelling was√incorrect?	2		E	
2.8	Although the spelling of my words is incorrect, ✓ I will not correct it. ✓	2		М	
2.9	 The man on the right leans forward towards the listener on the left. He gestures as if making a point. ✓ The man on the left has his hand across 				
	his chin and mouth, suggesting he is not speaking. ✓	3		D	

CREATIVE WRITING: DESCRIPTIVE ESSAY

Skill	Sub-skill	Cognitive Level	Difficulty Level
W&P	Descriptive essay (Process Writing)	А	D

- Write an essay of 250-300 words on ONE of the following topics.
- Write the number and heading of your essay correctly, e.g. 1.1. A place that exists only in my imagination.
- Pay careful attention to the following:
 - Content
 - Language structures and conventions
 - Format, length and planning

TOPICS

1.1 A place that exists only in my imagination (20)OR 1.2 The best kind of school (20)OR 1.3 A family gathering (20)OR 1.4 On my way home, I see ... (20)OR 1.5 Winter mornings (20)

MARKING INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached assessment rubric.

INSTRUCTIONS:

- Learners are required to write ONE Essay only.
- Full credit must be given for the learner's own interpretation.
- Marking must be objective. Consider the background of the learners and give credit for relevant ideas.
- Use the 20 mark assessment rubric to assess the essays.
 - CONTENT
 - LANGUAGE CONTRUCTION
 - PLANNING, STRUCTURE AND LENGTH

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

Guidelines for the Descriptive Essay:

- should describe someone / something using words and expressions that create a vivid picture.
- the use of sensory images and figures of speech can be used to enhance the description.

ASSESSMENT RUBRIC FOR CREATIVE WRITING - HOME LANGUAGE [20 MARKS]

Criteria		CONTENT Response; me organisation of expenses of expenses of (in purpose en 10 MARKS • Ex	LANGUAGE	CONSTRUCTION Sentence structure, str register, style,tone; e Re word choioe; es spelling and punctuation vo S MARKS pu		PLANNING, ESTRUCTURE AND CON LENGTH ESS MARKS	MARK RANGE
EXCEPTIONAL	8-10	Complete adherence to the topic. Intelligent, thought –provoking and mature ideas. Exceptionally well organised (introduction, body and conclusion/ending), detailed and coherent. Excellent development of topic. Outstanding achievement of purpose.	54	Varied and correct sentence structure. Register, style, tone highly appropriate to the purpose of the essay. Effective use of a wide range of vocabulary linked to the topic. Correct language usage, spelling and punctuation.	4-5	Planning has produced a flawlessly presented and well-crafted essay. Effective introduction and conclusion. Essay is within the required length (250-300 words).	16.20
SKILLFUL	6-7	Adheres to the topic with minor deviations. Ideas are reasonably ocherent and convincing. Essay is organised (introduction, body and conclusion/ending) and coherent. Logical development of topic. Purpose achieved.	3.5	Correct sentence structure. Register, style, tone appropriate to the purpose of the essay. Fairly wide range of vocabulary linked to the topic. Few errors in language usage, spelling and punctuation.	3-4	Planning has produced a competent, presentable essay. Good introduction and conclusion. Essay is within the required length (250-300 words).	12.15
MODERATE	ıs	Some adherence to the topic. Essay shows only some evidence of organisation (introduction, body and conclusion/ ending) and coherence. Essay makes some sense. Partial achievement of purpose,	8	Some errors in sentence structure. Register, style, tone inappropriate for the purpose of the essay. Adequate vocabulary linked to the topic. Many errors in language usage, spelling and punctuation.	2-3	Planning has produced a moderately presentable essay. Adequate introduction and condusion. Essay is either too short (less than 200 words) or too long (exceeds 350 words).	10.41
INADEQUATE	1	Irrelevant to topic. Not able to express ideas clearly/ ideas are repetitive. No evidence of organisation (introduction, body and conclusion / ending) and coherence. Incoherent- essay does notmake sense.	0-3	Poor sentence structure. Register, style, tone completely inappropriate for the purpose of the essay. Limited vocabulary linked to the topic. Language usage, spelling and punctuation seriously flawed.	0-2	Inadequate planning has resulted in a poorly presented essay. Ineffective or no introduction, no conclusion. Essay is exceptionally short (less than 150 words)./ or too long (over 380 words).	000

TOTAL: 20

CREATIVE WRITING: DESCRIPTIVE ESSAY

Skill	Sub-skill	Cognitive Level	Difficulty Level
W&P	Descriptive essay (Process Writing)	А	D

- Write an essay of 250-300 words on ONE of the following topics.
- Write the number and heading of your essay correctly, e.g. 1.1. A place that exists only in my imagination.
- Pay careful attention to the following:
 - Content
 - Language structures and conventions
 - Format, length and planning

TOPICS

1.1 The funniest thing that happened to me (20)

OR

1.2 I shall never forget that day (20)

OR

1.3 Saved by the bell (20)

OR

1.4 I wish I had not taken her/ his advice. (20)

MARKING INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached assessment rubric.

INSTRUCTIONS:

- Learners are required to write ONE Essay only.
- Full credit must be given for the learner's own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20 mark assessment rubric to assess the essays.
 - CONTENT
 - LANGUAGE CONTRUCTION
 - PLANNING, STRUCTURE AND LENGTH

CRITERIA	MARK	LEARNER
CRITERIA	ALLOCATED	SCORE
CONTENT	10	
LANGUAGE	5	
CONSTRUCTION	3	
PLANNING,		
STRUCTURE AND	5	
LENGTH		
TOTAL	20	

Guidelines for the Narrative essay:

- should be based on a past event or fiction.
- story line should be convincing.
- should sustain interest through use of appropriate style, rhetorical devices and actions.
- highlights sensory details and other descriptive elements.
- uses the first person narrative.

Criteria	EXCEPTIONAL	SKILLFUL	MODERATE	INADEQUATE
	8-10	2-9	2	0-4
CONTENT Response; organisation of ideas; awareness of purpose	Complete adherence to the topic. Intelligent, thought –provoking and mature ideas. Exceptionally well organised (introduction, body and conclusion/ ending), detailed and coherent. Excellent development of topic. Outstanding achievement of purpose.	Adheres to the topic with minor deviations. Ideas are reasonably coherent and convincing. Essay is organised (introduction, body and conclusion/ending) and coherent. Logical development of topic. Purpose achieved.	Some adherence to the topic. Essay shows only some evidence of organisation (introduction, body and conclusion/ ending) and coherence. Essay makes some sense. Partial achievement of purpose.	Irrelevant to topic. Not able to express ideas clearly/ ideas are repetitive. No evidence of organisation (introduction, body and conclusion / ending) and coherence. Incoherent- essay does not make sense. Purpose not achieved.
IANGIIAGE	4-5	3-4	3	0-3
CONSTRUCTION Sentence structure; register, style, tone; word choice; language use, spelling and punctuation 5 MARKS STRUCTURE AND LENGTH 5 MARKS	Varied and correct sentence structure. Register, style, tone highly appropriate to the purpose of the essay. Effective use of a wide range of vocabulary linked to the topic. Correct language usage, spelling and punctuation. 4-5 Planning has produced a flawlessly presented and wellcrafted essay. Effective introduction and conclusion. Essay is within the required length (250-300 words).	 Correct sentence structure. Register, style, tone appropriate to the purpose of the essay. Fairly wide range of vocabulary linked to the topic. Few errors in language usage, spelling and punctuation. Blanning has produced a competent, presentable essay. Good introduction and conclusion. Essay is within the required length (250-300 words). 	 Some errors in sentence structure. Register, style, tone inappropriate for the purpose of the essay. Adequate vocabulary linked to the topic. Many errors in language usage, spelling and punctuation. 2-3 Planning has produced a moderately presentable essay. Adequate introduction and conclusion. Essay is either too short (less than 200 words) or too long (exceeds 350 words). 	Register, style, tone completely inappropriate for the purpose of the essay. Limited vocabulary linked to the topic. Language usage, spelling and punctuation seriously flawed. D-2 Inadequate planning has resulted in a poorly presented essay. Ineffective or no introduction, no conclusion. Essay is exceptionally short (less than 150 words)./ or too long (over 380 words).
MARK	16-20	12-15	10-11	6-0

TRANSACTIONAL TEXTS

INFORMAL LETTER, DIALOGUE, REVIEW

TASK 2: TRANSACTIONAL TEXT

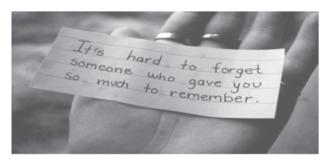
W&P	nformal Letter, Diary Entry, Dialogue Process writing)	А	D
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1. Informal Letter

- Respond to ONE of the following topics.
- The length of your response should be 160-180 words.
- Pay careful attention to the following:
 - Content, planning and format
 - Language structures and conventions

TOPICS

1. INFORMAL LETTER OF APPRECIATION



- 1.1. Write a letter of appreciation to a teacher who has had a positive influence on your life.
- 1.2. Write a letter of appreciation to a friend who took you on an exciting holiday.
- 1.3. Write a letter of appreciation to a family member who helped you through a difficult time.
- 1.4. Write a letter of appreciation to someone who gave you a second chance.

2. DIALOGUE

- Respond to ONE of the following topics.
- The length of your response should be 160-180 words.
- Pay careful attention to the following:
 - Content, planning and format
 - Language structures and conventions

TOPICS

- 2.1. You want to attend a friend's birthday. Write the dialogue in which you ask your parent or guardian for permission.
- 2.2. Write the discussion between two friends who disagree on the issue of wearing brand-name clothing.
- 2.3. You would like to borrow an outfit from a relative for a special occasion. Write the dialogue between you and your relative in which you try to persuade him/ her to lend you the outfit.



Title of Book:		
Author:		
Genre:		
Setting Place:		
Main Characters:		
Other Characters:		
Brief summary of the plot:		
Themes:		
Message / Aim:		
Character you related to or identified w	rith most:	
Would you recommend this book to oth	er readers?	
Why/ why not?		

1. Friendly/informal letter - LETTER OF APPRECIATION

should express gratitude/appreciation, use informal to semi-formal language, register and style.

It should include the following:

- the writer's address, with a date below it.
- an informal/semi-formal greeting.
- an introduction, a body and a conclusion.
- a farewell salutation before the writer's details (first name).

2. The Dialogue should

- reflect a conversation between two people.
- record exchanges as they occur, directly from the speaker's point of view.
- write the names of the characters on the left side of the page.
- include a colon after the name of the character who is speaking.
- include a new line to indicate each new speaker.
- contain stage directions within brackets which advise characters (or readers) on how to speak or present the action.
- 3. **Book Review** must contain all information as indicated in the template provided.

ASSESSMENT RUBRIC FOR TRANSACTIONAL WRITING [10 MARKS]

CRITERIA	EXCEPTIONAL	SATISFACTORY	MODERATE	INADEQUATE
CONTENT,	9-12	7-8	5-6	0-5
PLANNING &	Complete adherence to	Adheres to the topic	Insufficient link to	Unrelated to topic.
Response and	tne topic. ■ Contains all required	 Adequate response. 	the topic. Demonstrates	 Absence of any required details of transactional
ideas	details of transactional	demonstrating		text
 Organisation of 	text.	knowledge of	of features of the	 Not coherent in content
ideas for	 Exceptional 	features of the	transactional text	and ideas.
planning	development of	transactional text	type.	 Rules of format not
• Purpose,	content.	type.	Minimal required	applied.
audience and	 Outstanding 	 Many required details 	details evident.	 Purpose not achieved.
reatures/	acnievement of	evident.	• Partial	
and context	purpose.	 Purpose acrilleved. 	purpose.	
12 MARKS				
	7-8	2-2	2	0-4
	 Varied and correct 	 Correct sentence 	Some errors in	 Tone, register, style
	sentence structure.	structure.	sentence	and
CANGUAGE	 Register, style and tone 	 Register, style, tone 	structure.	vocabulary not
SIRUCIURES &	highly appropriate to	appropriate to the	 Register, style 	appropriate for
CONVENTIONS	the purpose and	purpose and context	and tone	purpose.
	context of the type of	of the type of	inappropriate for	 Poor sentence
• Tone, register,	transactional text.	transactional text.	the purpose and	structure.
style, purpose/	 Exceptional use of 	 Appropriate 	context of the	 Meaning seriously
effect, audience	appropriate vocabulary	vocabulary linked to	type of	obscured/ incoherent
and context	linked to the topic.	the topic.	transactional	
• Language use	 Correct language 	 Few errors in 	text.	
and conventions.	usage, spelling and	language usage,	Limited use of	
 Word choice, 	punctuation.	spelling and	appropriate	
punctuation and		punctuation.	vocabulary	
spelling			linked to the	
			topic.	
8 MARKS			Many errors in	
			language usage,	
			spelling and punctuation.	
MARK RANGE	16-20	12-15	10-11	6-0
)	1		



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