

FORMAL ASSESSMENT TASK 7: CREATIVE WRITING PROJECT					
Stage 3: Oral presentation (Learners do the Oral presentation of their project)					
MARKS	Maximum total of 20				
OBJECTIVE	Individual learners present their research reports over Terms 3 and 4				
ACTIVITY	<i>Note: All project activities are embedded in the lesson plan.</i> Stage 3 Learners present their research projects during the following lessons for the duration of Term 3 and 4: Group Guided Reading				
Criteria	Needs Support	Improving	Fair	Good	Exceptional
CONTENT and STRUCTURE	1-2	3-4	5-6	7-8	9-10
10 MARKS	The learner has not researched the literary genre. The oral is confusing and unstructured. The learner cannot answer questions.	The learner does not have a good understanding of the literary genre. There is no real structure to the oral. The learner struggles to respond to the questions.	The learner has read about and understood the literary genre. There is an attempt at a logical structuring of the oral. The learner can respond to some of the questions.	The learner shows good research ability and understands the literary genre. The oral has an introduction and a body and an ending. There is good understanding of the topic and s/he responds well to questions posed.	The learner has researched well and shows a very good understanding of the literary genre. The oral is well-structured: introduction, supporting evidence and a conclusion. The learner shows excellent comprehension of the topic and can answer questions and participate in a discussion.
FLUENCY and EXPRESSION	1-2	3-4	5-6	7-8	9-10
10 MARKS	The learner struggles to do the oral. Body language and presentation skills are very weak. There is no expression, and the pace is too slow and faltering. No connection with audience.	Learner tries but presents hesitatingly, without fluency or meaningful expression. S/he needs assistance. Weak connection with audience.	Learner reads fairly fluently with some expression that shows comprehension of the topic. S/he needs some prompting. Some connection with audience.	Learner presents mostly fluently with confidence and expression that shows understanding. Projects voice and enunciates well. Connects with audience.	Learner presents the oral fluently with good expression, at a flowing, confident pace. Good voice projection. Words clearly enunciated. Connects well with audience.

FORMAL ASSESSMENT TASK 8: TRANSACTIONAL WRITING			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a print advertisement		
IMPLEMENTATION	In Week 6 the process writing task requires learners to write a print advertisement		
ACTIVITY	- Work through the process writing lessons as per the lesson plan. - Collect learners' advertisements at the end of the week for formal assessment.		
CONTENT	1	2	3
	The learner's response is irrelevant to the topic.	The learner's response is relevant to the topic and interesting.	The learner's response is interesting and exceeds expectations. It includes the writer's original ideas.
STRUCTURE	0	1	2
	The learner's advertisement has not followed the correct structure.	The learner has attempted to structure the advertisement correctly.	The learner has used the correct structure and layout of a print advertisement.
PLANNING	0	1	2
	The learner does not make a plan OR the learner's plan is irrelevant.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.
EDITING / LSC	1	2	3
	The learner has not written in a suitable style. The learner has not included a slogan or rhyme. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.	The learner's style of language is mostly correct. The learner has attempted to use a slogan or rhyme. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner's style of language is correct. The learner has correctly included a slogan or rhyme. The learner successfully edits their own work to correct grammar, spelling and punctuation.

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First Aid to the rescue!

- 1 It was a beautiful Saturday afternoon. Musa and her mom decided to go to the shops because it was nearly Musa's cousin's birthday and they wanted to find him a present.
- 2 When they got to the main road, there were lots of people, cars, taxis and busses. It was busy and noisy. Suddenly they heard a terrible, screeching sound of a car's brakes trying to stop and then a very loud crash! They turned round and saw that a car had knocked over a woman crossing the road and smashed into a streetlight. The woman was lying in the road, bleeding. For a moment the whole street was still.

3	Then Musa's mom rushed to the woman. She gently turned the woman onto her side. She folded up her jacket and placed it under the woman's head. While she was doing this, she spoke quietly and kindly to the woman and asked a man to call an ambulance. She put her scarf around the woman's arm where she was bleeding badly. Only when the ambulance came, she stepped away from the woman.
4	'Mom! How did you know what to do? You were incredible!' Musa gasped. 'Years ago, I studied First Aid, so I'd know what to do if something happened to you at home. But this is the first time I've ever used it. I'm so glad I could help,' her mother replied. 'But now I feel quite shaken – I might need some First Aid myself!' she laughed sitting down.

1. Why were Musa and her mom going to the shops? (paragraph 1)	
	[1]
2. What is the best adjective to describe the main road? peaceful / bustling / exciting (paragraph 2)	
	[1]
3. Visualise the accident. What do you think it looked like when the car knocked the woman over? (paragraph 2)	
	[1]
4. Why do you think the whole street went silent? (paragraph 2)	
	[2]
5. What were three things Musa's mom did to help the injured woman? (paragraph 3)	
	[3]
6. True or False: The woman was bleeding a little. (paragraph 3)	
	[1]
7. How did Musa's mom know what to do? (paragraph 5)	
	[1]

8. What can you infer about what Musa thought of her mom after this happened? Why? (paragraph 4)

[2]

9. Why did Musa's mom say she needed First Aid herself after the ambulance left? (paragraph 5)

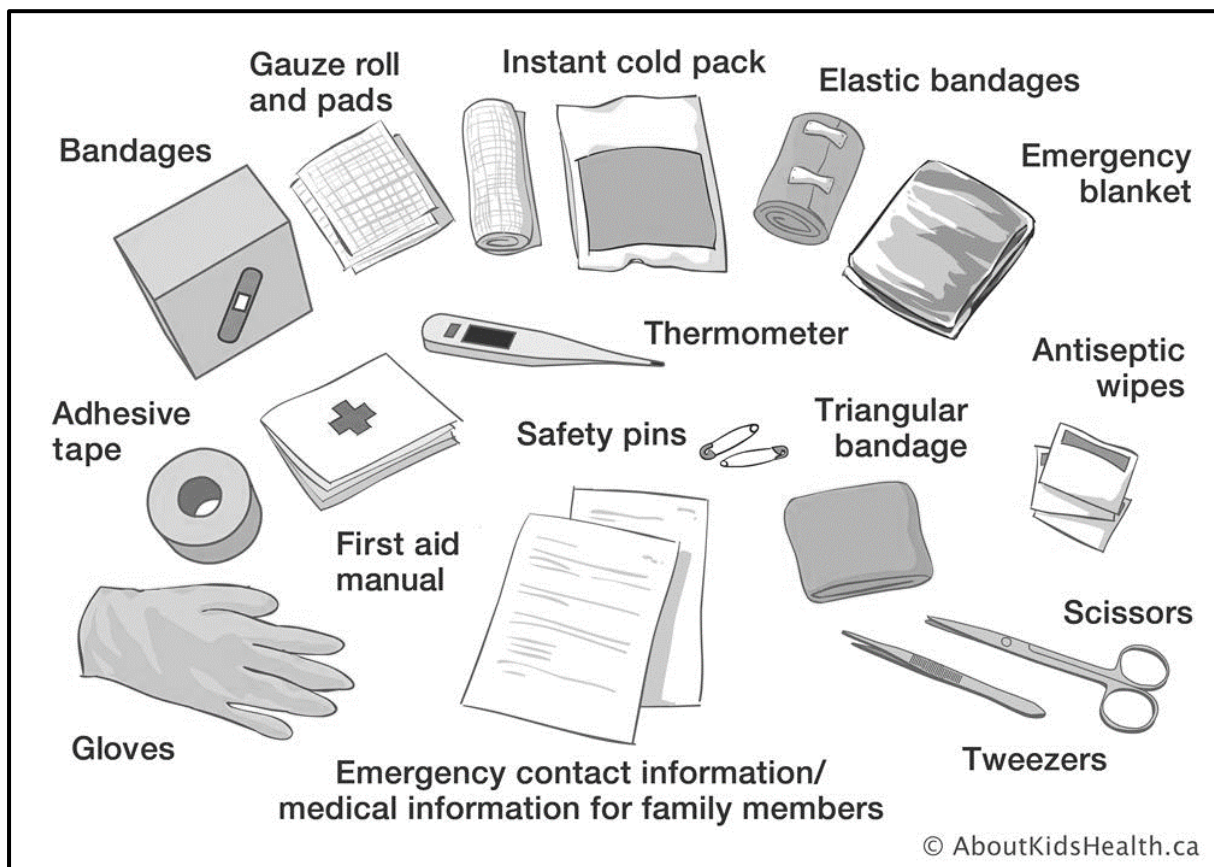
[1]

10. What would you do if someone was knocked over next to you in the road?

[2]

TOTAL: 15 MARKS

QUESTION 2: VISUAL TEXT



1. What does a thermometer do?

[1]

2. What would you use to remove a thorn or a splinter?

[1]

3. Name 2 things you could use to stop someone bleeding.

[2]

4. Why do you think there is a pair of gloves in the First Aid Kit?

[1]

5. What would you use in the First Aid Kit if someone was freezing and shivering?

[1]

6. In an emergency, do you think it can only be a Qualified doctor who can help? Why or why not?

[2]

7. 'Anti-' is a prefix meaning 'against' that give the word its opposite meaning. Add a prefix to change this word into the negative: helpful

[1]

8. Complete the idiom choosing the correct word: You shouldn't do that, it's really dangerous. You are playing with ice / fire / stones.

[1]

TOTAL: 10 MARKS

QUESTION 3: SUMMARY

Instructions:

Read the text '*First Aid to the rescue!*' again.

Complete the summary:

1. This story is about _____

[2]

2. The main part was when _____

[2]

3. I liked it when _____

[1]

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story '*First Aid to the rescue!*' once again.
- Complete the following:

1. Find and copy the following words from the story:

a) one proper noun (paragraph 1) _____ [1]

b) one adjective (paragraph 2) _____ [1]

c) one adverb (paragraph 3) _____ [1]

d) one connecting word (paragraph 5) _____ [1]

2. a. Change this sentence to the past progressive tense.

Musa's mom rushed to the woman.

[1]

b. Change this sentence to the future tense.

She gently turned the woman onto her side.

[1]

3. Underline the modal verb showing possibility in the sentence below.

That woman could have died if Musa's mother had not been there.

[1]

4. Change the following sentence from the active voice to the passive voice.

Musa's mother helps the woman in the street.

[1]

5. Complete this sentence using the 1st Conditional.

If you know First Aid, then _____

[2]

TOTAL: 10 MARKS

GRADE 5 TERM 4: PAPER 2 Memorandum

QUESTION 1: *COMPREHENSION*

Instructions:

- *Read the story below twice.*
- *The numbers on the left side are the paragraph numbers.*
- *Answer the questions that follow.*

1. Why were Musa and her mom going to the shops? [1] (paragraph 1)

They were going to look for a present for Musa's cousin.

2. What is the best adjective to describe the main road? peaceful / bustling / exciting [1] (paragraph 2) bustling

3. Visualise the accident. What do you think it looked like when the car knocked the woman over? [1] (paragraph 2)

I can visualise the woman crossing the street with her shopping bags and then the car coming fast and trying to stop but crashing into the woman and knocking her to the ground. I can visualise the woman lying in the middle street, bleeding and the car crashed up against the streetlight.

4. Why do you think the whole street went silent? [2] (paragraph 2)

Everyone was shocked and stopped talking and moving to see what had happened. / People were worried the lady was dead.

5. What were three things Musa's mom did to help the injured woman? [3] (paragraph 3)

Musa's mom turned the woman onto her side. / She made a cushion for her with her jacket. / She spoke quietly and kindly to the woman. / She wrapped her scarf around the bleeding arm. / She asked someone to call an ambulance. Any 3 things.

6. True or False: The woman was bleeding a little. (paragraph 3) False

7. How did Musa's mom know what to do? [1] (paragraph 5)

Musa's mother had studied First Aid many years before.

8. What can you infer about what Musa thought of her mom after this happened? Why? [2] (paragraph 4)

Musa thought her mom was amazing, a hero. She said: 'You were incredible!'

9. Why did Musa's mom say she needed First Aid herself after the ambulance left? [1] (paragraph 5)

She probably felt very shaken up and anxious after being so brave and jumping in to help the woman.

10. What would you do if someone was knocked over next to you in the road? [2]

I would help them. / I would call for help / call an ambulance. / I would not know what to do. /
Learner's own response.

TOTAL: 15 MARKS

QUESTION 2: VISUAL TEXT

1. What does a thermometer do? [1]

It takes your temperature / see if you have a fever / learner's own response.

2. What would you use from the First Aid kit to remove a thorn or a splinter? [1]

I would use the tweezers to remove a splinter or a thorn.

3. Name 2 things you could use to stop someone bleeding. [2]

To stop someone bleeding you could use bandages / elastic bandages / gauze roll and pads.

4. Why do you think there is a pair of gloves in the First Aid Kit? [1]

The gloves are to protect the person doing First Aid, so they don't touch the blood or the wound when they are helping someone. / To keep everything and everyone clean and sanitised.

5. What would you use in the First Aid Kit if someone was freezing and shivering? [1]

If someone was freezing and shivering, I would use the emergency blanket and cover them and to warm them up.

6. In an emergency, do you think it can only be a qualified doctor who can help? Why or why not? [2]

I think only a qualified doctor can help because they are trained to know how to help people. / I think anyone can help, because even if you can just do a little thing it can still help the person, like Musa's mom helped. / Learner's own response.

7. 'Anti-' is a prefix meaning 'against' that give the word its opposite meaning. E.g. antiseptic.

Add a prefix to change this word into the negative: helpful [1]

unhelpful

8. Complete the idiom choosing the correct word: You shouldn't do that, it's really dangerous.

You are playing with ice / fire / stones. [1]

playing with fire

TOTAL: 10 MARKS

QUESTION 3: SUMMARY

Read the text *First Aid to the rescue!* again.

Complete the summary:

1. **This story is about** Musa's mother who uses First Aid to help a woman who was knocked down by a car. **[2]**
2. **The main part was when** the car couldn't stop and knocked the woman down and Musa's mom rushes in to help. **[2]**
3. **I liked it when...** Musa's mom knew what to do. / ...she stayed with the woman until the ambulance came. / ...Musa was so impressed. / Learner's own response. **[1]**

TOTAL: 5 MARKS

QUESTION 4: LANGUAGE IN CONTEXT

Instructions:

- Read the story 'First Aid to the rescue' once again.
- Complete the following:

1. Find and copy the following words from the story:

- a) **one proper noun (paragraph 1)** Saturday / Musa [1]
- b) **one adjective (paragraph 2)** main / busy / noisy / terrible / screeching / loud [1]
- c) **one adverb (paragraph 3)** gently / quietly / kindly / badly [1]
- d) **one connecting word (paragraph 4)** so / but [1]

Change this sentence to the present progressive tense. [1]

Musa's mom rushed to the woman.

Musa's mom is rushing to the woman.

Change this sentence to the future tense. [1]

She gently turned the woman onto her side.

She will gently turn the woman onto her side. / She is going to gently turn the woman onto her side.

2. Underline the modal verb showing possibility in the sentence below. [1]

That woman could have died if Musa's mother had not been there.

3. Change the following sentence from the active voice to the passive voice. [1]

Musa's mother helps the woman in the street.

The woman in the street is helped by Musa's mom.

5. Complete this sentence using the 1st Conditional. [2]

If you know First Aid, then you will be able to help people. / ...you can save a life. / learner's own response.

TOTAL: 10 MARKS