

ENGLISH

First Additional Language

Grade **5**

Management Document

Term 4

Edition 5, 2023



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



TABLE OF CONTENTS

Alignment to RATP 2023 -2024	3
Curriculum Trackers	4
Programme of Assessment	13

Alignment to RATP 2023 – 2024

RATP CYCLE	PSRIP ALIGNMENT CYCLE
<u>T4 WEEKS 1-2</u> L&S: Listens and responds to story, e.g., folklore (myth/legend) R: Reading a story, e.g., a folklore(myth/legend) W: Writing a story, e.g., a folklore (myth/legend)	<u>T4 WEEKS 1-2 (Conservation)</u> L&S: Listens and responds to story, e.g., folklore (myth/legend) R: Reading a story, e.g., a folklore(myth/legend) W: Writing a story, e.g., a folklore (myth/legend)
<u>T4 WEEKS 3-4</u> L&S: Listens and responds to a report R: Reads an information text with visuals W: Writes a report	<u>T4 WEEKS 3-4 (Learning in Different Ways)</u> L&S: Listens and responds to a report R: Reads an information text with visuals W: Writes a report
<u>T4 WEEKS 5-6</u> L&S: Listens to and discusses information text R: Reads information text with visuals W: Writes information text	<u>T4 WEEKS 5-6 (Healthy Eating)</u> L&S: Listens to and discusses information text R: Reads information text with visuals W: Writes information text
<u>T4 WEEKS 7-8</u> Revision	<u>T4 WEEKS 7-8</u> Revision

Curriculum Tracker

Use the following tables to keep track of your curriculum coverage.

Complete the reflection at the end of every cycle as part of this process.

Thank you!

WEEK 1		
Day	CAPS content, concepts, skills	Date completed
THEME: CONSERVATION		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Puleng and the rhinos • Three read • Model comprehension skill: Making inferences • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • /kn/ /ea/ /ow/ • Word find 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Saving our trees • Discuss and predict • Read text aloud 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Saving our trees • Model comprehension skill: Making inferences • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 1 page 36: Saving our trees • Model comprehension skill: making inferences • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • Teach comprehension strategy: Making inferences 	
Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • Complete activity: Written comprehension 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Folklore - Fable • Sample text: The lion, the mouse and the call for conservation 	
Friday	Activity 3: END OF WEEK CONSOLIDATION <ul style="list-style-type: none"> • Update KWL chart 	

WEEK 2

Day	CAPS content, concepts, skills	Date completed
THEME: WEDDINGS		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Folklore - Fable • Topic: Write a fable that has a lesson for conservation / caring for the earth • Planning Strategy: List 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Direct speech • Use plan to draft 	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit using checklist • Publish and share writing 	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Friday	Activity 3: CONCLUSION <ul style="list-style-type: none"> • Review word find • Update KWL chart 	

THEME REFLECTION: CONSERVATION

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 3

Day	CAPS content, concepts, skills	Date completed
THEME: LEARNING IN DIFFERENT WAYS		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Khanyi proves her point • Three read • Model comprehension skill: Making evaluations • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • /oi/ /oy/ /ar/ • Word find 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Children take the lead on learning • Discuss and predict • Read text aloud 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Children take the lead on learning • Model comprehension skill: Making evaluations • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 86: Children take the lead on learning • Model comprehension skill: Making evaluations • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • Teach comprehension strategy: Making evaluations 	
Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • Complete activity: Making a summary 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Newspaper article / Factual recount • Sample text: Learning Through Play – A Soweto Teacher Does Things Differently 	

Friday	Activity 3: END OF WEEK CONSOLIDATION <ul style="list-style-type: none"> Update KWL chart 	
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WEEK 4		
Day	CAPS content, concepts, skills	Date completed
THEME: LEARNING IN DIFFERENT WAYS		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> Genre: Newspaper article / Factual recount Topic: Write an article about someone who learns something in a new and different way Planning Strategy: List 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> Teach song/rhyme/poem Teach theme vocabulary Question of the day Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> LSC: Modal verbs: can Use plan to draft 	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> Teach song/rhyme/poem Teach theme vocabulary Question of the day Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> Edit using checklist Publish and share writing 	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> Whole class do paired reading: Learner Book Texts Work with 1-2 small groups 	
Friday	Activity 3: CONCLUSION <ul style="list-style-type: none"> Review word find Update KWL chart 	

	<ul style="list-style-type: none"> • Reflect on learning 	
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THEME REFLECTION: LEARNING IN DIFFERENT WAYS	
1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

WEEK 5

Day	CAPS content, concepts, skills	Date completed
THEME: HEALTHY EATING		
Monday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Activate background knowledge • Start KWL chart • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Monday	Activity 2: LISTENING ACTIVITY <ul style="list-style-type: none"> • Listening Text: Marang gets healthy • Three read • Model comprehension skill: Making evaluations • Oral comprehension 	
Tuesday	Activity 1: SPEAKING ACTIVITY <ul style="list-style-type: none"> • Small group discussions to respond to text 	
Tuesday	Activity 2: PHONICS REVIEW <ul style="list-style-type: none"> • /qu/ /ow/ /aw/ • Word find 	
Tuesday	Activity 3: SHARED READING Pre-Read <ul style="list-style-type: none"> • DBE Workbook 2 page 64: Eat Well • Discuss and predict • Read text aloud 	
Wednesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Wednesday	Activity 2: SHARED READING First Read <ul style="list-style-type: none"> • DBE Workbook 2 page 64: Eat Well • Model comprehension skill: Making evaluations • Oral comprehension 	
Thursday	Activity 1: SHARED READING Second Read <ul style="list-style-type: none"> • DBE Workbook 2 page 64: Eat Well • Model comprehension skill: Making evaluations • Oral comprehension • Formulate a question about the text 	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY <ul style="list-style-type: none"> • Teach comprehension strategy: Making evaluations 	
Friday	Activity 1: SHARED READING Post-Read <ul style="list-style-type: none"> • Complete activity: Making a summary 	
Friday	Activity 2: TEACH THE GENRE <ul style="list-style-type: none"> • Line graph and analysis • Sample text: Muffins sold at Sunny Primary School 	
Friday	Activity 3: END OF WEEK CONSOLIDATION <ul style="list-style-type: none"> • Update KWL chart 	

WEEK 6

Day	CAPS content, concepts, skills	Date completed
THEME: HEALTHY EATING		
Monday	Activity 1: WRITING Planning <ul style="list-style-type: none"> • Genre: Line graph and analysis • Topic: How much protein do your classmates eat? • Planning Strategy: Questionnaire 	
Monday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Tuesday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Tuesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Wednesday	Activity 1: LSC & WRITING Drafting <ul style="list-style-type: none"> • LSC: Active and passive voice • Use plan to draft 	
Wednesday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Thursday	Activity 1: ORAL ACTIVITIES <ul style="list-style-type: none"> • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries 	
Thursday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Friday	Activity 1: WRITING Editing and Publishing <ul style="list-style-type: none"> • Edit using checklist • Publish and share writing 	
Friday	Activity 2: GROUP GUIDED READING <ul style="list-style-type: none"> • Whole class do paired reading: Learner Book Texts • Work with 1-2 small groups 	
Friday	Activity 3: CONCLUSION <ul style="list-style-type: none"> • Review word find • Update KWL chart • Reflect on learning 	

THEME REFLECTION: HEALTHY EATING

1. What went well this cycle?	
2. What did not go well this cycle? How can you improve on this?	
3. Did you cover all the work for the cycle? If not, how will you get back on track?	
4. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
5. Do you need to further support some learners? If so, which learners, and how do you plan to do this?	
SMT Comment	
SMT name and signature	Date

Programme of Formal Assessment

1. There are 3 formal assessment tasks for Grade 5 Term 4 2023.
2. Please complete these tasks as detailed below.

TASK	DESCRIPTION	MARKS
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the oral presentation of their project) Continuation from Term 3. Marks to be recorded in Term 4.	20 marks
FAT 8	TRANSACTIONAL WRITING Written before the Controlled Test.	10 marks
FAT 9	RESPONSE TO TEXTS (End of year controlled test) Question 1: Literary/ non-literary text (15 marks) Question 2: Visual text (10 marks) Question 3: Summary (5 marks) Question 4: Language structures and conventions (10 marks)	40 marks

'Response to Texts' developed by: Ms Gladys Ntlailane.

All assessment tasks and tools may be changed in accordance with directives from the province or district.

ASSESSMENT RUBRIC Task 7 Stage 3: Oral Presentation 20 marks

Speaking Criteria	Level Descriptors				
	5	4	3	2	1
Structure: introduction of topic, research, poem/song and conclusion	Excellent structure. Proper introduction and concluding greeting; good research done; choices well explained; well thought-through links between poem/song and movie; thorough understanding of the genre.	Good structure; good introduction and concluding greetings; good research done; good connection between the poem/song and movie; solid understanding of the genre.	Tried to structure the presentation; tried to do have appropriate introduction and concluding greetings; average research done; average connection between the poem/song and movie. Some understanding of the genre.	Weak structure – not all components done; weak introduction and concluding greetings; some research done but not convincing; weak or no connection between the poem/song and movie.	Weak or no structure; greetings not done; limited or no research done; no connection between the poem/song and movie.
Delivery: pronunciation, articulation, and expression	Excellent pronunciation, articulation, voice projection and volume. Excellent expression and emotion in voice.	Good pronunciation, articulation and voice projection and volume. Good expression and emotion in voice.	Fair pronunciation, articulation, voice projection and volume. Fair expression and emotion in voice.	Some issues with pronunciation, articulation, voice projection and volume. An attempt to use expression and emotion in voice.	Many issues with pronunciation, articulation, voice projection and volume. No attempt to use expression and emotion in voice.
Appropriate body language: eye contact with audience, posture, gestures and facial expression	Excellent use of body language, gestures and facial expressions.	Good use of body language, gestures AND facial expressions.	Good use of body language, gestures OR facial expressions.	Some issues with use of body language, gestures and facial expressions.	Body language inappropriate for the presentation. Limited or no use of facial expressions.
Use of resources, visual cues and props	Very good use of poster and props to create excellent presentation.	Good use of poster and props to add to presentation.	Average use of resources to help presentation.	Unsatisfactory use of resources – poster or props used but did not add value to presentation.	Limited to no use of resources – no effort to use poster or props.

EXAMPLES OF RUBRICS for TASK 8: Transactional writing

TASK 8 TRANSACTIONAL WRITING: Review			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a review		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. It includes a quotation from the text and the learner's opinion and recommendation about the text.	The learner's response is relevant to the topic and interesting. The learner has attempted to give an opinion and recommendation about the text.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	The learner has used the paragraphs logically to review different aspects of the text.	The learner has attempted to structure the review into logical paragraphs.	The learner's review has no logical structure or flow. Paragraphs have not been used.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has included all the necessary information about the text. The language clearly shows the opinion of the writer and gives a good sense of the text being reviewed. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has included most of the necessary information about the text. There is an attempt at an opinion with reason to justify. The learner has edited their work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not included the necessary information about the text. The style of the language is not correct. The learner does not edit the work. Or, the learner attempts to edit the work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Informal / Friendly Letter

MARKS	Maximum total of 10		
OBJECTIVE	Writes an informal / friendly letter		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. It includes the writer's thoughts and feelings.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	The learner has used the correct structure and layout of a friendly letter (including sender's address, date, greetings).	The learner has attempted to structure the letter correctly.	The learner's letter has not followed the correct structure.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has used informal register with the correct greeting and farewell. All the necessary information is included. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner's style of language is mostly correct. The learner has attempted to use the correct greeting and farewell. The learner edits their own work to correct grammar, spelling, and punctuation, but there are still some errors.	The learner has not written in a suitable style. The appropriate greetings have not been used. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Instructional Text

MARKS	Maximum total of 10				
OBJECTIVE	Writes an instructional text				
CONTENT & STRUCTURE	5	4	3	2	1
	The learner's response is interesting, relevant and exceeds expectations. The instructions are well-organised with logical paragraphs. The learner has used the structure to enhance the text. All the necessary information is included.	The learner's response is interesting and relevant to the topic. The instructions are organised into logical points/paragraphs that work together well. The ideas are connected, and the brief is creatively structured. Most of the information is there.	The learner's response is relevant to the topic. The instructions have logical points/paragraphs, but they are not fully developed. The ideas are not totally connected and more thought into the overall idea is needed. Some important information has been left out.	The learner's response does not show a good understanding of the topic. The instructions have attempted to follow the structure and use paragraphs. But many ideas seem to be missing. The ideas are not connected.	The learner's response is irrelevant to the topic. The instructions are not organised into points/paragraphs. There is no connection linking the ideas presented.
PLANNING & EDITING / LSC	5	4	3	2	1
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity. The learner uses active and passive voice correctly. The learner successfully edits their own work to correct style, grammar, spelling and punctuation.	The learner makes a plan before writing. The learner uses their plan to inform their drafting. The learner uses active and passive voice mostly correctly. The learner edits their own work and mostly corrects their style, grammar, spelling and punctuation.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting. The learner attempts to use the active and passive voice. The learner edits their own work to correct style, grammar, spelling and punctuation, but there are still some errors.	The learner makes a plan before writing. The learner attempts to use their plan. The learner has not used the passive voice. The learner attempts to edit their own work, but there are many errors remaining.	The learner does not make a plan OR the learner's plan is irrelevant. The learner has not used the active and passive voice. The learner does not edit their own work

TASK 8 TRANSACTIONAL WRITING: Speech

MARKS	Maximum total of 10		
OBJECTIVE	Writes a speech		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. There is a main point supported by reasons, evidence and examples.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	The opening of the speech captures attention and introduces the topic. The learner has structured the speech so that the points flow logically, (intro, main points and/or argument and a strong conclusion). Leaves the audience with a strong final thought.	The learner has attempted to structure the speech with a logical flow. Stays on topic all the way through. There is an introduction and a point made and a conclusion.	The learner's letter has no coherent structure.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has used persuasive and emotive language to convince the audience. All points are well argued. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner's style of language is mostly correct. There is a main idea. There is an attempt at persuasive language. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not written in a suitable style. There is no emotive or persuasive language. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Newspaper Article

MARKS	Maximum total of 10		
OBJECTIVE	Writes a newspaper article		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. The facts (questions: <i>who, what, where when and why</i>) of the incident are all clear.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	There is a headline (appropriate and catching) and a by-line, a blurb (tells the reader what the article is about and appears directly below the headline) and well-structured paragraphs with the necessary information.	The learner has attempted to structure the article in paragraphs. Stays on topic all the way through.	The learner's article has no coherent structure.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has used a formal register, in the third person with in/direct speech in the active voice. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner's style of language is mostly correct. The article is written in a formal register, in the third person with an attempt at in/direct speech. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not written in a suitable style. The register and tone are incorrect and the necessary LSCs and details have not been included. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Advertisement

MARKS	Maximum total of 10		
OBJECTIVE	Writes an advertisement		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. The advertisement works well to sell the product/service using relevant verbal and visual texts. There is a clear target market.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	Different fonts and sizes of fonts are used. An appropriate image has been included. The learner has worked hard to create a visually appealing and relevant text.	The learner has attempted to structure the article in paragraphs. Stays on topic all the way through.	The learner's article has no coherent structure.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has used persuasive and emotive language and an image effectively. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has attempted to use persuasive language and an appropriate visual has been included. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not used persuasive language. There is no visual image. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Dialogue			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a dialogue		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. The dialogue sounds like a real conversation.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	Stage directions are in brackets before the speaker talks to show their feelings and actions. The speakers' names are on the left-hand side followed by a colon before their words. Each new speaker starts on a new line. The words spoken by the characters all line up. All the speakers' lines are in the correct chronological order.	The learner has attempted to structure the dialogue correctly.	The learner's dialogue has not followed the correct layout and structure.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The learner has created a realistic sounding dialogue (vocabulary and tone). The stage directions give a good sense of the speakers' feelings and actions as they speak (use of adverbs and adjectives). The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has attempted to show the feelings and actions of the speakers. The characters words sound like a real conversation. The layout is mostly correct. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not used the correct layout. The conversation does not sound realistic. The learner does not edit their own work. Or, the learner attempts to edit their own work, but there are many errors remaining.

TASK 8 TRANSACTIONAL WRITING: Diary Entry			
MARKS	Maximum total of 10		
OBJECTIVE	Writes a diary entry		
CONTENT	3	2	1
	The learner's response is interesting and exceeds expectations. The diary sounds like the thoughts of the 'character' and describes the events in a subjective and emotional way.	The learner's response is relevant to the topic and interesting.	The learner's response is irrelevant to the topic.
STRUCTURE	2	1	0
	There is a date at the top of the entry. There is a salutation/ greeting (e.g. Dear Diary) at the start. Paragraphs are used to organise the entry logically.	The learner has attempted to structure the diary entry. Stays on topic all the way through.	The learner's diary has no coherent structure.
PLANNING	2	1	0
	The learner makes a plan before writing. The learner uses the plan to inform their drafting and expands on the plan with creativity.	The learner makes a plan before writing. The learner uses some ideas from their plan to inform their drafting.	The learner does not make a plan OR the learner's plan is irrelevant.
EDITING / LSC	3	2	1
	The diary entry is written in the first-person ('I'), in the past tense. Careful use of vocabulary have been chosen to show the correct tone (feeling) of the writer. The learner successfully edits their own work to correct grammar, spelling and punctuation.	The learner has attempted to write as the 'character'. The diary is in the first person and in the past tense. Some descriptive vocabulary helps to show the feelings of the writer. The learner edits their own work to correct grammar, spelling and punctuation, but there are still some errors.	The learner has not written as though they are the 'character'. They style and language are incorrect. The learner does not edit their own work. Or, the Learner attempts to edit their own work, but there are many errors remaining.

TASK 9: RESPONSE TO TEXTS

EXEMPLAR TASK

Marks: 40

Duration: 2 hours

Date: November 2023

TERM 4 TASK 9	TOTAL MARKS	LEARNER'S MARK
1. Reading Comprehension	15	
2. Visual Literacy	10	
3. Summary	5	
4. Language Structures & Conventions	10	
TOTAL	40	

Instructions for the learner:

1. This task consists of FOUR questions.

QUESTION 1: Reading comprehension (15)

QUESTION 2: Visual Literacy (10)

QUESTION 3: Summary (5)

QUESTION 4: Language Structures and
Conventions (10)

TOTAL (40)

2. Answer **ALL** the questions.

3. For multiple choice questions, circle only the letter of the correct answer.

4. Answer in your own words unless specifically asked to quote.

5. Pay special attention to spelling and sentence construction.

6. Write neatly and legibly.

7. Good luck!

Question 1: Comprehension

TEXT A: SHORT STORY

Read the story below and answer the questions that follow.

The wise owl

1. Once upon a time, in a faraway land, there was a small village where all the animals lived happily. One day, a wise old owl visited the village and spoke to the animals about the importance of teamwork.
2. The owl told them a fable about a group of ants who were gathering food for the winter. One day, one of the ants decided to take a break and relax instead of helping his fellow ants. He thought that he could always catch up later, but he was wrong. When winter came, the ant who had taken a break, didn't have enough food to survive the cold, and he died.
3. The owl explained to the animals that just like the ants, they needed to work together as a team if they wanted to survive and succeed. He told them that each animal had different abilities that could be combined to achieve great things.
4. After hearing the owl's wise words, the animals decided to work together and support one another. They formed a community where each animal had a role to play and contributed to the well-being of the group. They learned that by working together, they could achieve anything they wanted.
5. And so, the village continued to prosper, and the animals looked back on the lesson they had learned. They knew that they could always count on each other, and that teamwork was the key to their success.



Adapted from: *AI Chat with ChatGPT*

- 1.1 Where did the animals live? (paragraph 1)
- A far away
 - B a small village
 - C the forest
 - D a home (1)
- 1.2 What did the wise owl talk to the animals about? (paragraph 1)
- _____ (1)
- 1.3 What type of story did the wise owl tell the animals? (paragraph 2)
- _____ (1)
- 1.4 In the owl's story, were all the ants working all the time? (paragraph 2)
- _____ (1)
- 1.5 What happened to one of the ants in winter? Explain why this happened.
- _____
- _____ (2)
- 1.6 The word 'survive' as used in paragraph 3 means to... (1)
- A rest.
 - B die.
 - C live.
 - D work.
- 1.7 According to the wise owl, what is the result of working as a team? (paragraph 3)
- _____
- _____ (2)
- 1.8 Identify a word in paragraph 3 that means the same as the word 'skills'.
- _____ (1)

1.9 The animals listened to the wise owl's advice.

State whether the statement above is true or false.

Give a reason for your response.

(2)

1.10 What do you think the animals felt at the end of the story? (paragraph 5)

Write down ONE feeling.

(1)

1.11 '...teamwork was the key to their success.' (paragraph 6)

Do you agree with the statement above?

Give a reason for your response.

(2)

Total Question 1 15

Question 2: Visual Literacy

TEXT B: A SCHEDULE

Read the Valley Primary School summer extra curriculum schedule and answer the questions that follow.

Monday	Tuesday	Wednesday	Thursday	Friday
Netball	Art Lesson	Cricket	Rugby	Swimming
Swimming	Netball	Rugby	Indigenous games	Reading clubs
Reading clubs	Rugby	Swimming	Reading clubs	Reading clubs
Swimming	Soccer	Free	Swimming	Free
	Swimming	Soccer	Netball	Cricket

Source: by the Tasks Developer

2.1 How many activities does Valley Primary school have per week?

- A Nine
- B Eight
- C Four
- D Seven (1)

2.2 Which activity only takes place once in the week? Mention ONE.

_____ (1)

2.3 Read the timetable carefully again and answer the questions that follow.

2.3.1 Identify the activity that takes place daily.

_____ (1)

2.3.2 In your opinion why does that activity take place daily?

_____ (2)

2.4 Name TWO activities that appear three days per week.

2.4.1 _____ (2)

2.4.2 _____

2.5 Mention any ONE activity that you could do if you were in an Art Lesson.

_____ (1)

2.6 Do you think it is necessary for the school to have reading clubs four days a week?

Give a reason for your answer.

_____ (2)

Total Question 2 10

Question 3: Summary

TEXT C: FACTUAL TEXT

Read the following information text and write a summary on **FIVE interesting facts about elephants**.

Remember:

1. Your summary should be between 40 – 50 words.
2. Write only important facts.
3. Use your own words as much as possible.
4. Write the number of your words at the end.

Interesting Facts about Elephants

Elephants are the world's largest land animal. The adult male or bull elephant is up to 3 metres high and weighs 6 000kg. There are three species of elephants, the African Savanna, the African Forest and the Asian. The African elephant's ears are described as being shaped like the African continent. Elephants have around 150 000 muscle units in their trunks. Their trunks are the most sensitive part of the body. They use their trunks to suck water. The elephant tusks are actually their teeth which appear when elephants are around 2 years old. Elephants have very thick skins. They keep their skin clean by taking regular mud baths. Elephants eat grass, leaves, shrubs, fruit, and roots. They eat up to 150kg of food per day.

Adapted from: <https://www.wwf.org.uk/learn/fascinating-facts/elephants>

- 3.1 _____ (1)
- 3.2 _____ (1)
- 3.4 _____ (1)
- 3.4 _____ (1)
- 3.5 _____ (1)

Total Question 3 5

Question 4: Language Structures and Conventions in context

TEXT D: INFORMATION TEXT

Read the text below and the questions set.

A dream come true

1. "When I **hear** the South African anthem, I feel like I am in a dream. I try to concentrate on how I will play but I keep on thinking: how is it possible that I am here, in the South African team, in Johannesburg, about to play football for my country? It has to be a dream."
2. This is John Radebe at 17, playing his first **game** for the under 17 soccer tournament opening match. Who is this boy? **How did he get to the tournament?** How does he feel about football, the game that made him famous?
3. John Radebe lived in a small town in South Africa. His family was very poor. He was lucky because his father was a football player and taught him that smoking and drinking weren't good for him.

Source: Created by the Task Developer using <http://www.transfermarket.co.za>

4.1 'When I **hear** the South African Anthem...'

The word 'hear' in the above sentence is an example of ...

- A a verb.
- B an adverb.
- C an adjective.
- D a noun.

(1)

4.2 Underline the correct article.

John Radebe took part in (**a / an**) tournament.

(1)

4.3 **How did he get to the tournament?**

Rewrite the question above using the simple future tense.

(1)

4.4 Use the word 'game' in a sentence to show its different meaning. (paragraph 2)

-
-
- (2)
- 4.5 Write a word that means the same as tournament. (paragraph 2)
-
- (1)
- 4.6 He was **lucky** because his father was a football player.
- Which part of speech is the word 'lucky'?
- (1)
-
- 4.7 John was selected for the under 17 team. John's friend was not selected.
- Use the conjunction **but** to join the sentences above.
-
-
- (2)
- 4.8 '..smoking and drinking (**were**'t) good for him.'
- The punctuation mark used in the word in brackets is called...
- A a comma.
- B an apostrophe.
- C an inverted comma.
- D a full stop. (1)

Total Question 4 10

Grand Total 40

TASK 9: RESPONSE TO TEXTS

EXEMPLAR TASK

MARKING GUIDELINES

Marks: 40

Item no.	Possible Answer	Mark	Level of difficulty	Cognitive level
	Question 1: Comprehension			
1.1	B- a small village ✓	1	E	Literal
1.2	The wise owl told them about the importance of teamwork. ✓	1	E	Literal
1.3	a fable	1	E	Literal
1.4	Not all animals were working. The ant stopped working at some time. ✓	1	E	Literal
1.5	The ant died ✓ because it did not have enough food. ✓ (Award full marks only when a reason is given.)	2	E	Literal
1.6	C - live ✓	1	M	Inference
1.7	Working together as a team results in success and survival. ✓✓	2	M	Inference
1.8	abilities ✓	1	M	Inference
1.9	True- The animals decided to work together and support one another. ✓✓ (Award full marks only when True is motivated correctly- do not award a mark for True only)	2	M	Inference
1.10	Open-ended, accept learners 'responses that express feelings of achievement. happy/encouraged/motivated/good	1	D	Evaluation

1.11	<p>Open-ended, accept learners 'responses that have a relevant motivation).</p> <p>Suggestions but not limited to these:</p> <p>Yes I agree because many hands will achieve more/will get work finished faster.✓ ✓</p> <p>OR</p> <p>No I disagree because in a team some people cause delay and can cause failure. ✓ ✓</p> <p>(No mark for yes or no without a valid motivation)</p>	2	D	Evaluation
Total Question 1		15		
Question 2: Visual Literacy				
2.1	B - Eight✓	1	E	Literal
2.2	Art takes place once a week✓ or Indigenous games take place once a week✓ (Any of the two)	1	E	Literal
2.3	2.3.1 swimming ✓	1	E	Literal
	<p>2.3.2 It takes place daily ✓because it is summer, it is hot. ✓✓</p> <p>OR</p> <p>It takes place daily because ✓most learners of Valley school like swimming✓✓</p> <p>OR</p> <p>Swimming takes place daily because many of the learners cannot swim so there are many lessons where they can learn. ✓✓</p> <p>(Open ended responses. Accept learners' responses that give cause and effect/ well motivated.)</p>	2	M	Inference
2.4	Netball and Rugby	2	E	Literal
2.5	Drawing/painting/sculpture/ Photography/ scrapbooking/embroidery/music/ pottery✓ (Any ONE, it could be visual or performing arts.)	1	M	Inference
2.6	Yes, because learners have more time to read for enjoyment.✓✓ OR	2	D	Appreciation

	No, because some learners do not enjoy reading much/ some learners would prefer more of soccer/ art. ✓✓ (Open ended question-accept learners, responses that have a relevant motivation. No mark for Yes or No only)			
	Total Question 2	10		
	Question 3: Summary			
	3.1 Elephants are the world's biggest land animals. 3.2 There are three kinds of elephants. ✓ 3.3 The elephants' trunks are the very sensitive ✓. 3.4 They use the trunks to drink water ✓ 3.5 Elephants have very thick skins. ✓ (43 words) Other facts to be considered. Elephants eat wild plants. Elephants grow teeth around 2 years old. Elephants keep themselves clean by bathing in the mud. They eat about 150kg of food per day. (Award 1 mark for each correct fact. Any FIVE of the above facts are correct, not necessarily in the exact words)	1 1 1 1 1	E	Reorganisati on
	Total Question 3	5		
	Question 4: Language Structures and Conventions			
4.1	A- a verb. ✓	1	E	Knowledge
4.2	John Bright took play in (a ✓/ an) tournament opening match.	1	E	Knowledge
4.3	How will ✓he get to the tournament? ✓ (Award 2 marks only when the question mark is used Award 1 mark if the tense is correct, but the question mark has been omitted,)	2	M	Concept

4.4	We had fun at the game park. ✓ OR I like game meat very much. ✓ (Accept any learners' sentences that uses the homonym of "game' correctly.)	1	M	Concept (meaning)
4.5	competition/contest/match/event ✓ (Accept any correct synonym of tournament.)	1	M	Concept
4.6	an adjective ✓	1	E	Knowledge
4.7	John was selected for the under 17 team but his friend was not. ✓✓ John was selected for the under 17 team but his friend was not selected. ✓✓ (Award full marks only when the correct sentence conversion is done.)	2	D	Application
4.8	B- an apostrophe ✓	1	E	Knowledge
	Total Question 4	10		
	GRAND TOTAL	40		