

ENGLISH

First Additional Language

Grade 6

Management Document

Term 4

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basic education
Department:
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REPUBLIC OF SOUTH AFRICA



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Alignment to RATP 2023 – 2024

RATP CYCLE	PSRIP ALIGNMENT CYCLE
<u>T4 WEEKS 1-2</u> L&S: Listens to and discusses a folklore R: Reads a folklore W: Writes a folklore	<u>T4 WEEKS 1-2 (Honesty)</u> L&S: Listens to and discusses a folklore R: Reads a folklore W: Writes a folklore
<u>T4 WEEKS 3-4</u> L&S: Listens to and discusses an instructional text R: Reads an instructional text W: Writes a summary of an instructional text	<u>T4 WEEKS 3-4 (Games & Activities)</u> L&S: Listens to and discusses an instructional text R: Reads an instructional text W: Writes a summary of an instructional text
<u>T4 WEEKS 5-6</u> L&S: Listens to and discusses poems R: Reads a poem W: Writes a poem	<u>T4 WEEKS 5-6 (The Power of Poetry)</u> L&S: Listens to and discusses poems R: Reads a poem W: Writes a poem
<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: HONESTY		
Monday	Activity 1: ORAL ACTIVITIES • 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 • Listening Text: The boy who cried wolf • Three read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 2: PHONICS REVIEW • /kn/ /ea/ /ow/ • Word find	
Tuesday	Activity 3: SHARED READING Pre-Read • DBE Workbook 2 page 42: Is honesty really important? • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • DBE Workbook 2 page 42: Is honesty really important? • Model comprehension skill: Making inferences • Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read • DBE Workbook 2 page 42: Is honesty really important? • Model comprehension skill: making inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: Making inferences	
Friday	Activity 1: SHARED READING Post-Read • Complete activity: Written comprehension	
Friday	Activity 2: TEACH THE GENRE • Folklore - Legend • Sample text: The Legend of the Star Child	

Friday	Activity 3: END OF WEEK CONSOLIDATION	
	Update KWL chart	

WEEK 2		
Day	CAPS content, concepts, skills	Date completed
THEME: HONESTY		
Monday	Activity 1: WRITING Planning - Genre: Folklore - Legends - Topic: Write a legend with a lesson or moral about honesty - Planning Strategy: List	
Monday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Tuesday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Wednesday	Activity 1: LSC & WRITING Drafting - LSC: Articles: 'a' 'an' 'the' - Use plan to draft	
Wednesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Thursday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 1: WRITING Editing and Publishing - Edit using checklist - Publish and share writing	
Friday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart	

THEME REFLECTION: HONESTY

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: GAMES AND ACTIVITIES		
Monday	Activity 1: ORAL ACTIVITIES • 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 • Listening Text: How to prepare for the game General Knowledge • Three read • Model comprehension skill: Following instructions • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 2: PHONICS REVIEW • /oi/ /oy/ /ar/ • Word find	
Tuesday	Activity 3: SHARED READING Pre-Read • DBE Workbook 2 page 58: Go fly a kite • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • DBE Workbook 2 page 58: Go fly a kite • Model comprehension skill: Making evaluations • Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read • DBE Workbook 2 page 58: Go fly a kite • Model comprehension skill: Making evaluations • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: Making evaluations	
Friday	Activity 1: SHARED READING Post-Read • Complete activity: Making a summary	
Friday	Activity 2: TEACH THE GENRE • Summary of an instructional text • Sample text: Summary of game: Simon Says	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 4		
Day	CAPS content, concepts, skills	Date completed
THEME: GAMES AND ACTIVITIES		
Monday	Activity 1: WRITING Planning - Genre: Summary of an instructional text - Topic: Write a summary of the game: Kick the Can - Planning Strategy: List	
Monday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Tuesday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Wednesday	Activity 1: LSC & WRITING Drafting - LSC: Present perfect tense - Use plan to draft	
Wednesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Thursday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 1: WRITING Editing and Publishing - Edit using checklist - Publish and share writing	
Friday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: GAMES AND ACTIVITIES

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: THE POWER OF POETRY		
Monday	Activity 1: ORAL ACTIVITIES • 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 • Listening Text: Why teenagers should express their feelings • Three read • Model comprehension skill: Making inferences • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 2: PHONICS REVIEW • /qu/ /ow/ /aw/ • Word find	
Tuesday	Activity 3: SHARED READING Pre-Read • Learner Book: Luca's Words • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach song/rhyme/poem • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • Learner Book: Luca's Words • Model comprehension skill: Making inferences • Oral comprehension	
Thursday	Activity 1: SHARED READING Second Read • Learner Book: Luca's Words • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text	
Thursday	Activity 2: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: Making inferences	
Friday	Activity 1: SHARED READING Post-Read • Complete activity: Making a summary	
Friday	Activity 2: TEACH THE GENRE • Poem (Free verse) • Sample text: Friendship / Rage	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 6		
Day	CAPS content, concepts, skills	Date completed
THEME: THE POWER OF POETRY		
Monday	Activity 1: WRITING Planning - Genre: Poem (Free verse) - Topic: Write a poem to express your feelings - Planning Strategy: List	
Monday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Tuesday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Tuesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Wednesday	Activity 1: LSC & WRITING Drafting - LSC: Similes - Use plan to draft	
Wednesday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Thursday	Activity 1: ORAL ACTIVITIES - Teach song/rhyme/poem - Teach theme vocabulary - Question of the day - Use personal dictionaries	
Thursday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 1: WRITING Editing and Publishing - Edit using checklist - Publish and share writing	
Friday	Activity 2: GROUP GUIDED READING - Whole class do paired reading: Learner Book Texts - Work with 1-2 small groups	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: THE POWER OF POETRY

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 6 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 End of year examination - Paper 3. Written before the end of the year examination	10 marks
FAT 9	RESPONSE TO TEXTS (End of year controlled test) Question 1: Literary/ non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (5 marks) Question 4: Language structures and conventions (15 marks)	50 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: 50

Duration: 2 hours

Date: November 2023

TERM 4 TASK 9	TOTAL MARKS	LEARNER'S MARK
1. Reading Comprehension	20	
2. Visual Literacy	10	
3. Summary	5	
4. Language Structures & Conventions	15	
TOTAL	50	

Instructions for the learner:

1. This task consists of FOUR questions.

QUESTION 1: Reading comprehension (20)

QUESTION 2: Visual Literacy (10)

QUESTION 3: Summary (5)

QUESTION 4: Language Structures and Conventions (15)

TOTAL (50)

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: Reading Comprehension

TEXT A: NEWSPAPER ARTICLE

Read the following text and answer the questions that follow.

A story of human kindness and teamwork

1. One hot afternoon, a group of children were playing in the park when they suddenly they heard a dog barking loudly. They ran towards the sound and found a small dog trapped in a broken fence beside the road. The children were concerned about the dog's safety and knew they needed to help.
2. Without wasting any time, they started to work together to untangle the dog from the fence. They also noticed that the dog had a collar with a contact number on it. The children knew that they needed to find the owner for the dog to ensure its safe return.
3. They carried the dog and took him to a nearby veterinary clinic. At the clinic, the veterinarian instructed the children to hang up posters around the neighbourhood, with a picture of the dog and a contact number for the owner to call. The children made sure to put in extra effort and hung posters on shop fronts, telephone poles, and even distributed flyers to their neighbours.
4. Through their relentless efforts and to the joy of everyone, they received a call from the dog's owner. The children were ecstatic! They made their way to reunite the dog with its owner.
5. The dog's owner was relieved by the children's kindness and the effort they put in to secure the safe return of the dog. The owner thanked the children and even gave them some treats as **a token of appreciation**.
6. The children's bravery, kindness, and perseverance saved the dog and helped provide relief to the worried owner. It was an unforgettable moment and a heart-warming story that illustrates the true power of human kindness and teamwork.



- 1.1 What time of the day were the children playing in the park? (1)

- 1.2 What did the children hear? (1)

- 1.3 Explain in your own words what the children saw. (Paragraph 1) (2)

- 1.4 'The children were concerned about the dog's safety...'
The word 'concerned' means...
A connected
B worried
C unbothered
D angry (1)
- 1.5 The children took some time before they could help the dog.
State whether the statement above is True or False.
Give a reason for your response. (2)

- 1.6 What helped the children to identify the owner of the dog? (2)

- 1.7 Find a word in paragraph 3 that means the same as 'an animal doctor'. (1)

1.8 Using your own words explain how the children found the owner of the dog. (2)

1.9 The owner of the dog gave the children 'a token of appreciation'. (Paragraph 5)

This means the owner was...

A unpleased

B surprised

C grateful

D secure (1)

1.10 Provide TWO words that means the same as 'ecstatic', (paragraph 5)

1.10.1 _____ (1)

1.10.2 _____ (1)

1.11 What is the purpose of this story? (1)

1.12 Would you help a strange dog if you found it lost or trapped? (2)

Explain your answer fully.

1.13 The story takes place in different places. Give ONE setting of the story. (2)

Total Question 1 (20)

Question 2: Visual Literacy

Study the advertisement below and answer the questions that follow.

THE FASHIONISTA SHOP

BEST FASHION DEAL OF THE YEAR

WINTER FASHION SALE



**25% OFF ON ALL CHILDREN'S CLOTHES,
JERSEYS, BOOTS AND HATS**

FURTHER 30% OFF IF YOU BUY TWO OR MORE ITEMS

FROM 17 AUGUST 2023 TO 31 AUGUST 2023



Hurry while stock lasts!

Corner Jay and Ray Street

- 2.1 What is the name of the company that is advertising their winter sale?
_____ (1)
- 2.2 What is the advertisement about?
_____ (1)
- 2.3 List at least two items that you can buy.
- 2.3.1 _____ (1)
- 2.3.2 _____ (1)
- 2.4 Why are the words 'WINTER FASHION SALE' written in big and bold letters?
- A For buyers with bad eyesight
- B To attract the attention of the buyers
- C To make the clothes cheap
- D For the buyers with good taste (1)
- 2.5 Write out the words from the advertisement that will make people want to buy from the Fashionista Shop.
_____ (2)
- 2.6 How many days does the sale last?
_____ (1)
- 2.7 Who do you think will be interested in the advertisement?
Give a reason for your answer.

_____ (2)

Total Question 2 (10)

Question 3: Summary

TEXT C: INFORMATION TEXT

Read the following information text and write a summary **on FIVE important benefits of reading**.

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.

The benefits of reading

Reading has many benefits, but it's a skill that even a lot of adults do not use enough. Let us look at some other benefits of reading.

Reading helps you discover the world. It is a gateway to learning anything about everything. It helps you discover new things and educate yourself in any area of life you are interested in.

Reading develops your imagination and creativity. A book is just words on a page, and our minds have to do the work, imagining the words coming to life. Reading improves vocabulary and communication. Giving one access to a world of words is one of the best ways to improve one's vocabulary and spelling skills.

Reading helps with building a good self-image and playing well with others. It also has social benefits. Children can discuss stories with others and form friendships over shared interests.

Reading improves concentration and reduces stress. It makes you concentrate on what you read. Getting completely involved in a book can help us relax and feel calm.

Adapted from: <https://www.worksheetcloud.com/blog/why-is-reading-important/#:~:text=Reading%20improves>

3.1 _____

3.2 _____

3.3 _____

3.4 _____

3.5 _____

Number of words used: _____

Total Question 3 (5)

Question 4: Language Structure and Conventions

TEXT D: INFORMATION TEXT

Read the information text below and answer the questions that follow.

A young man who lived about a day's journey from Mabopane went to visit the city of Johannesburg. He came to a street of many shops. Entering the first shop, he saw a wall covered with mirrors sparkling in the sunshine. 'They must be silver moons,' he said to himself, for he had never seen a mirror before. Moving close, he took one in hand and gazed into it. His face turned as white as rice. 'My father!' he cried. 'How did you come here? You are not dead? But how young you look! And you move your lips although I cannot hear what you say. You must come home with me, and we shall live happily as before.'

Adapted by Shirlee P. Newman

'Faces in the Mirror'

- 4.1 Choose the correct form of the verb from the two in brackets.

He (come/ comes) to a street of many shops.

(1)

- 4.2 '...he saw a wall covered with sparkling mirrors in the sunshine.'

The underlined word in the sentence above is...

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

(1)

4.3 The young man was walking in the city **slowly**.

The word 'slowly' is an...

A adverb of time.

B adverb of manner.

C adverb of place.

D adverb of frequency. (1)

4.4 'He had never seen a mirror before.'

Change the sentence above to present perfect tense.

_____ (2)

4.5 'A young man who lived about a day's journey from Mabopane went to visit the city of Johannesburg.'

The sentence above is a **(complex/ simple)** sentence. Choose the correct answer from the two in brackets.

_____ (1)

4.6 The young man said, 'They are silver moons.'

Change the sentence above to indirect speech.

The young man _____
_____ (2)

4.7 Identify two proper nouns in Text D.

4.7.1 _____ (1)

4.7.2 _____ (1)

4.8 You must come home with me and we shall be the (happy) family.

Change the word in brackets to the correct degree of comparison.

(1)

4.9 How did you come here?

The sentence above is ...

A an exclamation

B a command

C a question

D a statement (1)

4.10 'His face turned as white as rice.'

What figure of speech is used in the sentence above?

_____ (1)

4.11 '...he took one in hand and **gazed** into it.'

What is a synonym of the word 'gazed' as used in the sentence above?

_____ (1)

4.12 Identify a phrase that means the same as the word 'talking' in Text D.

_____ (1)

Total Question 4 (15)

Grand Total 50

TASK 9: RESPONSE TO TEXTS

EXEMPLAR TASK

MARKING GUIDELINES

Marks: 50

Item no.	Possible Answer	Mark	Level of difficulty	Cognitive level
	Question 1: Comprehension			
1.1	It was in the afternoon ✓	1	E	1 Literal
1.2	The children heard a dog barking. ✓	1	E	1 Literal
1.3	They saw a dog ✓ that was trapped ✓ in a fence	2	E	2 Reorganisation
1.4	B- worried ✓	1	M	3 Inference
1.5	False, they did not waste any time before untying the dog. ✓✓ (Award full marks only when 'False' a correct motivation has been given. No mark for False only.)	2	M	3 Inference
1.6	The dog had a collar that had contact numbers. ✓	1	E	1 Literal
1.7	Veterinarian ✓	1	M	3 Inference
1.8	They put up posters ✓ with the telephone number at the shops. ✓ OR They put up posters ✓ with the telephone number on telephone poles. ✓ OR They gave flyers ✓ to the neighbours. ✓ (Any ONE of these)	2	E	2 Reorganisation
1.9	C- grateful. ✓	1	M	3 Inference
1.10	1.10.1 Happy ✓ 1.10.2 pleased ✓ /cheerful/blissful/elated/joyful (Accept any two correct synonyms of ecstatic)	1 1	M M	3 Inference 3 Inference
1.11	The purpose is to make the reader aware of the importance of kindness. OR ✓✓	2	D	4 Evaluation

	The purpose is to teach the reader about doing the right thing. ✓✓ (Accept any response that shows evaluation and understanding of the story).			
1.12	Yes, I would because it is the right thing to do. ✓✓ No, I would not because the dog could be dangerous. ✓✓ (Open ended responses Learners answers will differ: Accept Yes/No with a valid reason)	2	D	5 Appreciation
1.13	In the park✓ OR At the veterinary clinic✓ OR At the shops✓ OR Around the neighbourhood✓ (Any one relevant setting)	1	E	1 Literal
	Total Question 1	20		
	Question 2: Visual Literacy			
2.1.	The Fashionista Shop. ✓	1	E	1 Literal
2.2	It is about winter fashion sale. ✓	1	E	1 Literal
2.3	2.3.1 jerseys✓ 2.3.2 boots ✓ OR Hats (Accept any two)	1 1	E E	1 Literal 1.Literal
2.4	B- To attract the attention of the buyers ✓	1	M	3. Inference
2.5	'Best Fashion Deal of the Year'✓✓ OR '25% off on all children's clothes' ✓✓ OR 'Further 30% off if you buy two items or more' ✓✓ OR 'Hurry while stock lasts!' ✓✓ (Any one of the given answers, with or without	2	M	3 Inference

	quotation marks. Award full marks only when the whole phrase is quoted or given.)			
2.6	15 days ✓ (fifteen days)	1	M	3- Inference
2.7	Parents and children ✓ because they will save money. ✓ Hawkers ✓ because they will go and sell to get profit. ✓ (Open-ended responses. Accept any learners' responses that have relevant motivation.)	2	D	4- Evaluation
	Total Question 2	10		
	Question 3: Summary			
3.1	You can discover the word through reading. ✓	1	E	2- Reorganisation
3.2	Reading helps one to be imaginative and creative. ✓	1		
3.3	Reading improves our vocabulary/communication/spelling skills. ✓	1		
3.4	Reading can build one's self-image. ✓	1		
3.5	Reading can help you to make friends. ✓	1		
3.6	Reading lowers stress by relaxing. ✓	1		
	(Accept learners' FIVE facts that are important. Learners might use different words. Do not penalise for direct quoting.)			
	Total Question 3	5		
	Question 4: Language Structures and Conventions			
4.1	comes ✓	1	E	1 Knowledge
4.2	D- an adjective. ✓	1	E	1 Knowledge
4.3	B- adverb of manner. ✓	1	M	3 Conceptual
4.4	He has never seen a mirror before ✓✓	2	D	5- Application

	(The sentence must be correct.)			
4.5	complex ✓	1	M	3- Conceptual
4.6	The young man said that they were✓ silver moons.✓ (Award full marks only when the sentence is correct and quotation marks removed.)	2	D	5 Application
4.7	4.7.1 Mabopane✓ 4.7.2 Johannesburg ✓	1 1	E	1 Knowledge
4.8	Happiest ✓	1	E	1 Knowledge
4.9	C – a question.✓	1	E	1 Knowledge
4.10	a simile ✓	1	M	3 Conceptual
4.11	Looked✓ stared (Accept any correct synonym of ‘gazed’ in context)	1	M	3 Conceptual
4.12	‘move your lips’ ✓	1	M	3 Conceptual
	Total Question 4	15		
	GRAND TOTAL	50		