ENGLISH

First Additional Language

Grade 7

Management Document

Term 4

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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL EDUCATION COLLABORATION TRUST

2030 NDP

Read to Lead
A Reading Nation is a Leading Nation

ETDP•SETA

SACE
South African Council for Educators
Towards Excellence in Education

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Alignment to RATP 2023 – 2024

RATP CYCLE	PSRIP ALIGNMENT CYCLE
T4 WEEKS 1-2 L&S: Listening comprehension based on giving directions R: Reading/viewing for comprehension (use written and visual text e.g., read a map/giving and asking directions) W: Long/short transactional text e.g.: giving directions	T4 WEEKS 1-2 (**Health: A Social Responsibility**) L&S: Listening comprehension on information text R: Reading / viewing for comprehension: Read a story, an information text, a visual text W: Long/short transactional text: Poster
T4 WEEKS 3-4 L&S: Different forms of oral communication R: Instructional text: Read text on how to write a notice/ agenda and minutes W: Longer transactional texts: Notice/agenda and minutes	T4 WEEKS 5-6 (**Beyond Planet Earth**) L&S: Listen to and discuss an information text R: Read information texts, infographics and visual text W: Longer transactional text: dialogue
T4 WEEKS 5-6 L&S: Debate / Group discussion: Discuss the use of e-mails/diary entries/flyers R: Transactional text: Read a text with an e-mail/diary entry/flyer W: Long/shorter transactional texts e.g.: e-mail /diary entry/flyer	TERM 4 WEEKS 3-4 (**The Life and Legacy of Luka Jantjie**) L&S: Read and discuss diary entries R: Read a diary entry, 'faction' story, obituary and visual texts W: Long/shorter transactional texts - diary entry
T4 WEEKS 7-8 Revision	T4 WEEKS 7-8 Revision Cycle

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: HEALTH: A SOCIAL RESPONSIBILITY		
Monday	Activity 1: ORAL ACTIVITIES • Introduce the theme • Activate background knowledge • Start KWL chart • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: LISTENING ACTIVITY • Listening Text: **Social illness – it's everyone's responsibility** • Three read • Model comprehension skill: **Making inferences** • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 3: SHARED READING Pre-Read • Learner Book: **U = U** • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • Learner Book: **U = U** • Model comprehension skill: **Making inferences** • Oral comprehension • Introduce LSC in context	
Thursday	Activity 1: TEACH LSC • **Figurative language**	
Thursday	Activity 2: SHARED READING Second Read • Learner Book: **U = U** • Model comprehension skill: **Making inferences** • Oral comprehension • Formulate a question about the text	
Friday	Activity 1: INDIVIDUAL READING & COMPREHENSION • Phonics review: **/kn/ /ea/ /ow/** • Orientate learners to independent reading texts and comprehensions in Learner Books • Listen to individual learners read • Support learners as they complete tasks	
Friday	Activity 2: INDIVIDUAL READING & COMPREHENSION • Continued… • Listen to individual learners read • Support learners as they complete tasks	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 2		
Day	**CAPS content, concepts, skills**	**Date completed**
THEME: HEALTH: A SOCIAL RESPONSIBILITY		
Monday	Activity 1: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: **Making inferences**	
Monday	Activity 2: SHARED READING Post-Read Complete activity: **Make a summary**	
Tuesday	Activity 1: TEACH THE GENRE • **Poster** • Sample text: **Be a buddy not a bully**	
Tuesday	Activity 2: WRITING Planning • Genre: **Poster** • Topic: **The social responsibility of community health** • Planning Strategy: **Mind Map**	
Wednesday	Activity 1: WRITING Drafting • Use plan to draft	
Wednesday	Activity 2: WRITING Drafting • Continued… • Use plan to draft	
Thursday	Activity 1: WRITING Editing • Edit using checklist	
Thursday	Activity 2: WRITING Publishing & Presenting • Publish and present writing	
Friday	Activity 1: LISTENING & SPEAKING • Teach: **Oral Presentation of Creative Writing Project** • Learners present	
Friday	Activity 2: LISTENING & SPEAKING • Learners present	
Friday	Activity 3: CONCLUSION • Review word find • Update KWL chart • Reflect on learning	

THEME REFLECTION: HEALTH: A SOCIAL RESPONSIBILITY	
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: BEYOND PLANET EARTH		
Monday	Activity 1: ORAL ACTIVITIES • Introduce the theme • Activate background knowledge • Start KWL chart • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: LISTENING ACTIVITY • Listening Text: **Elon Musk** • Three read • Model comprehension skill: **Think about the text** • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 3: SHARED READING Pre-Read • Learner Book: **The Pros and Cons of Space Colonization** • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • Learner Book: **The Pros and Cons of Space Colonization** • Model comprehension skill: **Making connections** • Oral comprehension • Introduce LSC in context	
Thursday	Activity 1: TEACH LSC • **Simple and compound prepositions**	
Thursday	Activity 2: SHARED READING Second Read • Learner Book: **The Pros and Cons of Space Colonization** • Model comprehension skill: **Making connections** • Oral comprehension • Formulate a question about the text	
Friday	Activity 1: INDIVIDUAL READING & COMPREHENSION • Phonics review: **/oy/ /oi/ /ar/** • Orientate learners to independent reading texts and comprehensions in Learner Books • Listen to individual learners read • Support learners as they complete tasks	
Friday	Activity 2: INDIVIDUAL READING & COMPREHENSION • Continued… • Listen to individual learners read • Support learners as they complete tasks	

Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 4		
Day	**CAPS content, concepts, skills**	**Date completed**
THEME: BEYOND PLANET EARTH		
Monday	Activity 1: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: **Making connections**	
Monday	Activity 2: SHARED READING Post-Read Complete activity: **Make a summary**	
Tuesday	Activity 1: TEACH THE GENRE • **Dialogue** • Sample text: **Bono and Dakalo**	
Tuesday	Activity 2: WRITING Planning • Genre: **Dialogue** • Topic: **A new explorer talking to the spirit of an old explorer** • Planning Strategy: **List**	
Wednesday	Activity 1: WRITING Drafting • Use plan to draft	
Wednesday	Activity 2: WRITING Drafting • Continued… • Use plan to draft	
Thursday	Activity 1: WRITING Editing • Edit using checklist	
Thursday	Activity 2: WRITING Publishing & Presenting • Publish and present writing	
Friday	Activity 1: LISTENING & SPEAKING • **Oral presentation of Creative Writing Project** • Learners present	
Friday	Activity 2: LISTENING & SPEAKING • Continued… • Learners present	
Friday	Activity 3: CONCLUSION • Review word find • Update KWL chart • Reflect on learning	

THEME REFLECTION: BEYOND PLANET EARTH	
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 LIFE AND LEGACY OF LUKA JANTJIE		
Monday	Activity 1: ORAL ACTIVITIES • Introduce the theme • Activate background knowledge • Start KWL chart • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Monday	Activity 2: LISTENING ACTIVITY • Listening Text: **From the Diary of William Burchell** • Three read • Model comprehension skill: **Think about the text** • Oral comprehension	
Tuesday	Activity 1: SPEAKING ACTIVITY • Small group discussions to respond to text	
Tuesday	Activity 3: SHARED READING Pre-Read • Learner Book: **The Story of Kgosi Luka Jantjie** • Discuss and predict • Read text aloud	
Wednesday	Activity 1: ORAL ACTIVITIES • Teach theme vocabulary • Question of the day • Use personal dictionaries	
Wednesday	Activity 2: SHARED READING First Read • Learner Book: **The Story of Kgosi Luka Jantjie** • Model comprehension skill: **Visualising** • Oral comprehension • Introduce LSC in context	
Thursday	Activity 1: TEACH LSC • **Adjectival and adverbial clauses**	
Thursday	Activity 2: SHARED READING Second Read • Learner Book: **The Story of Kgosi Luka Jantjie** • Model comprehension skill: **Visualising** • Oral comprehension • Formulate a question about the text	
Friday	Activity 1: INDIVIDUAL READING & COMPREHENSION • Phonics review: **/qu/ /ow/ /aw/** • Orientate learners to independent reading texts and comprehensions in Learner Books • Listen to individual learners read • Support learners as they complete tasks	
Friday	Activity 2: INDIVIDUAL READING & COMPREHENSION • Continued… • Listen to individual learners read • Support learners as they complete tasks	
Friday	Activity 3: END OF WEEK CONSOLIDATION • Update KWL chart	

WEEK 6		
Day	**CAPS content, concepts, skills**	**Date completed**
THEME: THE LIFE AND LEGACY OF LUKA JANTJIE		
Monday	Activity 1: TEACH THE COMPREHENSION STRATEGY • Teach comprehension strategy: **Visualising**	
Monday	Activity 2: SHARED READING Post-Read Complete activity: **Make a summary**	
Tuesday	Activity 1: TEACH THE GENRE • **Diary entry** • Sample text: **Bomi's diary**	
Tuesday	Activity 2: WRITING Planning • Genre: **Diary entry** • Topic: **A meeting with someone new** • Planning Strategy: **List**	
Wednesday	Activity 1: WRITING Drafting • Use plan to draft	
Wednesday	Activity 2: WRITING Drafting • Continued… • Use plan to draft	
Thursday	Activity 1: WRITING Editing • Edit using checklist	
Thursday	Activity 2: WRITING Publishing & Presenting • Publish and present writing	
Friday	Activity 1: LISTENING & SPEAKING • **Oral presentation of Creative Writing Project** • Learners present	
Friday	Activity 2: LISTENING & SPEAKING • **Oral presentation of Creative Writing Project** • Learners present	
Friday	Activity 3: CONCLUSION • Review word find • Update KWL chart • Reflect on learning	

THEME REFLECTION: THE LIFE AND LEGACY OF LUKA JANTJIE	
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 7 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 9	TRANSACTIONAL WRITING 2 short or 1 long (10 marks) End of year examination - Paper 3. Written before the end of the year examination	**10 marks**
FAT 10	RESPONSE TO TEXTS Question 1: Literary/ non-literary text (20 marks) Question 2: Visual text (10 marks) Question 3: Summary (10 marks) Question 4: Language structures and conventions (20 marks)	**60 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 9: Transactional writing

TASK 9 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 stye 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 9 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. Includes some of the layout aspects such as sender's address, date, greetings	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 9 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 9 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 9 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: *who, what, where when and why*) 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 9 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 9 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 9 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 10: CONTROLLED TEST: RESPONSE TO TEXTS

EXEMPLAR TASK

Marks: 60

Duration: 2 ½ hours

Date: November 2023

TERM 4 TASK 10	TOTAL MARKS	LEARNER'S MARK
1. Reading Comprehension	20	
2. Visual Literacy	10	
3. Summary	10	
4. Language Structures & Conventions	20	
TOTAL	**60**	

Instructions for the learner:

1. This task consists of FOUR questions:

QUESTION 1: Comprehension	(20)
QUESTION 2: Visual Literacy	(10)
QUESTION 3: Summary	(10)
QUESTION 4: Language Structures and Conventions	(20)
TOTAL	(60)

2. Answer ALL the questions.
3. Use the answer book or examination pad given by the teacher.
4. For multiple choice questions, write only the number of the question and your answer e.g. 1.4 A.
5. Answer in your own words unless asked to quote.
6. Number the answers correctly according to the numbering system used in this question paper.
7. Pay special attention to spelling and sentence construction.
8. Write neatly and legibly.
9. Leave a space between each new section.

Question 1: Comprehension

TEXT A: NEWSPAPER ARTICLE

Read Text A below and answer the questions that follow.

The Krimly Daily News

Fundraiser with a difference

By Leyla Marvin



1. In a small town in South Africa, a group of enthusiastic Grade 7 children of Tladi Primary School organized a fund-raising event to help the local animal shelter. The event was initiated by a girl named Emily, who loved animals and was deeply concerned about their welfare.

2. With the help of their teachers, the children decided to organize a bake sale and an auction of artwork that they had created themselves. The children spent weeks baking delicious treats and creating stunning pieces of art, which they hoped to sell for a good cause.

3. On the day of the event, the children set up tables in the school hall, decorated with colourful displays of their baked goods and artwork. The event started at 10h00, and soon, people began pouring in.

4. People were amazed by the quality of the artwork created by these young children. Some of the paintings were so beautiful that people were willing to bid way above their actual worth. There was a painting of a cute little kitten which went for a whopping R2000!

5. Not only did the baked goods look delicious, but they tasted amazing too. People kept coming back for more and soon, they were completely sold out.

6. The children were ecstatic when they found out that they raised a total of R5,500 for the animal shelter. They presented the cheque to the director of the animal shelter, who was overwhelmed with joy and appreciation.

7. Their hard work paid off, and they knew that they had made a difference in the lives of so many animals by contributing towards their welfare. This event not only raised funds for a good cause, but it also taught these young children about the importance of helping others in need.

Adapted from: AL Chat with ChatGPT

1.1 What is the heading of this article? (1)

1.2 Who wrote the article? (1)

1.3 What was special about Emily? (Paragraph 1) (1)

1.4 Briefly explain the purpose of the event. (1)

1.5 The word 'enthusiastic' in paragraph 1 means…

A passionate

B worried

C casual

D passive (1)

1.6 The grade 7 learners planned the fund-raising event alone.

State whether the above statement is true or false.

Quote words from TEXT A to justify your answer. (2)

1.7 Name TWO activities that were planned for the event. (2)

1.8 Where was the event held? (1)

1.9 Describe the reaction of the people to the quality of the artworks. (1)

1.10 Which painting was sold for R 2000? (paragraph 4) (1)

1.11 'The children were ecstatic when they found out that they raised a total of R5 500 for the animal shelter.'

Is the statement above a fact or opinion?

Justify your answer. (2)

1.12 After reading Text A, what can you infer about the grade 7 learners of Tladi Primary school? (2)

1.13 Identify a word in paragraph 6 that tells the reader that the grade 7 learners were very happy.

A 'joy'

B 'appreciation'

C 'ecstatic'

D 'overwhelmed' (1)

1.14 In your own opinion, is it important to help other people? (2)

Give a reason for your answer.

1.15 The purpose of TEXT A is to…

A entertain

B encourage

C inform

D participate (1)

1.16 What is the writer's tone in TEXT A?

A positive

B negative

C indifferent

D humorous (1)

Total Question 1 (20)

Question 2: Visual Literacy

TEXT B: TELEVISION GUIDE

a. Study the *Masifunde Television Guide* below and answer the questions that follow.

Channel Masifunde 1			**Channel Masifunde 2**			**Channel Masifunde Magic**	
14.00	Story telling		14:00	Cartoons		14:30	Music
14:30	Listen for a moment		14:30	News		15:30	Movie
16:00	Gardening		15:00	Sports update		16:00	Weather
16:30	Sports		16:00	Drama		16:30	Drama
17:00	Let's Read		19: 30	News Headlines		17:30	Cartoons
20:00	Let's Write		20:30	Main News		18:00	Main News

2.1.1 At what time would you watch drama? (1)

2.1.2 Which channel is mainly a learning channel? (1)

2.1.3 Explain the difference between News Headlines and Main News. (2)

2.1.4 You arrive home at 19:30.

Which channel would you watch for news?

A Channel Masifunde Magic

B Channel Masifunde 2

C Channel Masifunde 1

D Channel NET Magic (1)

(5)

TEXT C: ADVERTISEMENT

2.2 Study the advertisement below and answer the questions that follow.



Adapted from: *Pexels*

2.2.1	What is the setting of this advertisement?	(1)
2.2.2	Who is the target market for this advertisement?	(1)
2.2.3	Using visual clues, what was the weather like when this advertisement was shot?	(1)
2.2.4	Do you agree that this is the appropriate place to relax? Justify your response.	(2)
		(5)
	Total Question 2	**10**

Question 3: Summary

Read the text below and write a summary on **SEVEN tips to prepare for a test.**

Remember to:

1. List **SEVEN** points in full sentences.
2. Number your sentences from 1- 7.
3. Write only ONE point per sentence.
4. Use your own words as far as possible.
5. Your summary should be 40-50 words in length.
6. Indicate the total number of words you have used in brackets at the end of your summary.
7. You do not require a title for your summary.

Preparing for writing tests

Preparing for a test? Give yourself the best chance with these study tips. Try not to let the stress get to you! Remember: you have got this.

Give yourself enough time to study. Set up a timetable for your studying. Write down how many tests you have and the days on which you have to write them. Then organize your studying accordingly.

Organize your study space. Make sure you have enough space to spread your textbooks and notes out. Have enough light and a comfortable chair. Put your computer games away.

One of the most effective ways to prepare for tests is to practice taking past versions. This helps you get used to the format of the questions. It can be good practice for making sure you spend the right amount of time on each question.

Explain your answers to others. Use your parents and little brothers and sisters to practise. Explain an answer to a question to them. That will help you to get it clear in your head.

Organize study groups with friends. Get together with friends for a study session. Stay focused on the topic for an agreed amount of time. This can be one of the most effective ways to challenge yourself.

Take regular breaks. If you study better in the morning, start early before taking a break at lunchtime. If you're more productive at night time, take a longer break earlier on so you're ready to settle down and work in the evening

A final tip, remember that being well hydrated is essential for your brain to work at its best. Make sure you keep drinking plenty of water throughout your revision, and also on the day of the test.

Adapted and rearranged from*: fundiconnect.co.za*

Question 4: Language Structures and Conventions

TEXT D: DIARY EXTRACT

Read the passage below and answer the questions that follow.

Sunday 7 July 2023

Dear Diary,

At 10am Maria caught me seriously off guard with her phone call. I was still half asleep when I answered the phone. I wish I had backed my first instinct not to answer it.
She invited me to a "gathering" on Saturday night and said she couldn't wait for me to meet Gavin, her new friend.

Unfortunately, after planning a clever way to refuse in my head, I said that I couldn't wait to meet Gavin either. She laughed, said she loved me, and hung up. Mom's head poked around the corner and said "I'm glad, Johnny, I think you are really going to like Gavin – he's very knowledgeable about cricket."

I spent the day with Glorious Gavin. What is Maria up to? Why would anyone want their ex-friend to meet their current friend? And again, I am still passionately in love with Maria.

Created by the test developer.

4.1 Identify an abstract noun in paragraph 1.

A Gavin

B phone

C friend

D instinct (1)

4.2 I think you really like Gavin.

Rewrite the following sentence above in future tense. (1)

4.3 Change the following statement into a question.

Maria invited me to meet her new friend. (2)

4.4 '...caught me (seriously) off guard with her phone call.'

What is the root of the word in the brackets? (1)

4.5 I do not look forward to spending the day day with Glorious Gavin.

Rewrite the sentence above changing it to simple past tense. (2)

4.6 '...very knowledgeable..'

The phrase above is ...

A an adverbial phrase

B a figurative phrase

C an adjectival phrase

D a possessive phrase (1)

4.7 Mommy said, 'I am glad, Johnny, you are going to meet Gavin.'

Change the sentence above to reported speech. (3)

4.8 <u>Unfortunately</u>, after planning a **clever** way to refuse in **my** head...

4.8.1 Provide an antonym for the underlined word in the above sentence. (1)

4.8.2 What part of speech is the word 'clever'? (1)

4.8.3 What type of pronoun is the word 'my'? (1)

4.9 What is Maria up to?

The sentence above is a...

A compound

B question

C complex

D statement (1)

4.10 '...she (couldn't) wait for me to meet Gavin, her new friend.'

4.10.1 Identify the punctuation mark used in the word in brackets. (1)

4.10.2 Explain the function of that punctuation mark. (1)

4.11 I am still passionately in love with Maria.

What type of an adverb is the underlined word in the sentence above? (1)

4.12 'Maria caught me seriously off guard with her phone call.' (1)

Identify the idiom in the above sentence.

4.13 I was still half asleep when I answered the phone.

Give the literal meaning of the phrase '…half asleep.'

(1)

Total Question 4 20

Grand Total 60

TASK 10: RESPONSE TO TEXTS

EXEMPLAR TASK

MARKING GUIDELINES

Marks: 60

Item no.	Possible Answer	Mark	Level of difficulty	Cognitive level
	Question 1: Comprehension			
1.1	Fundraiser with a difference ✓	1	Easy	1 Literal
1.2	Leyla Marvin ✓	1	Easy	1 Literal
1.3	She loved animals. ✓ **OR** She was concerned about animals' welfare. ✓ *(Any one)*	1	Easy	1 Literal
1.4	The purpose was to help the local animal shelter. ✓	1	Easy	1 Literal
1.5	A – passionate. ✓	1	Medium	3 Inference
1.6	False – 'With the help of their teacher.' ✓ **2 marks when learners quote from the text.** **1 mark if the learner quotes correctly but does not put quotation marks.** **0 mark for False with no quotation or with a wrong quotation.**	2	Medium	3 Inference
1.7	Cake sale ✓ and auction of artwork. ✓.	2	Easy	1 Literal
1.8	It was organised in the school hall. ✓	1	Easy	1 Literal
1.9	The people were amazed/surprised ✓	1	Easy	1 Literal
1.10	The painting of a cute little kitten ✓	1	Easy	1 Literal
1.11	It is a fact - the actual cheque was given to the shelter Director. ✓ ✓ OR It is a fact - there is proof of a cheque given to the Director. ✓ ✓ **2 marks when learners 'Fact' has a correct justification** **0 mark for Fact only without a reason or with a wrong reason.**	2	Medium	3 Inference
1.12	I can infer that the grade 7 learners had a clear vision ✓ of saving animals. ✓ **OR**	2	Medium	3 Inference

	I can infer that the grade 7 learners had good hearts or passionate ✓ about animals. ✓ **OR** I can infer that the grade 7 learners were united ✓for a good cause. ✓ **(Accept learners' inferences that are relevant to the text. 1 mark if the inference is not fully explained.)**			
1.13	C- ecstatic ✓	1	Medium	3 Inference
1.14	**(Open ended question) yes/no with a relevant reason. No mark for Yes or No only.** Yes- It is important to help others because you make someone else happy. ✓ ✓ **OR** Yes-You may put a smile on someone's face. ✓ ✓ **OR** Yes. You might save someone's life. ✓ ✓ No- Some people will depend much on others and not work for themselves. ✓ ✓ **OR** No- everyone should help himself/herself. ✓ ✓	2	Difficulty	5 Appreciation
1.15	C ✓ inform	1	Difficulty	4 Evaluation
1.16	A- positive. ✓	1	Difficulty	4 Evaluation
	Total Question 1	**20**		

	Question 2: Visual Literacy			
2.1	**Television Guide**			
2.1.1	At 16:00 ✓ **OR** At 16:30 ✓ **(Any one)**	1	Easy	1 Literal
2.1.2	Channel Masifunde 1 ✓	1	Easy	1 Literal
2.1.3	News Headlines are just the brief outline of the stories in the news ✓and Main news is a more detailed, in-depth report. ✓ **(Learners must give a correct comparison of the two)**	2	Medium	3 Inference
2.1.4	B- Channel Masifunde 2 ✓	1	Medium	3 Inference
		[5]		
2.2	**Advertisement**			
2.2.1	On the beach ✓	1	Easy	1 Literal
2.2.2.	People who feel stressed and need to relax. ✓ **OR** People who enjoy outdoor life ✓ **(Accept learners' responses that have to do with wild life and relaxation.)**	1	Medium	3 Inference
2.2.3	It was sunny.	1	Medium	3 Inference
2.2.4	**(Open-ended responses, accept Yes or No with a relevant motivation.)** Suggested responses but not limited to these. No, not all people love outdoor life. ✓✓ **OR** No, it might be too hot. ✓✓ **OR** Yes, it is far from the noise of the city. ✓✓ **OR** Yes, the place has fresh air. ✓✓	2		M Inference
		[5]		
	Total Question 2	**10**		

	Question 3: Summary writing			
3.1	Manage your time well by having a study time table ✓	**1**		**Level 2: Easy** Reorganisat-ion but stands alone
3.2	Make sure that you have a comfortable study place. ✓	**1**		
3.3	Make use of past tests. ✓	**1**		
3.4	Practise your questions and answers with your family. ✓	**1**		
3.5	Organise study groups with your friends. ✓	**1**		
3.6	Stay focused on one topic to save time. ✓	**1**		
3.7	Take breaks between studying. ✓	**1**		
3.8	Drink a lot of water to stay hydrated. ✓ (50 words)	**1**		
	<u>SUMMARY</u> MARKING GUIDELINE **CONTENT**: 1 mark per relevant and coherent point = 7 points **LANGUAGE:** 1-3 correct, full sentences = + 1 mark 4-5 correct, full sentences = + 2 marks 6-7 correct, full sentences = + 3 marks Do not minus marks for incorrect word count. Mark points up until the required word count and disregard the rest<u>.</u>	**7** **3**		
		10		
	Total Question 3	**10**		
	Question 4: Language in Context			
4.1	D - instinct ✓	1	Easy	Knowledge
4.2	I think you will like Gavin./ I think you are going to like Gavin. ✓	1	Easy	Knowledge
4.3	Did Maria invite you to meet her new friend? ✓ ✓	2	Difficult	Application
4.4	serious ✓	1	Easy	Knowledge

4.5	I did not/didn't look forward to spending the day with Glorious Gavin. ✓✓	2	Medium	Conceptual
4.6	C- an adjectival phrase	1	Medium	Conceptual
4.7	Mommy said that she was ✓ glad that Johnny was ✓ going to meet Gavin. ✓	3	Difficult	Application
4.8	4.8.1 fortunately ✓ 4.8.2 adjective ✓ 4.8.3 possessive pronoun ✓	1 1 1	Easy Easy Easy	Knowledge Knowledge Knowledge
4.9	B- question ✓	1	Medium	Conceptual
4.10	4.10.1 an apostrophe 4.10.2 It shortens/contracts the word or shows a letter (o) has been left out.	1 1	Easy Medium	Knowledge Conceptual
4.11	Adverb of manner ✓	1	Medium	Conceptual
4.12	caught off guard ✓	1	Medium	Conceptual
4.13	He still felt sleepy ✓	1	Medium	Conceptual
	Total Question 4	**20**		
	GRAND TOTAL	**60**		