

ENGLISH

First Additional Language

Grade 7

Management Document

Term 3

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basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



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Alignment to RATP 2023 – 2024

RATP CYCLE	PSRIP ALIGNMENT CYCLE
<u>T3 WEEKS 1-2</u> L&S: Listen & speak about drama R: Literary text: like youth drama/radio drama W: Longer texts e.g., dialogue/ written interview	<u>T3 WEEKS 1-2 (Moving Populations)</u> L&S: Listen & speak about drama R: Literary text: story with dialogue W: Longer texts - written interview
<u>T3 WEEKS 3-4</u> L&S: Listens and participates in a discussion on the project. Topics to be discussed and explained in class. R: Read for information based on the topics and genres selected. W: Write notes/summarise information/ create graphic organizer on research	<u>T3 WEEKS 3-4 (Finding out more about Poetry)</u> L&S: Listens and participates in a discussion on the project. Topics to be discussed and explained in class. R: Read for information based on the topics and genres selected. W: Write notes/summarise information/ create graphic organizer on research
<u>T3 WEEKS 5-6</u> L&S: Listen and speak about the writing task of the project R: Read the collated information from the research for the project W: Write / draw /create the written task of the selected topic.	<u>T3 WEEKS 5-6 (Writing about Poetry)</u> L&S: Listen and speak about the writing task of the project R: Read the collated information from the research for the project W: Write / draw /create the written task of the selected topic.
<u>T3 WEEKS 7-8</u> L&S: Preparing learners to write and present their oral presentation for the project R: Literary text: folklore/drama/short story/novel (extract) W: Transactional text: Summary / presentation notes for the oral component of the project.	<u>T3 WEEKS 7-8 (Rewilding the Earth / Oral Presentation Preparation)</u> L&S: Preparing learners to write and present their oral presentation for the project R: Literary text: short story W: Transactional text: Summary / presentation notes for the oral component of the project.
<u>T3 WEEKS 9-10</u> L&S: Listening comprehension (Infographic poster/Twitter) R: Reading/viewing for comprehension (use written and/or visual text such as Infographic posters/ Information text on Twitter-tweets W: Write transactional texts: Infographic poster/tweets	<u>T3 WEEKS 9-10 (Addiction & Abuse)</u> L&S: Listening comprehension R: Reading/viewing for comprehension (use written and/or visual text such as Infographic posters) W: Write transactional texts: Infographic poster

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: MOVING POPULATIONS		
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: The measure of success - 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: Heritage Day Lessons - 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: Heritage Day Lessons - Model comprehension skill: Visualise - Oral comprehension - Introduce LSC in context	
Thursday	Activity 1: TEACH LSC Punctuation	
Thursday	Activity 2: SHARED READING Second Read - Learner Book: Heritage Day Lessons - Model comprehension skill: Making inferences - Oral comprehension - Formulate a question about the text	
Friday	Activity 1: INDIVIDUAL READING & COMPREHENSION - Phonics review: /fl/ /a-e/ /ing/ - 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: MOVING POPULATIONS		
Monday	Activity 1: TEACH THE COMPREHENSION STRATEGY Teach comprehension strategy: Visualise	
Monday	Activity 2: SHARED READING Post-Read Complete activity: Make a summary	
Tuesday	Activity 1: TEACH THE GENRE Interview - Sample text: Sports SA interview	
Tuesday	Activity 2: WRITING Planning - Genre: Interview - Topic: Write an interview with someone who is from another place - 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 - Teach: Unprepared speech - Learners prepare	
Friday	Activity 2: LISTENING & SPEAKING Learners present	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: MOVING POPULATIONS

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: FINDING OUT MORE ABOUT POETRY Creative Writing Research Project		
Monday	Activity 1: INTRODUCTION TO RESEARCH PROJECT - Give overview - Select pairs - Complete pair agreement	
Monday	Activity 2: EXPLAIN RESEARCH TASKS 1-3 Read through tasks in Learner Book	
Tuesday	Activity 1: DEVELOP TASK 4 Process for learners to develop own driving question	
Tuesday	Activity 2: REVIEW ASSESSMENT GUIDELINES Explain the assessment guidelines for the project	
Wednesday	Activity 1: NOTE-MAKING USING KEY WORDS - Explain note-making and key words - I do, we do, you do	
Wednesday	Activity 2: USING A GRAPHIC ORGANISER - Explain Mind Map - Explain Venn Diagram - Show examples in Learner Book	
Thursday	Activity 1: BIBLIOGRAPHY - Explain bibliography for books and articles - Explain bibliography for online sources - Explain bibliography for interviews - Show examples in Learner Book	
Thursday	Activity 2: TEACH VOCABULARY Use PATS to teach theme vocabulary	
Friday	Activity 1: TEACH LSC Metaphors, similes, personification	
Friday	Activity 2: FIRST READ OF TEXTS - Read theme texts aloud - Give basic explanation of texts	

WEEK 4		
Day	CAPS content, concepts, skills	Date completed
THEME: FINDING OUT MORE ABOUT POETRY Creative Writing Research Project		
Monday	Activity 1: FIRST READ OF TEXTS - Read theme texts aloud - Give basic explanation of texts	
Monday	Activity 2: RESEARCH AND NOTE-TAKING - Read texts for task 1 - Find answers for task 1	
Tuesday	Activity 1: RESEARCH AND NOTE-TAKING - Make mind map for task 1 - Make bibliography for task 1	
Tuesday	Activity 2: RESEARCH AND NOTE-TAKING - Read texts for task 2 - Find answers for task 2	
Wednesday	Activity 1: RESEARCH AND NOTE-TAKING - Make mind map for task 2 - Make Venn Diagram for task 2 - Make bibliography for task 2	
Wednesday	Activity 2: RESEARCH AND NOTE-TAKING Conduct interviews for task 3	
Thursday	Activity 1: RESEARCH AND NOTE-TAKING - Make mind map for task 3 - Make Venn Diagram for task 3 - Make bibliography for task 3	
Thursday	Activity 2: RESEARCH AND NOTE-TAKING Find answers for task 4	
Friday	Activity 1: RESEARCH AND NOTE-TAKING - Make mind map for task 4 - Make Venn Diagram for task 4 (if required) - Make bibliography for task 4	
Friday	Activity 2: FINAL DRAFT OF RESEARCH PRESENTATION - Edit tasks 1-4 - Finalise presentation of tasks 1-4	
Friday	Activity 3: REFLECTION Reflect on the project process	

THEME REFLECTION: FINDING OUT MORE ABOUT 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

WEEK 5		
Day	CAPS content, concepts, skills	Date completed
THEME: WRITING ABOUT POETRY Creative Writing Research Project		
Monday	Activity 1: INTRODUCTION TO WRITING PART OF PROJECT - Give overview - Work independently	
Monday	Activity 2: EXPLAIN WRITING TASKS 5-6 Read through tasks in Learner Book	
Tuesday	Activity 1: REVIEW ASSESSMENT GUIDELINES Explain assessment guidelines for tasks 5 and 6	
Tuesday	Activity 2: TEACH VOCABULARY Use PATS to teach vocabulary	
Wednesday	Activity 1: TEACH LSC Metaphors, similes, personification	
Wednesday	Activity 2: TEACH LSC - Continued... - Metaphors, similes, personification	
Thursday	Activity 1: PLANNING A POEM OR SONG - Write a poem or song that links to a movie and expresses emotions - Use planning guidelines	
Thursday	Activity 2: - PLANNING A POEM OR SONG - Continue planning of poem or song	
Friday	Activity 1: DRAFT POEM OR SONG - Use plan to draft poem or song - Use drafting guidelines	
Friday	Activity 2: DRAFT POEM OR SONG - Use plan to draft poem or song - Use drafting guidelines	

WEEK 6		
Day	CAPS content, concepts, skills	Date completed
THEME: WRITING ABOUT POETRY Creative Writing Research Project		
Monday	Activity 1: DRAFT POEM OR SONG Complete drafting	
Monday	Activity 2: EDIT POEM OR SONG Use editing guidelines	
Tuesday	Activity 1: EDIT POEM OR SONG Complete editing of poem or song	
Tuesday	Activity 2: PLAN POSTER - Plan poster for a movie that links to song - Use planning guidelines	
Wednesday	Activity 1: DRAFT POSTER Using drafting guidelines	
Wednesday	Activity 2: DRAFT POSTER Continue drafting of poster	
Thursday	Activity 1: DRAFT POSTER Complete draft of poster	
Thursday	Activity 2: EDIT DRAFT OF POSTER Use editing guidelines	
Friday	Activity 1: PUBLISHING AND PRESENTATION - Go through assessment rubric for poem or song - Go through assessment rubric for poster	
Friday	Activity 2: PUBLISHING AND PRESENTATION - Finalise task 5 – poem or song that links to movie and expresses emotion - Finalise task 6 – movie poster that links to poem or song and expresses same emotions	

THEME REFLECTION: WRITING ABOUT 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

WEEK 7		
Day	CAPS content, concepts, skills	Date completed
THEME: REWILDING THE 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: How some countries are helping to save the planet • 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: Rewilding the Earth • 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: Rewilding the Earth • Model comprehension skill: Making evaluations • Oral comprehension • Introduce LSC in context	
Thursday	Activity 1: TEACH LSC • Persuasive and emotive language	
Thursday	Activity 2: SHARED READING Second Read • Learner Book: Rewilding the Earth • Model comprehension skill: Making evaluations • Oral comprehension • Formulate a question about the text	
Friday	Activity 1: INDIVIDUAL READING & COMPREHENSION • Phonics review: /nk/ /i-e/ • 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 8		
Day	CAPS content, concepts, skills	Date completed
THEME: REWILDING THE EARTH		
Monday	Activity 1: TEACH THE COMPREHENSION STRATEGY Teach comprehension strategy: Making evaluations	
Monday	Activity 2: SHARED READING Post-Read Complete activity: Make a summary	
Tuesday	Activity 1: TEACH THE GENRE Newspaper article - Sample text: Local company giving back while saving the world	
Tuesday	Activity 2: WRITING Planning - Genre: Newspaper article - Topic: Write a newspaper article about someone who is helping to save the Earth - 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 prepare	
Friday	Activity 2: LISTENING & SPEAKING - Continued... - Learners prepare	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: REWILDING THE 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 9		
Day	CAPS content, concepts, skills	Date completed
THEME: ADDICTION AND ABUSE		
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: Some helpful advice • 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: Neo's Heartbreak • 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: Neo's Heartbreak • Model comprehension skill: Making inferences • Oral comprehension • Introduce LSC in context	
Thursday	Activity 1: TEACH LSC • Subject and predicate	
Thursday	Activity 2: SHARED READING Second Read • Learner Book: Neo's Heartbreak • Model comprehension skill: Making inferences • Oral comprehension • Formulate a question about the text	
Friday	Activity 1: INDIVIDUAL READING & COMPREHENSION • Phonics review: /sl/ /ee/ • 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 10		
Day	CAPS content, concepts, skills	Date completed
THEME: ADDICTION AND ABUSE		
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 Infographic - Sample text: Learner Book examples	
Tuesday	Activity 2: WRITING Planning - Genre: Infographic - Topic: Design an infographic to share information, data or knowledge related to one aspect of addiction or abuse - 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 prepare	
Friday	Activity 2: LISTENING & SPEAKING Oral presentation of Creative Writing Project - Learners prepare or present	
Friday	Activity 3: CONCLUSION - Review word find - Update KWL chart - Reflect on learning	

THEME REFLECTION: ADDICTION AND ABUSE

6. What went well this cycle?	
7. What did not go well this cycle? How can you improve on this?	
8. Did you cover all the work for the cycle? If not, how will you get back on track?	
9. Do you need to extend some learners? If so, which learners, and how do you plan to do this?	
10. 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 3 2023.
2. Please complete these tasks as detailed below.

TASK	DESCRIPTION	MARKS
FAT 6	CREATIVE WRITING PROJECT Stage 1: Research (Learners do research on their project) Stage 2: Writing (Learners engage in the write-up of their project and a creative response)	20 marks 30 marks
FAT 7	CREATIVE WRITING PROJECT Stage 3: Oral presentation (Learners do the oral presentation of their project) Commence with the oral task in term 3 and conclude in term 4 when the mark will be recorded.	20 marks
FAT 8	RESPONSE TO LITERATURE Poem (10 marks) Drama (10 marks) Short Story (10 marks)	30 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 6 Stage 1: Research 20 marks

Research Criteria	Level Descriptors			
	4	3	2	1
Driving question/s		Strong, clear driving question/s with a good sense of where to find the answer/s. The question is relevant for the whole research project.	Driving question/s with some idea of where to find the answer/s. The question is connected to the research.	Driving question/s is connected to the research. Not clear where to find the answers.
Organisational skills and graphic organisers	The research is well-organised. Graphic organisers set out correctly, with clear headings. All information displayed accurately, accessibly and in a visually appealing way.	The research is organised. Graphic organisers correctly set out. The information is easy to access and looks appealing.	The research is generally organised. Graphic organisers include some errors causing confusion. Some information left out. Not much effort with the presentation.	The research is disorganised. Graphic organisers incorrectly set out. Missing information. Hard to read and not visually appealing.
Relevance		All information is completely relevant and answer the research questions precisely.	Most information is relevant. Most questions answered.	Only some or little information is relevant, but much is off the topic. Not all questions answered.
Note-making		Effective use of key words to highlight main points. Only necessary details and examples included. Notes show a thorough understanding of texts and information.	Mostly key words used. Mostly necessary details and examples. Notes show a partial understanding of texts and information.	No clear use of key words. The texts have been copied/ or important information has been left out. Notes show a lack of understanding.
Bibliography			Set out correctly, all necessary details included. Arranged alphabetically. More than one source used.	Not set out correctly or arranged alphabetically. Only one source used.
Editing and presentation		The research is clearly presented with no mistakes. It has a cover page and everything is correctly labelled. The project is visually appealing and easy to read.	The research has some mistakes. An attempt has been made for a cover page. Most of the research is clear and well set out, but more effort could have been put in.	The research has lots of errors. No effort has gone into the cover page or there is no cover page. The research is incomplete. Needs much more effort.
Independent work			The learner worked very well in the pair. The signed agreement was kept: conflict was handled well; responsibilities were shared; time was well used in class and the learner did not disrupt others.	The learner did not work well in class. Conflict was not handled well; time was wasted in class; the learner disrupted others and did not share the responsibilities of the tasks.

ASSESSMENT RUBRIC TASK 6 Stage 2: Writing 30 marks

Writing Criteria	Level Descriptors				
	5	4	3	2	1
Follow process: Poem/Song and Poster	Thorough planning, drafting, editing and presenting. All stages show thoughtful changes and progress.	Good evidence of process. All stages are shown. Learner has used process to better improve their work.	Evidence of process. Some attempt at using the stages of planning, drafting and editing to improve writing.	Limited evidence of using process. Little attempt to use planning, drafting and editing to improve the final product.	Little or no evidence of the process.
LSCs, Vocabulary and Punctuation: Poem/Song	Excellent figurative language and vocabulary used. Creative use of punctuation to enhance meaning.	Good figurative language and vocabulary used. Punctuation enhances meaning.	Average figurative language created. There is an attempt to use creative vocabulary and punctuation effectively.	Learner has attempted to use figurative language. Vocabulary and punctuation is not used creatively.	Learner has not used figurative language. No thought has gone into vocabulary or punctuation.
Creative end-product: Poem/Song	Poem/Song expresses a strong emotion and has a powerful message. Excellent creativity and originality.	Poem/Song expresses emotion and has a message. Good creativity and originality.	Poem/Song attempts to share emotion and a message. Some creativity and originality.	Poem/Song shows limited emotion and message. Little creativity or originality.	Poem/Song does not attempt to share an emotion or a message. Little or no creativity or originality.
Poster links to Poem/Song	Excellent visual representation of the written piece. The poster's colour and visuals illustrate the emotions and message excellently.	Good visual representation of the written piece. The poster's colour and visuals illustrate the emotions and message well.	Average visual representation of the written piece. The poster's colour and visuals attempt to illustrate the emotions and message.	The poster attempts to represent the written piece. There is some connection in the colour and visuals to the emotions and message.	No connection in the poster to the emotions and message in the written piece.
Poster – visually appealing	The poster is visually appealing and eye-catching. Title is clear. Much effort has gone into layout and design.	The poster is visually appealing. The title is clear. A good effort at the layout and design.	The poster has attempts to be visually appealing, but some images are not clear. The layout and design are satisfactory.	The poster has limited visual appeal. More effort must be made in terms of clarity, layout and design.	The poster is not visually appealing. No effort has been made in terms of clarity, layout or design.
Editing and proof of editing	Ample proof of editing. Excellent edits made.	Ample proof of editing. Good edits made.	Some proof of editing. Average edits made.	Little proof of editing. Not all edits lead to improvements.	No proof of editing.

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.

TASK 8: RESPONSE TO LITERATURE

EXEMPLAR TASK

Marks: 30

Duration: 1½ hours

Date: September 2023

TERM 3 TASK 8	TOTAL MARKS	LEARNER'S MARK
1. Poetry	10	
2. Short Story	10	
3. Drama	10	
TOTAL	30	

Instructions for the learner:

1. This task consists of THREE questions:
QUESTION 1: POETRY (10)
QUESTION 2: SHORT STORY (10)
QUESTION 3: DRAMA (10)
TOTAL: (30)
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. Leave a space between each new section.

Question 1: Poetry

Read the poem below and answer the questions that follow.

Friendship

Friendship is a special bond, 1
That lasts through thick and thin.
It's a treasure we all seek and find,
And it starts with just a grin.

Friends are those who lift you up, 5
When you are feeling down.
They share their secrets and their dreams,
And never let you drown.

A friend is someone who listens, 9
When you need an ear to hear.
They offer advice and comfort,
And calm your every fear.

Sometimes friends will disagree, 13
But they always find a way.
To forgive and understand,
And enjoy another day.

So, cherish every friendship, 17
And hold them close to your heart.
For a true and loyal friend,
Is a treasure set apart.

Adapted poem from: AI Chat with GPT

- 1.1 Name TWO features that tell us that the text above is a poem. (2)
- 1.2 Refer to lines 1-4.
Identify a pair of words that rhyme. (1)
- 1.3 Refer to line 2. (1)
Using your own words explain what the poet is saying.
- 1.4 What figure of speech is used in lines 19 and 20? (1)
simile
assonance
personification
metaphor
- 1.5 What is the tone of this poem? (1)
A. gratitude
B. cheerfulness
C. insensitive
D. unhappy
- 1.6 What is the message of the poem? (1)
- 1.7 How do friends help one another? List ONE way mentioned in the poem (2)
- 1.8 'So, cherish every friendship,' (2)
In your opinion, do you agree with the statement above? Give a motivation for your answer.

Total Question 1: (10)

Question 2: Short Story

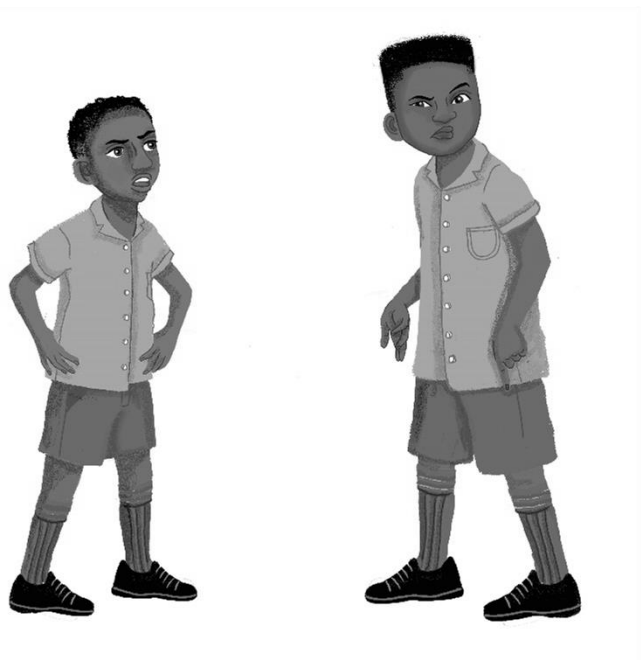
Read the short story below and answer the questions that follow.

Once upon a time, there was a brave grade 7 boy named Jack. Jack was known for his courage and his willingness to help others.

One day, Jack was walking to his classroom when he heard screams coming from a passageway. Without hesitating, Jack ran towards the sounds and saw a group of bullies picking on a younger learner. The bullies were yelling and pushing the boy around, making him cry.

Jack knew he had to do something to help, so he stood in front of the bullies and told them to stop. The bullies laughed and pushed Jack down, but he quickly got back up and stood his ground.

With all his might, Jack screamed for the teachers' attention and shouted, "Help! Help!". The bullies were shocked and quickly ran away.



Jack helped the younger student up and walked him to class, making sure he was okay. That day, Jack became the talk of the school, but not only because of his bravery, but because he showed that it's important to stand up for what's right and protect those who need help.

From that day on, Jack became a hero in the eyes of his classmates and a role model for his peers. Jack knew that even if he was just a small grade 7 boy, he could make a big difference in the lives of others.

Adapted story from: *AI Chat with GPT*

- 2.1 Provide an appropriate title for the story above. (1)
- 2.2 What is Jack famous for in the beginning of the story? (1)
- 2.3 What is the setting of the story? (1)
- 2.4 Who is the main character in the story? (1)
- 2.5 What is the conflict in the story? (1)
- A. When Jack calls for help
 - B. When Jack hears the screams
 - C. The bullying of the younger learner
 - D. The saving of another learner
- 2.6 Jack 'got back up and stood his ground.' (1)
- What does the statement above tell us about Jack's character?
- 2.7 'Jack ran towards the sounds and saw a group of bullies picking on a younger learner.' (1)
- Is the statement above literal or figurative?
- 2.8 Jack became a hero in the eyes of his classmates.' (1)
- What does the word 'hero' mean?
- 2.9 Have you ever been bullied or seen someone being bullied at your school? (2)
- Explain your answer in full.

Total Question 2 (10)

Question 3: Drama

Read the drama below and answer the questions that follow.

Scene 1 Act 1

Teacher: Morning Ntombi, how are you?

Learner: (Yawning and holding her bottle of juice with both hands) I'm okay, thanks. I didn't get much sleep. I could hear the dogs barking all night.

Teacher: Oh, sorry. Have you had a lot of homework this week? How many homework activities did you have?

Learner: All subjects, Sir. But you know the drill, there're always some that I not do! (Laughs)

Teacher: Oh! But it is always very important to do all your homework activities! Ntombi, don't you think? If you neglect some subjects you will fail, you know! You need to have a timetable for your homework so that you manage your work. Oh! And don't forget to have some time for fun, as the saying goes, all work and no play makes Jack a dull boy.

Learner: Teachers do not always realise how stressful it is to have a lot of homework! And my name is not Jack, Sir! (Shaking her head)

Teacher: I know! Luckily, these days you are fortunate because you have that guy called Google! You do not have to think much, you just have to type in any topic and BOOM! Everything pops up. Aren't you a blessed generation? (Smiling)

Learner: Thanks for reminding me. I must remember to tell my friends about this guy too. (Winking) Oh, here they come! Time to go to the library to study.

Adapted from: Grade 8 Term 3 Tracker 2022

- 3.1 Where is this conversation taking place? (1)
- 3.2 Who are the unnamed characters in the drama? (1)
- 3.3 Based on what you have read, what can you say about the teacher's character? Give a reason for your response. (2)
- 3.4 What is the name of the learner in the drama? (1)
- 3.5 What is the theme of the drama? (1)
- 3.6 'All work and no play makes Jack a dull boy.'
The above expression is an example of... (1)
- A. a proverb
 - B. an idiom
 - C. a cliché
 - D. a pun
- 3.7 '...you have that guy called Google!' (1)
Identify the figure of speech is used in the expression above.
- 3.8 Explain the significance of sentences, phrases and words that are in the brackets in the text. (1)
- 3.9 Based on what you have read, what would you conclude about the learner's character? Justify your response with a reason. (2)

Total Question 3 (10)

TASK 8: RESPONSE TO LITERATURE

EXEMPLAR TASK

MARKING GUIDELINES

Marks: 30

Item no.	Possible Answer	Mark	Level of difficulty	Cognitive level
	Question 1: Poem			
1.1	The stanzas/ or verses ✓ The lines that overlap to form a sentence ✓	2	E	1 Literal
1.2	thin and grin. ✓ (The learners must give the pair of rhyming words for 1 mark. Do not award ½ mark.)	1	E	1 Literal
1.3	The poet is saying that friends stick together all the time. ✓✓ OR The poet is saying that friends stay together in good ✓ and bad times. ✓ (Accept learners' explanation that gives the meaning of 'thick and thin')	1	M	3 Inference
1.4	D- metaphor ✓	1	M	3 Inference
1.5	B - cheerfulness ✓	1	M	3 Inference
1.6	The poem is about good friendship. ✓ OR The poem is the importance of friendship. ✓ (Accept learners' relevant message)	1	M	3 Inference
1.7	Friends lift one another up. ✓ OR Friends share secrets. ✓ OR Friends listen and offer advice and comfort. ✓ Or Friends calm your fears. ✓ (Any ONE)	1	E	1 Literal
1.8	Yes, I do think the poet is correct because honest friends are hard to come by. ✓✓ No, I do not agree because not every friend has good intention. ✓✓ (Open ended responses Learners answers will differ: Accept Yes/No with a valid reason)	2	D	5 Appreciation

	Total Question 1	10		
	Question 2: Short Story			
2.1	Jack the brave boy OR How Jack saved the day (Accept learners' titles that show understanding of the story.)	1	E	2 Reorganisation
2.2	He is famous for his courage and helpfulness. ✓	1	E	1 Literal
2.3	At the school✓ / in the school hallway✓/ on the school premises. ✓	1	E	1 Literal
2.4	Jack ✓	1	E	1 Literal
2.5	C - The bullying of another learner. ✓	1	M	3 Inference
2.6	It shows us that Jack does not give up. ✓ OR He is a fighter. ✓ OR He stands up for what he believes. ✓ (Accept learners' relevant inference of Jack's character.)	1	M	3 Inference
2.7	Figurative ✓	1	M	3 Inference
2.8	A person who is admired for their courage. ✓ OR A person who is admired for their outstanding achievements. ✓ OR A person who is admired for their noble qualities. ✓ (Accept learners' explanation that shows understanding of the word.)	1	M	3 Inference
2.9	Yes, some bad learners were taking my lunch/my friend's lunch. I reported them to the teachers/ to my parents/to the prefect. ✓✓ OR Yes, some bad learners forced me/my friend to do their homework. I refused and told the teachers/parents. ✓✓ OR No, I have never been bullied because I always fight back. ✓✓ No, I have never seen anyone bullied because there is no bullying at our schools. ✓✓ (Open ended responses Learners answers will differ: Accept Yes/No with a valid reason)	2	D	4 Evaluation 5 Application

	Total Question 2	10		
	Question 3: Drama			
3.1.	At school/ in the classroom/ on the school premises. ✓	1	1 Literal	E
3.2	The learner's friends. ✓	1	1 Literal	E
3.3	He is a good teacher because gives he learners good advice. ✓ He is a good teacher because he has learners' interest at heart. ✓ He is a good teacher because he takes time to talk to his learners. ✓ (Accept any one response that explains the teacher's character and has a valid motivation)	2	3. Inference	M
3.4	Ntombi ✓	1	1 Literal	E
3.5	Homework ✓ OR How learners battle to complete their homework ✓	1	1 Literal	E
3.6	A- a proverb ✓	1	3- Inference	M
3.7	Personification	1	3- Inference	M
3.8	The sentences, phrases and words in brackets tell us what actions the characters are doing as they are speaking. ✓	1	1 – Literal	E
3.9	The learner is hard working because she did not sleep, working on homework. ✓✓ OR The learner is hard working because she has time to go to the library to study. ✓✓ OR The learner is lazy because she does not want to do all the homework given. ✓✓ OR The learner is a good listener because she listens to her teacher's advice and learns from him. ✓✓ (Open ended responses Learners answers will differ: Accept the relevant evaluation of the learner's character with a valid reason)	2	4 Evaluation	D
	Total Question 3	10		
	Grand Total	30		