

Shuter & Shooter



**COGNITIVE
LEVELS OF
ASSESSMENT
INTERMEDIATE PHASE**

Shuter & Shooter

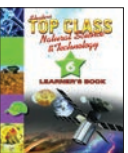
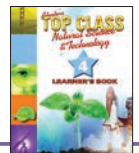
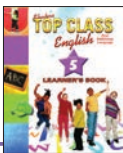
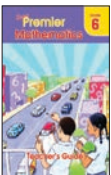
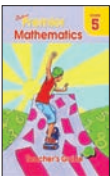
Cognitive Levels of Assessment

Intermediate Phase



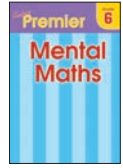
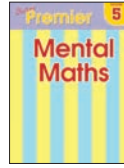
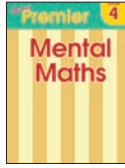
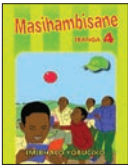
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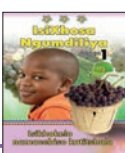
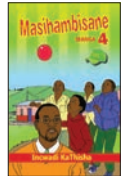
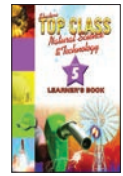
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Dear Teachers

Dear Teachers

The Department of Basic Education has reduced the number of formal assessment tasks in various subjects to improve the focus on teaching and learning. Assessment needs to be carefully planned around the appropriate cognitive levels.

We have unpacked all there is to know about the changes to assessment and the use of cognitive levels in this booklet.

We hope you will find this both useful and motivational.

The Shutters Team

What is Assessment?

“A systematic way of assessment used by the teacher to determine how well learners are progressing in a grade and a particular subject.”

It is a continuous process of identifying, gathering and interpreting information about the learner’s performance in a valid and reliable way. It has four steps:

1. Generating and collecting evidence of achievement.
2. Evaluating this evidence.
3. Recording the findings.
4. Using this information for improving teaching and learning.

It is an interactive process between learners and the teacher that informs the teacher how well their learners are learning what they are teaching!

Why do we assess?

- To improve learning. (What can the learner do to improve? Am I actively using assessment results to inform my teaching.)
- To determine the learner’s developmental stage and skill level. This information is used to plan for individual learners, activities and learning.
- This will help the teacher to guide, assist with and participate in the development and learning of learners.
- To provide insight to the teacher.

What are the principles of assessment?

To help learners reach their full potential, assessment should:

- Be authentic, continuous, multi-dimensional, varied and balanced
- Take into account the diverse needs of learners and the context, and therefore use various assessment strategies
- Be an integral part of the teaching and learning process, and should help you to evaluate the teaching and learning processes
- Be accurate, objective, valid, fair, manageable and time efficient
- Be based on information from several contexts, take many forms and include a range of competencies and uses
- Be bias-free and sensitive to gender, race, cultural background and abilities
- Be criterion-referenced as far as possible
- Be transparent so that learner and teacher have a clear understanding of what the expectations are for any assessment task.

What are the different types of assessment?

- **Baseline assessment** – is usually used at the beginning of a phase, grade or learning experience to establish what learners already know or what they can do. It assists teachers with the planning of learning activities or programmes.
- **Formative assessment** – is developmental. It is used by teachers to provide feedback to the learner and track whether or not the learner has progressed. It helps day-to-day teaching and learning, and may suggest ways in which learning activities can be changed to suit diverse learner's needs.
- **Summative assessment** – gives an overall picture of the achievements of a learner at a given time, for example, at the end of a term or year. Summative assessment is like a 'snapshot' of a learner's progress at a particular point in time (and formative assessment is like a 'video' of a learner's progress during the process).
- **Diagnostic assessment** – is a specific type of formative assessment. It may lead to some form of intervention, or remedial action, or revision programme. It can help to identify strengths and weaknesses of a learner, or of a teaching methodology. The results can help you to plan individual support for learners who have problems.

- **Informal assessment** – happens by observing oral, practical and written activities that the learner does independently, or in a pair, or in a group. Lesson planning should incorporate such informal assessment tasks and activities. The teacher observes how the learners do their tasks, what they are struggling with, and how learners work together in a group or independently. Informal daily assessment tasks are not formally recorded unless the teacher wishes to do so.
- **Formal assessment** – all assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal assessment tasks are marked and formally recorded by the teacher for progression purposes. All Formal assessment tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained
- **Systemic assessment** – Systemic assessment is an external way of monitoring the education system by comparing learners’ performance to national indicators of learner achievement. It involves monitoring of learner attainment at regular intervals, using nationally or provincially defined measuring instruments. This form of evaluation compares and aggregates information about learner achievements so that it can be used to assist in curriculum development and evaluation of teaching and learning. For the General Education and Training Band, systemic evaluation usually targets Grade 3, Grade 6 and Grade 9 Languages and Mathematics.

What is the difference between formal and informal assessment?

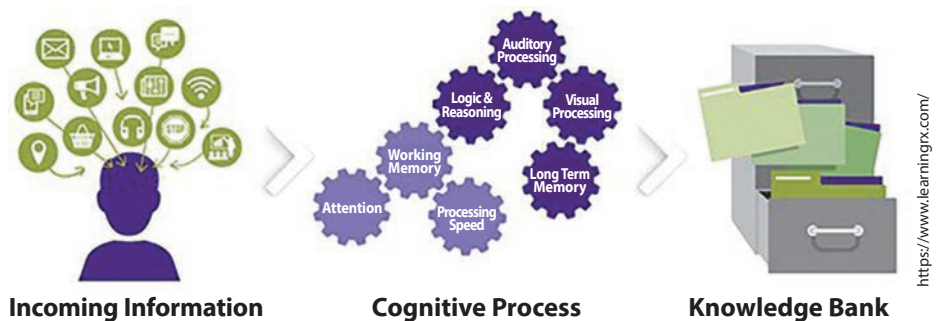
INFORMAL ASSESSMENT	FORMAL ASSESSMENT
<p>Informal, or daily assessment is the monitoring and enhancing of learner’s progress. This is done through teacher observation and teacher-learner interactions, which may be initiated by either teachers or learners.</p> <p>Informal, or daily assessment may be as simple as stopping during the lesson to observe learners or to discuss with the learners how learning is progressing. It should be used to provide feedback to the learners and teachers, close the gaps in learner’s knowledge and skills and improve teaching. Informal assessment builds towards formal assessment.</p>	<p>Formal assessment provides teachers with a systemic way of evaluating how well learners are progressing in a particular subject and in a grade. Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations and practical demonstrations.</p>

Assessment and Cognitive Skills

Each test and examination must cater for a range of cognitive levels.

What are cognitive skills?

The brain uses foundational skills, called cognitive skills, to accomplish the conscious mental activities, which include thinking, reasoning, understanding and learning. Working together, these skills take incoming information and move it into the bank of knowledge we use every day at school, at work, and in life. Each of our cognitive skills plays an important part in processing new information. That means if even one of these skills is weak, no matter the information that comes our way, understanding, remembering and using that information is impacted. In fact, most learning struggles are caused by one or more weak cognitive skills.



Examples of cognitive learning strategies

- Asking learners to reflect on their experiences
- Helping learners to find new solutions to problems
- Encouraging discussion about what is being taught
- Helping learners to explore and understand how ideas are connected
- Asking learners to justify and explain their thinking
- Using visualisation to improve learners' understanding and recall

Home Language Assessment Task for the term

HOME LANGUAGE GRADE 4							
Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20	Task 6 (paper 1) Oral Comprises Term 2 Oral Mark Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20	Task Oral Oral presentation of project	20	Task 11 (Paper 1) Oral Comprises Term 4 Oral Marks Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20
NB: There must be a variation of oral assessment tasks in term 2 and 4							
Task Marks	20		20		20		20
Weighting %	7.6%		7.7%		7.7%		8%
Task 2 Writing Transactional text: Instructional/ poster/ letter/ sms	10 (3.6%)	Task 7 (Paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 Marks) 3 paragraphs	30	Task 10 Creative Writing Project based on any ONE of the literature genres studied: poems/ folktales/ short stories/ drama NOTE: There must be a variation of genres across the grades.	40	Task 12 (paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 marks) 3 paragraphs	
Task 3 Writing Essay: Descriptive/ narrative 3 paragraphs	20 (3.6%)						
Task Marks	30		30			30	
Weighting %	7.2%		7.2%			7%	

<p>Task 4 Reading Comprehension</p> <p>Question 1 Literary/ non-literary text (15 marks)</p> <p>Question 2 Visual text (10 marks)</p> <p>Task 5 Language structures and Conventions in context</p>	<p>25 (10%)</p> <p>15(7%)</p>	<p>Task 8 Mid-year examination Paper 2 Response to Texts</p> <p>Question 1 Literary/ non-literary text comprehension (15 marks)</p> <p>Question 2 Visual text comprehension (10 marks)</p> <p>Question 3 Summary writing (5 marks)</p> <p>Question 4 Language Structure and Conventions in context (10 marks)</p>	<p>40</p>
<p>Task 13 Year-end examination Paper 2 Response to Texts</p> <p>Question 1 Literary/ non-literary text comprehension (15 marks)</p> <p>Question 2 Visual text comprehension (10 marks)</p> <p>Question 3 Summary writing (5 marks)</p> <p>Question 4 Language Structure and Conventions in context (10 marks)</p>		<p>40</p> <p>36%</p> <p>60</p> <p>Examination Mark</p> <p>Examination %</p>	<p>40</p> <p>10%</p> <p>90</p> <p>25%</p>
<p>Task Marks</p>	<p>40</p>		<p>40</p>
<p>Weighting %</p>	<p>15%</p>		<p>17%</p>
<p>Term Marks</p>	<p>90</p>		<p>90</p>
<p>SBA Mark (Term 1-3)</p>		<p>240</p>	<p>90</p>
<p>SBA %</p>		<p>75%</p>	<p>25%</p>
<p>Total Grade Marks</p>		<p>330</p>	<p>330</p>

**HOMELANGUAGE
GRADE 5**

Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20	Task 6 (paper 1) Oral Comprises Term 2 Oral Mark Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20	Task Oral Oral presentation of Task 10 project	20	Task 11 (Paper 1) Oral Comprises Term 4 Oral Marks Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	20		20		20		20
Weighting %	7.6%		7.7%		7.7%		8%
Task 2 Writing Transactional text: Information/ advertisement/sms/ e-mail	10 (3.6%)	Task 7 (Paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 Marks) 4 paragraphs	30	Task 10 Creative Writing Project based on any ONE of the literature genres studied: poems/ folktales/ short stories/ drama NOTE: There must be a variation of genres across the grades.	40	Task 12 (paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 marks) 4 paragraphs	
Task 3 Writing Essay: Descriptive/ narrative 4 paragraphs	20 (3.6%)						
Task Marks	30		30				30
Weighting %	7.2%		7.2%				7%

Task 4 Reading Comprehension			40			40
Question 1 Literary/ non-literary text (15 marks)	25 (10%)					
Question 2 Visual text (10 marks)						
Task 5 Language structures and Conventions in context	15(7%)					
Task 8 Mid-year examination Paper 2 Response to Texts			40			40
Question 1 Literary/ non-literary text comprehension (15 marks)						
Question 2 Visual text comprehension (10 marks)						
Question 3 Summary writing (5 marks)						
Question 4 Language Structure and Conventions in context (10 marks)						
Task Marks	40		40			40
Weighting %	17%		17%			10%
Task 13 Year-end examination Paper 2 Response to Texts						
Term Marks	90		90			60
SBA Mark (Term 1-3)			240			90
SBA %			75%			25%
Total Grade Marks			330			

**HOMELANGUAGE
GRADE 6**

Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20	Task 6 (paper 1) Oral Comprises Term 2 Oral Mark Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20	Task Oral Oral presentation of Task 10 project	20	Task 11 (Paper 1) Oral Comprises Term 4 Oral Marks Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	20		20		20		20
Weighting %	7%		7%		7%		7%
Task 2 Writing Transactional text: Complete a simple form/ twitter/ e-mail/ newspaper report	10 (4.4%)	Task 7 (Paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 Marks) 5 paragraphs	30	Task 10 Creative Writing Project based on any ONE of the literature genres studied: poems/ folktales/ short stories/ drama/novel NOTE: There must be a variation of genres across the grades.	40	Task 12 (paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 marks) 5 paragraphs	7%
Task 3 Writing Essay: Descriptive/ narrative 5 paragraphs	20 (4.4%)						
Task Marks	30		30				30
Weighting %	8.8%		8.8%				8.8%

Task 4 Reading Comprehension			50			50
Question 1 Literary/ non-literary text (20 marks)	30 (9.5%)					
Question 2 Visual text (10 marks)						
Task 5 Language structures and Conventions in context	20 (6.5%)					
Task 8 Mid-year examination Paper 2 Response to Texts			50			50
Question 1 Literary/ non-literary text comprehension (20 marks)						
Question 2 Visual text comprehension (10 marks)						
Question 3 Summary writing (5 marks)						
Question 4 Language Structure and Conventions in context (15 marks)						
Task Marks	50		50			50
Weighting %	16%		16%			10%
Task 13 Year-end examination Paper 2 Response to Texts						
Question 1 Literary/ non-literary text comprehension (20 marks)						
Question 2 Visual text comprehension (5 marks)						
Question 3 Summary writing (5 marks)						
Question 4 Language Structure and Conventions in context (15 marks)						
Task Marks						50
Weighting %						10%
Term Marks	100		100			70
SBA Mark (Term 1-3)			270			100
SBA %			75%			25%
Total Grade Marks			370			

Home Language Cognitive Developmental Levels

COGNITIVE LEVELS	ACTIVITY	PERCENTAGE OF TASK
Literal (level 1) Reorganisation (level 2)	<p>Questions that deal with information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Name the things/people/places/elements ... • State the facts/reasons/points/ideas ... • Identify the reasons/persons/causes ... • List the points/facts/names/reasons ... • Describe the place/person/character ... • Relate the incident/episode/experience ... <p>Questions that require analysis, synthesis or organisation of information explicitly stated in the text.</p> <ul style="list-style-type: none"> • Summarise the main points/ideas/pros/cons/ ... • Group the common elements/factors ... • State the similarities/differences ... • Give an outline of ... 	Levels 1: 20% Level 2: 20%
Inference (level 3)	<p>Questions that require a candidate's engagement with information explicitly stated in the text in terms of his/her personal experience.</p> <ul style="list-style-type: none"> • Explain the main idea ... • Compare the ideas/attitudes/actions ... • What is the writer's (or character's) intention / attitude/motivation/reason ... • Explain the cause/effect of ... • What does an action/comment/attitude (etc.) reveal about the narrator/ writer/ character ... • How does the metaphor/simile/image affect your understanding ... • What, do you think, will be the outcome/ effect (etc.) of an action/a situation ... 	Level 3: 40%

<p>Evaluation (level 4)</p> <p>Appreciation (level 5)</p>	<p>These questions deal with judgments concerning value and worth. These include judgments regarding reality, credibility, facts and opinions, validity, logic and reasoning, and issues such as the desirability and acceptability of decisions and actions in terms of moral values.</p> <ul style="list-style-type: none"> • Do you think that what transpires is credible/ realistic/ possible ...? • Is the writer's argument valid/logical/ conclusive... • Discuss/Comment critically on the action/ intention/ motive/ attitude/suggestion/ implication ... • Do you agree with the view/statement/ observation/ interpretation that... • In your view, is the writer/narrator/ character justified in suggesting/ advocating that ... (Substantiate your response/Give reasons for your answer.) • Is the character's attitude/behaviour/ action justifiable or acceptable to you? Give a reason for your answer. • What does a character's actions/attitude(s)/ motives ... show about him/her in the context of universal values? • Discuss critically/Comment on the value judgments made in the text. <p>These questions are intended to assess the psychological and aesthetic impact of the text on the candidate. They focus on emotional responses to the content, identification with characters or incidents, and reactions to the writer's use of language (such as word choice and imagery).</p> <ul style="list-style-type: none"> • Discuss your response to the text/incident/ situation/ conflict/dilemma. • Do you empathise with the character? What action/decision would you have taken if you had been in the same situation? • Discuss/Comment on the writer's use of language ... • Discuss the effectiveness of the writer's style/ introduction/ conclusion/imagery/ metaphors/use of poetic techniques/ literary devices ... 	<p>Levels 4 and 5: 20%</p>
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A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 4

Comprehension

Read the passage below and then answer the questions that follow.

Stone Soup

Once upon a time there was a man who went on a long journey. He walked and walked until he came to a village where he asked if he could spend the night. He was very tired and hungry. The people in the village did not look friendly.

"Go away!" they said to him. "We are very poor. We don't even have enough food for ourselves, so we can't share anything with you."

"That's alright," said the man. "Can I just come in and sleep?"

So the people let him into their village for the night.

"I am sorry you are so poor," said the man. "Let me see if I can help you. I might have something to eat here in my bag." He pulled out a stone.

"Ah, we can make stone soup!" he said. "Let's get a big pot of water on the fire."

He put the stone in the water and began stirring the soup. "Hmmm, this will be very tasty," he told them.

But the people who were watching him did not think that stone soup would taste very nice at all.

"I will go and see if I have some old onions to put in the soup," said an old woman. She came back with some onions and added them to the soup.

"And I think I might have meat bone somewhere," said a young man. Soon everyone was going off to look for something small that they could add to the soup. Someone found some tomatoes. Someone else found some potatoes and a little girl brought a bag of dried peas. One poor little boy could only bring a little salt.

Slowly the soup got thicker and tastier. When it was cooked there was enough to feed everyone in the village.

“Go and fetch your bowls!” said the man. “Nobody will go to bed hungry tonight.”

“You are very clever to make such good soup out of a stone!” said the old woman who had brought the first onions.

“It is easy to do,” said the man, “if everyone helps a little with the cooking.”

Questions

<p>Literal and Reorganisation</p> <ol style="list-style-type: none"> 1. Were the villagers happy to see the man? 2. List the ingredients that were put into the stone soup. 3. Imagine you were writing a recipe to make this soup. You have already listed the ingredients. Now write down how the soup will be made. 4. What was the similarity between the man and the villagers at the beginning of the story? 	40%
<p>Inference</p> <ol style="list-style-type: none"> 5. Why do you think the people did not want the man to stay overnight in their village? 6. Was the man in the story a good character or did he trick the villagers into feeding him? 7. What do you think the story teaches us? 8. What is the main idea of this story. 	40%
<p>Evaluation and Appreciation</p> <ol style="list-style-type: none"> 9. Do you think problems are easier to solve if people work together or if people compete against each other? 10. Can you think of any way that your class could work together to do something for people who are poor? 	20%
<p>Total</p>	100%

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall assessment.

First Additional Language Assessment Task for the Term

FIRST ADDITIONAL LANGUAGE GRADE 4							
Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20	Task 6 (paper 1) Oral Comprises Term 2 Oral Mark Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20	Task Oral Oral presentation of project	20	Task 11 (Paper 1) Oral Comprises Term 4 Oral Marks Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20
NB: There must be a variation of oral assessment tasks in term 2 and 4.							
Task Marks	20		20		20		20
Weighting %	7.6%		7.7%		7.7%		8%
Task 2 Writing Transactional text: Instructional/ poster/ letter/ sms	10 (3.6%)	Task 7 (Paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 Marks) 3 paragraphs	30	Task 10 Creative Writing Project based on any ONE of the literature genres studied: poems/ folktales/ short stories/ drama NOTE: There must be a variation of genres across the grades.	40	Task 12 (paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 marks) 3 paragraphs	
Task 3 Writing Essay: Descriptive/ narrative 3 paragraphs	20 (3.6%)						
Task Marks	30		30			30	
Weighting %	7.2%		7.2%			7%	

**FIRST ADDITIONAL LANGUAGE
GRADE 5**

Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20	Task 6 (paper 1) Oral Comprises Term 2 Oral Mark Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20	Task Oral Oral presentation of Task 10 project	20	Task 11 (Paper 1) Oral Comprises Term 4 Oral Marks Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task 2 Writing Informational/ advertisement/sms/ e-mail	20 7.6%	Task 7 (Paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 Marks) 4 paragraphs	30 7.7%	Task 10 Creative Writing Project based on any ONE of the literature genres studied: poems/ folktales/ short stories/ drama NOTE: There must be a variation of genres across the grades	40 7.7%	Task 12 (paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 marks) 4 paragraphs	20 8%
Task 3 Writing Essay: Descriptive/ narrative 4 paragraphs	20 (3.6%)						
Task Marks	30		30		30		30
Weighting %	7.2%		7.2%		7.2%		7%

Task 4 Reading Comprehension		40			40
Question 1 Literary/ non-literary text (15 marks)	25 (10%)				
Question 2 Visual text (10 marks)					
Task 5 Language structures and Conventions in context	15 (7%)				
Task 8 Mid-year examination Paper 2 Response to Texts		40			
Question 1 Literary/ non-literary text comprehension (15 marks)					
Question 2 Visual text comprehension (10 marks)					
Question 3 Summary writing (5 marks)					
Question 4 Language Structure and Conventions in context (10 marks)					
Task 13 Year-end examination Paper 2 Response to Texts					
Question 1 Literary/ non-literary text comprehension (15 marks)					
Question 2 Visual text comprehension (10 marks)					
Question 3 Summary writing (5 marks)					
Question 4 Language Structure and Conventions in context (10 marks)					
Task Marks	40	40	40	40	40
Weighting %	17%	17%	3.6%	10%	10%
Term Marks	90	90	60		
SBA Mark (Term 1-3)	240	240			90
SBA %	75%	75%			25%
Total Grade Marks	330				

**FIRST ADDITIONAL LANGUAGE
GRADE 6**

Term 1	Mark %	Term 2	Mark %	Term 3	Mark %	Term 4	Mark %
Task 1 Oral Reading aloud	20	Task 6 (paper 1) Oral Comprises Term 2 Oral Mark Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20	Task Oral Oral presentation of Task 10 project	20	Task 11 (Paper 1) Oral Comprises Term 4 Oral Marks Only (Un)prepared speech/ Listening Comprehension/ Conversation/ Presentation/ Role play/ Interview/ dialogue	20
NB: There must be a variation of oral assessment tasks in terms 2 and 4.							
Task Marks	20		20		20		20
Weighting %	7%		7%		7%		7%
Task 2 Writing Transactional text: Complete a simple form/ twitter/ e-mail/ newspaper report	10 (4.4%)	Task 7 (Paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 Marks) 5 paragraphs	30	Task 10 Creative Writing Project based on any ONE of the literature genres studied: poems/ folktales/ short stories/ drama/novel NOTE: There must be a variation of genres across the grades.	40	Task 12 (paper 3) Writing Written before exams Question 1 Transactional text (10 Marks) Question 2 Narrative/ descriptive essay (20 marks) 5 paragraphs	
Task 3 Writing Essay: Descriptive/ narrative 5 paragraphs	20 (4.4%)						
Task Marks	30		30				30
Weighting %	8.8%		8.8%				8.8%

Task 4 Reading Comprehension					50			Task 13 Year-end examination Paper 2 Response to Texts	50
Question 1 Literary/ non-literary text (20 marks)	30 (9.5%)							Question 1 Literary/ non-literary text comprehension (20 marks)	
Question 2 Visual text (10 marks)								Question 2 Visual text comprehension (5 marks)	
Task 5 Language structures and Conventions in context	20(6.5%)							Question 3 Summary writing (5 marks)	
								Question 4 Language Structure and Conventions in context (15 marks)	
Task Marks	50	50	50	50	50	50	50		50
Weighting %	16%	16%	16%	16%	16%	16%	4.4%		10%
Term Marks	100	100	100	100	100	100	70		
SBA Mark (Term 1-3)					270			Examination Mark	100
SBA %					75%			Examination %	25%
Total Grade Marks							370		

Cognitive Developmental Levels

Please note that these are the same as for Home Language. (See pages 12 and 13)

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 4

Reading aloud

Call each learner up individually to read aloud the information about foods found in different countries. Check their comprehension by asking the questions that follow.

Foods from around the world

Italy

When you think of Italian food, you think of pasta. Pasta is made from wheat. It comes in many forms such as spaghetti, macaroni and noodles. A fork and spoon is often used to eat pasta. Another favourite Italian food is pizza.

China

Rice and wheat grow well in China. The Chinese people eat rice with almost every meal. They also eat noodles and dumplings made from wheat. The Chinese use chopsticks to eat their meals.

Mexico

In Mexico people eat a lot of mielies which they call corn. Tortillas and tacos are made from corn or wheat and look like pancakes. Vegetables like beans, tomatoes and chilli peppers are used in Mexican dishes. Most Mexican dishes are spicy and colourful.

South Africa

South Africa grows plants such as wheat, maize, rice, potatoes and a lot of vegetables. Different cultural groups enjoy different foods. Popular dishes include curry and rice, samp and beans, breyani and phutu and meat. South Africans are famous for their braais and potjies.

India

Indian cooking is known for its spices. Some examples are curry powder, ginger and pepper. Wheat and rice also form an important part of Indian dishes. Lamb and chicken form part of the meat dishes as most Indian people do not eat beef or pork for religious reasons. Indians mostly use their hands when eating.

<p>Literal and Reorganisation</p> <ol style="list-style-type: none"> List the countries whose food is described in the passage. What two foods are eaten in Italy? What crop is common to all countries? What is the difference between the way in which the Chinese and the Indian people eat their food? 	40%
<p>Inference</p> <ol style="list-style-type: none"> Explain the main idea of this text? Compare the use of spices in Mexican and Indian cooking. What food do you like and what food do you not like? Why do you think the Indian people do not eat much pork or beef? 	40%
<p>Evaluation and Appreciation</p> <ol style="list-style-type: none"> Which country's food would you enjoy? Why is this? Which words, used by the author when writing about South African food are truly 'South African' words? 	20%
<p>Total</p>	100%

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall assessment.

You may like to use the following rubric as you listen to your learners read.

	3	2	1
Expression	The learner changed voice to show feeling or to sound like different characters.	The learner remembered to change voice some of the time.	The learner read like a robot; s/he forgot to change the sound of his/her voice.
Rate	The learner read at a steady rate that was not too fast and not too slow.	The learner read a little too fast or a little too slow.	The learner read much too fast or much too slow.
Accuracy	The learner read every word without help and didn't hesitate.	The learner read most of the words independently, but a couple of times hesitated or needed help.	The learner read some words correctly, but needed lots of help.
Phrasing	The learner paid attention to punctuation and grouped words so they made sense.	The learner read some phrases correctly.	The learner read each word with no awareness of phrasing.
Comprehension Note which questions the learner had difficulty in answering. You may need to give them more practice in that particular cognitive level.	The learner was able to answer all questions.	The learner was able to answer some of the questions.	The learner was not able to answer questions based on the text.

Reading comprehension

Read the following passage and answer the questions that follow.

Bill's nose

Bill didn't like his nose. He thought it was too long. He was worried that it wasn't very pretty. His friends thought his nose was silly. They teased him until he cried. Bill really didn't like his nose!

One day Bill told his friends that he did not want to be teased anymore, so he was going to get a new nose. Bill made pictures of all kinds of noses. He painted the sharp pointy nose of a chicken. He drew the wet nose of a fish. He needed a big piece of paper for the long fat trunk of an elephant. Then he painted the lumpy green nose of a crocodile, the pink twitchy nose of a rabbit and the white nose of a goat. He cut out each nose. When he was finished he stood in front of the mirror and tried on all the noses he made. He wanted to choose the one he liked best.

Bill's friends waited outside the house to see which nose he would choose. When he came out, they were surprised. He had not changed his nose at all.

"I tried on every nose I made," he said. "But I'm just not me without my nose."

"Hurrah!" shouted his friends. "We love you Bill, and we like your nose."

<p>Literal and Reorganisation</p> <ol style="list-style-type: none"> 1. Give two reasons why Bill did not like his nose. 2. List all the noses that Bill tried. 3. Imagine you are Bill. Write a diary entry summarising in about 40 words what happened on that day. 4. What were the differences between all the noses Bill drew? 	40%
<p>Inference</p> <ol style="list-style-type: none"> 5. Do you think Bill's friends teased him after this? Explain your answer. 6. Do you think Bill made the right choice in the end? Why do you say this? 7. Do you think that Bill's friend would have reacted differently if he had chosen one of the noses he had drawn? What do you think they might have said? 8. What words does the writer use to describe the different noses mentioned in the text? Use these words to draw one of the noses. 	40%
<p>Evaluation and Appreciation</p> <ol style="list-style-type: none"> 9. What do you think the story teaches us? <ol style="list-style-type: none"> a. We must not tease people about how they look. b. We should be happy with the way we look. c. Other animal noses do not fit on a hornbill like Bill. 10. What would you have done if you were in Bill's situation and found yourself being teased? 	20%
<p>Total</p>	100%

The above is a very simple representation of the way in which the percentages of the levels are weighted. You can have any number of questions with the appropriate mark allocation within each of the levels – just ensure that it forms the required percentage of the levels in the overall assessment.

Life Skills

Assessment Task for the term

Assessment in Personal and Social Well-being

TASK 1			TASK 2	TASK 3	TASK 4	
Grade 4	Grade 5	Grade 6	Grade 4-6		Grades 4 and 5	Grade 6
Assignment/ Design and make 30 marks	Assignment/ Case Study/ Design and make 30 marks	Assignment/ Case Study 30 marks	Test 30 marks	Project 30 marks	End of year examination 30 marks	End of year examination 60 marks

Assessment tool for Physical Education

LEVEL	LIMITED	ADEQUATE	PROFICIENT	EXCELLENT
Criterion 1: Frequency of participation during Physical Education periods (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-10% = 2 marks 11-15% = 3 marks 16-20% = 4 marks	21-25% = 5 marks 26-30% = 6 marks 31-35% = 7 marks 36-40% = 8 marks 41-45% = 9 marks 46-50% = 10 marks	51-55% = 11 marks 56-60% = 12 marks 61-65% = 13 marks 66-70% = 14 marks 71-75% = 15 marks	76-80% = 16 marks 81-85% = 17 marks 86-90% = 18 marks 91-95% = 19 marks 96-100% = 20 marks
Criterion 2: Outcome of movement performance (5 x 2 = 10 marks)	Requires significant attention: movements do not produce the desired outcome at all (0-1 mark)	Requires further attention and refinement: lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective, appropriate: movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill: movements always produce the desired outcome (5 marks)

Assessment in Creative Arts

		STRENGTHENING OF CAPS UPDATE	
Term 1: CAT (Visual or Performing Arts)	40 marks		
Term 2: CAT (Performing or Visual Arts)	40 marks		
Term 3: CAT (Visual or Performing Arts)	40 marks		
Term 4: CAT (Performing or Visual Arts)	40 marks	Term 4: Examination	40 marks
Total	160 marks		

Cognitive Developmental Levels

The outline below will be followed when setting the Personal and Social Well-being examination and test papers. Be mindful of the percentage ratio of the cognitive levels when setting each paper.

The Grades 4 and 5 examinations and test will consist of two sections. Total for the examination or test: 30 marks.

SECTION A: 15 MARKS	SECTION B: 15 MARKS
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • The questions will be matching columns and/or fill in/complete sentences and/or lists • Questions will test understanding and factual knowledge 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • Case study may be used • The questions will be combination of three or more types of questions, ranging from state, explain, discuss and describe • Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class • Learners will provide direct responses and full sentences in point form • One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph • Learners will solve problems, make decisions and give advice. They will provide a few direct responses
<p>Note: Information provided in the case studies should be current, up-to-date, age appropriate and learner-friendly.</p>	

The Grade 6 test will follow the Grades 4 and 5 outline. The Grade 6 examination paper will consist of three sections. Total for examination: 60 marks.

SECTION A: 25 MARKS	SECTION B: 20 MARKS	SECTION C: 15 MARKS
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • The questions will be matching columns, true or false, multiple choice or list • Questions will test understanding and factual knowledge • Response may be short and direct and may be one word, a phrase or a sentence 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • Case study may be used • The questions will be a combination of three or more types of questions ranging from state, explain, discuss and describe • Questions will be short open-ended and knowledge-based and include information that learners have acquired from the Personal and Social Well-being class • Learners will provide direct responses and full sentences in point form 	<p>Learners will be expected to answer a 10-mark and a 5 mark question</p> <ul style="list-style-type: none"> • Questions will focus on the application of knowledge and skills • Learners will make decisions and give advice. They will provide a few direct responses and a short paragraph that states, explains or describes an issue • Each question will focus on the specific information or the integration of content • A short text/diagram can be provided as a stimulus
<p>Note: Information provided in the texts should be current, up-to-date, age appropriate and learner-friendly.</p>		

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 6

SECTION A

Lower order

1. Name three different types of bullying. [3]
2. Identify two ways of dealing with bullies. [2]
3. How is a Hindu baby given its name? [3]
4. Circumcision is common to several cultures. What is the difference as to when this ritual takes place between the Jewish and Muslim cultures and the African tradition? [3]
5. Describe what Jewish families do for three days after a death? [3]
6. What are Muslims encouraged to recite before death? [1]
7. Write three lines on burial customs. [3]
8. What is the difference between the celebration of Bar Mitzvah between Jewish boys and girls? [2]
9. How do Christian weddings and Hindu weddings differ? [4]
10. How does the Muslim wedding differ from the other cultures? [1]

Total: 25

SECTION B

Middle order

Read the following case study and then answer the questions that follow.

Busiswa was new at the school. She had no friends and she was very lonely. Sally befriended her and asked her to join her group for break. Busiswa was very pleased as she knew Sally was popular with the other learners.

After a few days, Busiswa noticed that Sally was rude to the teachers and made fun of them in class. She noticed that Sally did not get good marks for her work. During break, Sally would pass nasty remarks about the teachers. That would make the other learners laugh. Busiswa felt uncomfortable, as she had been taught to respect her elders. She laughed at Sally's remarks, but she knew that it was wrong.

Busiswa did not know what to do. She thought that if she said something to Sally, Sally would not be friendly with her and she would go back to having no friends. Sally might turn against her and belittle her in front of the other learners. She also knew that her parents would not like her to be friendly with someone like Sally.

Middle order

1. Was the peer pressure that Busiswa experienced positive or negative?
Give reasons for your answer. [3]
2. Why was Busiswa pleased when Sally asked her to join her and her friends at break? [2]
3. Do you think that Sally was a good person to have as a friend?
Give reasons for your answer. [2]
4. Who could Busiswa speak to about her concerns? [2]
5. Was Busiswa being true to what she believed in? Give examples. [3]
6. Why was Sally thought of as popular? [2]
7. Why do you think Sally behaved as she did? [2]
8. Why do you think that Busiswa's parents would not like her to be friendly with Sally? [2]
9. Was Busiswa a good person? Give reasons for your answer. [2]

Total: 20

Higher order

1. What should Busiswa do? Write a paragraph on how you think Busiswa should deal with the situation. [10]
2. Have you ever been bullied? Tell your story. [5]

Total: 15

Mathematics

Programme of Formal Assessment

Minimum requirements for formal assessment

	FORMS OF ASSESSMENT	TERM 1	TERM 2	TERM 3	TERM 4	NUMBER OF TASKS PER YEAR	WEIGHTING
School-based assessments	Tests	1	1	1		3	75%
	Examination		1			1	
	Assignment	1			1	2	
	Investigation				1	1	
	Project			1		1	
	Total	2	2	2	2	8	
End of year examination						1	25%

Cognitive Developmental Levels

COGNITIVE LEVELS	DESCRIPTION OF SKILLS TO BE DEMONSTRATED	EXAMPLES
Knowledge (≈25%)	<ul style="list-style-type: none"> • Estimation and appropriate rounding off of numbers • Straight recall • Identification and direct use of correct formula • Appropriate use of mathematical vocabulary 	<ol style="list-style-type: none"> 1. Write down the next three numbers in the sequence: 103; 105; 107... [Grade 4] 2. Determine the factors of 64 [Grade 5] 3. Write down the prime numbers that are factors of 36 [Grade 6]
Routine procedures (≈45%)	<ul style="list-style-type: none"> • Perform well-known procedures • Simple applications and calculations, which might involve many steps • Derivation from given information may be involved • Identification and use (after changing the subject) of correct formula generally similar to those encountered in class 	<ol style="list-style-type: none"> 1. Determine the value for x if $x + 4 = 10$ [Grade 4] 2. Use different techniques of calculating $5\ 362 + 2\ 488$ 3. Calculate $1\ 1/5 + 3/10 - 1/2$ [Grade 6]
Complex procedures (≈20%)	<ul style="list-style-type: none"> • Problems involving complex calculations and/or higher order reasoning • Investigations to describe rules and relationships – there is often not an obvious route to the solution • Problems not based on a real world context – could involve making significant connections between different representations • Conceptual understanding 	<ol style="list-style-type: none"> 1. Peggy is 4 years old and Jock is 8 years old. Determine the ratio between their ages. Write the ratio in simplest fractional form [Grade 4] 2. Investigate the properties of rectangles and squares to identify similarities and differences [Grade 5] 3. There were 20 sweets in the packet. William and his friend ate $2/5$ of the sweets. How many sweets are left? [Grade 6]
Problem-solving (≈10%)	<ul style="list-style-type: none"> • Unseen, non-routine problems (which are necessarily difficult) • Higher order understanding and processes are often involved • Might require the ability to break the problem down into its constituent parts 	<ol style="list-style-type: none"> 1. The sum of these consecutive whole numbers is 27. Find the numbers. [Grade 4] 2. Heidi divided a certain number by 16. She found an answer of 246 with a remainder of 4. What is the number? [Grade 5] 3. Busi has a bag containing six coloured balls: 1 blue, 2 red and 3 yellow balls. She puts her hand in the bag and draws a ball. What is the chance that she will draw a red ball? Write the answer in the simplest fractional form. [Grade 6]

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 5

Knowledge

1. Round off to the nearest:

- 5 (a) 512
- 10 (b) 9 535
- 100 (c) 673
- 1 000 (d) 5 111

[4]

2. Write down the value of the underlined digit:

- a) 5 1 72 b
- b) 6 7 31
- c) 8 8 88
- d) 1 2 34

[4]

3. Arrange these numbers from smallest to greatest:

- a) 2, 200, 20, 2 000
- b) 16, 1 600, 160, 1 060
- c) 5050, 500, 5005, 5500
- d) 37, 7, 737, 377

[4]

4. Fill in <, = or >:

- a) 123 ___ 321
- b) 5 455 ___ 5 545
- c) 1 669 ___ 6 119
- d) 876 ___ 21
- e) 3241 ___ 3241

[5]

5. Write the following numbers in expanded notation:

- a) 7 808
- b) 1 234
- c) 4 322
- d) 3 756

[4 x 2]

Total: 25

Routine procedures

6. Calculate the following. Show all working.

a) $1\ 432$
 $+ 345$

b) $9\ 898$
 $+ 324$

c) $4\ 545$
 $+ 5\ 333$

d) $3\ 999$
 $+ 9\ 256$

e) $4\ 242$
 $+ 555$

f) $2\ 546$
 $+ 758$

g) $6\ 872$
 $+ 1\ 128$

h) $3\ 121$
 $+ 7\ 899$

i) $4\ 767$
 $- 345$

j) $9\ 794$
 $- 324$

k) $7\ 635$
 $- 5\ 333$

l) $3\ 222$
 $- 2\ 111$

m) $3\ 242$
 $- 333$

n) $4\ 546$
 $- 656$

o) $7\ 872$
 $- 1\ 983$

p) $9\ 121$
 $- 7\ 899$

q) 5001
 $- 4\ 876$

[34]

7. True or False?

a) $58 - 24 = 24 - 58$

b) $376 - 33 = 33 - 376$

c) $22 - 11 = 11 - 22$

d) $777 - 333 = 333 - 7\ 777$

e) $978 - 212 = 504 + 262$

f) $181 + 397 = 222 + 234$

g) $456 - 323 = 133$ [7]

8. Complete these number sentences:

a) $11 = 6 + \underline{\quad}$

b) $11 - 6 = \underline{\quad}$

c) $200 = 100 + \underline{\quad}$

d) $200 - 100 = \underline{\quad}$ [4]

Total: 45

Complex procedures

9. What is the main difference between a cube and a rectangular prism? [2]
10. Properties of 3-D objects.
- a) How many faces does a cube have?
 - b) What is the shape of the face of a rectangular prism?
 - c) How many corners does a cone have?
 - d) How many corners does a cube have? [1 x 4]
11. The baker used 0.750kg of flour instead of 200g of flour as instructed by the recipe. What is the difference in these amounts? [2]
12. My aunt goes shopping and pays with a R100 note. She purchases bread (R11), milk (R14) and a few sweets (R10). The shopkeeper gives her change in R10 notes and R5 coins. How many notes, and how many coins will my aunt receive as change?
- Write all the steps to show how you arrived at your answer. [4]
13. The Kingswood school soccer players scored the following points in their matches this season: 12 in July, 45 in August, 99 in September and 201 in October. Their rival team, Goodwood school achieved 10 in July, 48 in August and 213 in October. Which team scored the highest number of points? What is the difference between the scores? [5]
14. Ben has saved R48. He spends $\frac{3}{4}$ of his money on a book and $\frac{1}{2}$ of the remaining money on sweets. How much money does he have left? [3]

Total: 20

Problem Solving

15. The Kingswood school soccer players scored the following points in their matches this season: 12 in July, 45 in August, 99 in September and 201 in October. Their rival team, Goodwood school achieved 10 in July, 48 in August and 213 in October. Which team scored the highest number of points?

What is the difference between the scores? [5]

16. Pete divided a certain number by 24 and arrived at an answer of 37 with a remainder of 3. What is the number? [3]

17. The total of two numbers is 3456. The first number is 832. What is the second number? [2]

Total: 10

Total: 100

Natural Science and Technology

Assessment Task for the term

Cognitive levels for the assessment in Grades 4,5 and 6					
Lower order questions 50%		Middle order questions 35%		High order Questions 15%	
Level 1 Remembering	Level 2 Understanding	Level 3 Applying	Level 4 Analysing	Level 5 Evaluating	Level 6 Creating
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgements about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
acquire categorise choose copy define describe find identify label list locate match memorise name	classify compare conclude contrast define demonstrate describe differentiate discuss distinguish draw estimate exemplify explain	apply build calculate carry out change choose compute construct demonstrate develop dramatise employ execute exhibit	analyse assume attribute break down calculate categorise classify compare conclude contrast correlate criticise deconstruct deduce	appraise argue arrange assess choose compose conclude construct criticise critique decide deduce defend derive	adapt appraise argue assess build change choose combine compare compile compose conclude consider construct

omit point out quote recall recite recognise record relate repeat respond retrieve select show state tabulate tell trace	express extend identify illustrate infer interpret locate match outline paraphrase recognise relate rephrase report represent restate review show summarise translate	experiment with identify illustrate implement interpret interview make use of model modify operate organise plan practice predict relate restructure select sketch solve	detect devise differentiate discover discriminate dissect distinguish divide examine experiment find infer inspect integrate investigate motivate organise outline probe scrutinise separate simplify structure survey test for	design detect determine develop disprove document estimate evaluate experiment explain formulate generalise hypothesise interpret judge justify measure modify order organise predict prioritise produce propose prove rank rate recommend relate select test	create criticise decide deduce design develop devise elaborate estimate evaluate formulate generalise hypothesise imagine improve infer integrate invent judge measure modify plan predict produce propose rate rearrange solve suppose test validate
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Adapted from: Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing, Abridged Edition. Boston, MA: Allyn and Bacon.

A formal assessment example showing the use of the cognitive level questions in the required percentages

Grade 5

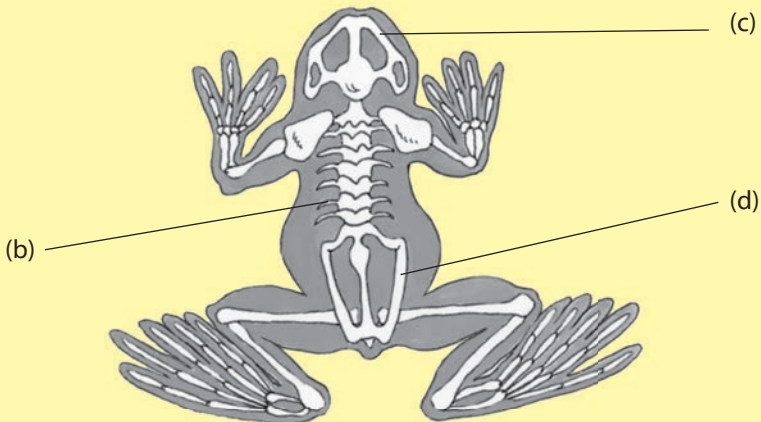
Low order questions

1. Give one word for each of the following:
 - a) The process by which a plant makes food from raw materials.
 - b) The process of a seed starting to grow.
 - c) The substance produced by a flower that contains the male cells.
 - d) The stage of a life cycle where male and female cells join together.
 - e) The stage of a mammal's life cycle when a young animal grows inside the mother's body.

[5]
2. A frog belongs to the animal group called a) _____ because it has a backbone.

[2]
3. Look at the following drawing of a frog's skeleton and provide the missing labels.

[3]



4. What is the function of the part labelled (c)? [2]
5. State one word for each of the following:
- a) An example of a fuel that is a liquid.
 - b) Able to burn easily.
 - c) A rubbing force.
 - d) The continuous flow of energy in an electrical circuit.
 - e) The rod to which the wheels of a vehicle are attached. [5]
6. When we squash a spring, we say that we _____ it.
The spring then has stored energy. [1]
7. The Earth moves in two ways:
- a) How long does the Earth take to move around the Sun? [1]
 - b) The pathway of the Earth around the Sun is called its _____. [1]
 - c) How long does the Earth take to spin on its own axis? [1]
8. Provide the correct word/s in each of the following statements about fossils.
- a) People who study fossils are called paleontologists/excavators/geologists. [1]
 - b) There are two kinds of fossils. A fossilised footprint is an example of a _____ fossil. [1]
 - c) The 'living fossil' found off the shores of South Africa is called a _____. [1]
 - d) The area in South Africa where thousands of hominid fossils have been found is called the _____. [1]

Total: 25 x 2 [50]

Middle order questions

9. Give an example of:
- a) An animal with a bony exoskeleton.
 - b) An animal that lays eggs.
 - c) A metal that can tarnish.
 - d) A processed material that is waterproof.
 - e) An animal that has an endoskeleton. [10]
10. Explain how an animal with an exoskeleton is able to grow. [6]
11. There are many different kinds of plants and animals in the world.
- a) Plants and animals depend on each other. We say they are _____. [1]
 - b) Give an example of a way in which a plant depends on an animal. [1]
 - c) Write a simple food chain that shows the relationship between a leaf, a caterpillar and a bird. [2]
 - d) Name two raw materials that are used by plants for the process of photosynthesis. [2]
12. Most vertebrate animals have a pectoral and pelvic girdle as part of their skeleton.
- a) Which limbs are attached to the pectoral girdle of a bird? [2]
 - b) Which animal do you think has a stronger pelvic girdle – a pigeon or a rabbit? Explain why? [2]
13. Name three things that are needed for a fire to start burning? [3]
14. Different mixtures of soil particles produce different kinds of soil.
- a) Name three types of soil. [3]
 - b) Which type of soil will let water drain through it the fastest? Suggest a reason why this happens. [3]
15. 'Topsoil' supports life on Earth.'
- Write a few sentences to explain why this statement is true. [2]

Total: 35

16. High order questions

16. You must evaluate two houses: A and B

House A: Sbu lives in a house made from concrete blocks and corrugated iron.

House B: Moses lives in a house made with mud bricks and thatch.

- a) Which roof is a good conductor of heat?
Give a reason for your answer.
- b) Which house will be cool in summer and warm in winter?
Give a reason for your answer.
- c) Which house is more environmentally friendly?
Give a reason for your choice.
- d) Which house is stronger?
Give a reason for your choice.
- e) Which house is cheaper to build because it uses locally produced materials?
Give a reason for your choice.

Total: 15

Total: 100

Social Sciences

Programme of Formal Assessment

Grade 4

TERM	SUBJECT	RECOMMENDED FORMS OF ASSESSMENT	CONTENT	School-Based Assessment 75%	STRENGTHENING OF CAPS UPDATE						
Term 1	History	Project	Local History		School-Based Assessment 75%	Recommended minimum marks for Formal Assessment Tasks including June exams is 25 marks					
	Geography	Test: Source-based	Places where people live								
Term 2	History	Mid-Year Examinations	Qualities of a good leader				School-Based Assessment 75%	Recommended minimum marks for Formal Assessment Tasks including June exams is 25 marks			
	Geography	Mid-Year Examinations	Map skills								
Term 3	History	Test: Source-based	Transport through time						School-Based Assessment 75%	Recommended minimum marks for Formal Assessment Tasks including June exams is 25 marks	
	Geography	Test: Data-handling, case study	Food and farming in South Africa								
Term 4	History	End-of-year Examinations	Communication through time								Year-end exams 25%

Grade 5

TERM	SUBJECT	RECOMMENDED FORMS OF ASSESSMENT	CONTENT	School-Based Assessment 75%	STRENGTHENING OF CAPS UPDATE						
Term 1	History	Test: Source-Based	Hunter-gatherers and herders in Southern Africa		School-Based Assessment 75%	Recommended minimum marks for Formal Assessment Tasks including June exams is 25 marks					
	Geography	Test: Map Skills	Map skills								
Term 2	History	Mid-Year Examinations	First farmers in Southern Africa				School-Based Assessment 75%	Recommended minimum marks for Formal Assessment Tasks including June exams is 25 marks			
	Geography	Mid-Year Examinations	Physical features of South Africa								
Term 3	History	Test: Source-based	An ancient African society: Egypt						School-Based Assessment 75%	Recommended minimum marks for Formal Assessment Tasks including June exams is 25 marks	
	Geography	Project	Weather, climate and vegetation of South Africa								
Term 4	History	End-of-year Examinations	Heritage trail through the provinces of South Africa								Year-end exams 25%
	Geography	End-of-year Examinations	Minerals and mining in South Africa	Year-end exams 25%							

Grade 6

TERM	SUBJECT	RECOMMENDED FORMS OF ASSESSMENT	CONTENT		STRENGTHENING OF CAPS UPDATE
Term 1	History	Test: Source-Based	An African kingdom long ago in Southern Africa: Mapungubwe	School-Based Assessment 75%	Recommended minimum marks for Formal Assessment Tasks including June exams is 25 marks
	Geography	Test: Map Skills	Map skills		
Term 2	History	Mid-Year Examinations	Explorers from Europe find Southern Africa		
	Geography	Mid-Year Examinations	Trade (Focus: South and world)		
Term 3	History	Project	Democracy and citizenship in South Africa		
	Geography	Test: Data-handling	Climate and vegetation around the world		
Term 4	History	End-of-year Examinations	Medicine through time	Year-end exams 25%	
	Geography	End-of-year Examinations	Population – why people live where they do (focus: South Africa and world)		

What has changed?

A recommended programme of assessment has been supplied in the tables above. The recommended minimum marks for Formal Assessment Tasks including June examinations are as follows:

Grade 4: 25 marks

Grade 5: 30 marks

Grade 6: 40 marks

Cognitive Developmental Levels

COGNITIVE LEVEL	PERCENTAGE
Lower order: Knowledge and recall	30
Middle order: Comprehension and application	50
Higher order: Analysis, Evaluation and Synthesis	20

Grade 4

Geography

Low order questions

1. List FOUR types of settlements. [8]
2. Choose the correct word: Rural/urban settlements are found in the countryside. [1]
3. Where would you probably find the following? Choose farm, village, town or city.
 - a) very large office block
 - b) tarred roads
 - c) hospital with lots of modern machines
 - d) small store that sells fresh oranges
 - e) tractor driver
 - f) airport
 - g) police station
 - h) a football stadium. [16]
4. Name one famous natural landmark in South Africa. [1]
5. Name an important man-made landmark close to where you live. [1]
6. List THREE basic needs of people. [3]

Total: 30

Middle order questions

1. Map of South Africa.

On the map of South Africa fill in the following information:

 - a) These provinces in their correct places on the map: Limpopo, Western Cape, North West. [3]
 - b) These provincial capital cities in their correct places on the map: Bisho, Nelspruit, Kimberley. [3]
 - c) Give the grid reference (letter-number block) where Cape Town is located. [1]
 - d) Name the province found in block F3. [1]
2. Name the ocean found on the West side of South Africa. [1]
3. Name the ocean found on the East side of South Africa. [1]

4. Map of the world.

On the map of the world fill in the following information:

a) The following continents in their correct places on the map: Africa, South America, Asia, Antarctica, Europe. [5]

b) These oceans in their correct places on the map: Pacific, Atlantic, Indian. [3]

5. State if the following statement is TRUE or FALSE:

South Africa is the southern most country on the continent of Africa [2]

6. South Africa has three capital cities. Cape Town, Bloemfontein and _____ . [1]

7. What is the name of the province where you live? Name the capital city of your province. [1]

8. What is the name of Africa's biggest island, found in the Indian Ocean east of Mozambique? [1]

Total: [25 x2] 50

Higher order

History

1. Why is it sometimes more difficult to find out about the past than the present? Write ONE sentence to answer. [2]

2. List FOUR characteristics of a good leader. [4]

3. Choose ONE of the following: Complete the sentence. Give TWO points. [4]

EITHER

Mahatma Gandhi was a great leader because _____

OR

Nelson Mandela was a great leader because _____

4. A lot of changes have taken place in transport and communication over the year. Write at least TWO sentences for each answer. [8]

EITHER

Transport has changed a lot over the years. Some of the changes are:

OR

Communication has changed a lot over the years. Some of the changes are:

5. List THREE important changes that have happened in YOUR life in the past year. Write in full sentences.

Total: 20

Total: 100

New from Shuters!

DUZI BUGS Green Level Readers

GREEN LEVEL BOOKS

This exciting series addresses the need for learners to be able to read for meaning. There are questions after the stories which are graded according to the relevant cognitive levels to ensure that the learners are exposed to all the skills required for a positive learning experience.

EACH BOOK
IS ALSO
AVAILABLE
INDIVIDUALLY



From Grade 4, learners are no longer learning to read, but are reading to learn. They need to be able to read for meaning and it is important that they become fluent readers. They should be able to understand text, analyse and apply information, evaluate the text, make predictions based on what they have read, and formulate conclusions. For this, a sound cognitive foundation is necessary.

Cognitive descriptions and levels of questions used in this book are provided on the inside back cover.

Teaching Tips

- Encourage prediction based on the title of the story.
- Encourage discussion about the story in relation to setting, plot, climax and characterisation. Let learners suggest different endings to the story and discuss what the different characters did and how the learners may have done this differently.
- Allow learners to try different voices when reading different characters.
- Ask learners to summarise a story.
- Uninterrupted Sustained Silent Reading. A time in every day where the learners read for a minimum of ten minutes.
- Establish a book of the week chart. Learners take turns to post a write-up of a book that they enjoyed reading.

DUZI BUGS Green Level Readers

Cognitive questioning levels

The questions in this series have been graded according to relevant cognitive levels. Each level is represented by a symbol throughout the reader.

■ Literal (20%)

Name
State
Identify
List
Describe
Relate the incident/experience

▲ Reorganisation (20%)

Summarise
Group
State similarities and differences
Give an outline

★ Inference (40%)

Compare
Writers intention/attitude/reason
Cause/effect
What does action/comment/attitude show?
How does metaphor or image affect understanding?
Outcome/effect of action

● Evaluation

Is what happens possible/realistic?
Does the writer's argument makes sense?
Is the characters attitude justifiable or acceptable?

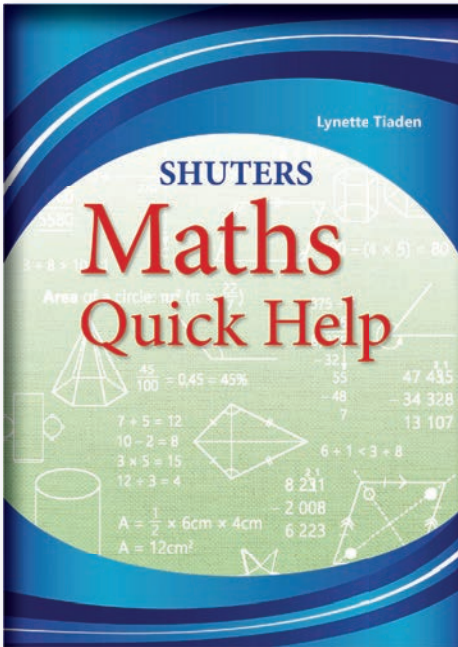
(20%)

◆ Appreciation

Empathise
Respond to the text/story/message
Discuss the effectiveness of language usage

Quiz Time!

- 1. What does Eseltjiesrus mean?
- 2. What type of animal does Tracy Rowles rescue?
- ▲ 3. What do the letters S.P.C.A stand for?
- ▲ 4. Why are snakes an important part of the eco-system?
- ★ 5. Why do we need organisations like Greenpeace?
- ★ 6. Do you think people should support animal rescue organisations?
- ★ 7. What do the actions of Sarah van Heerden (S.P.C.A) show? Why or why not?
- ★ 8. Why do you think the author chose to write about animal heroes?
- 9. In your view, who are real heroes?
- ◆ 10. Why is Greenpeace a good name for an organisation?



If you are in Grades 4, 5, 6 or older, this book helps to make Maths clear and simple. This helpful little book provides:

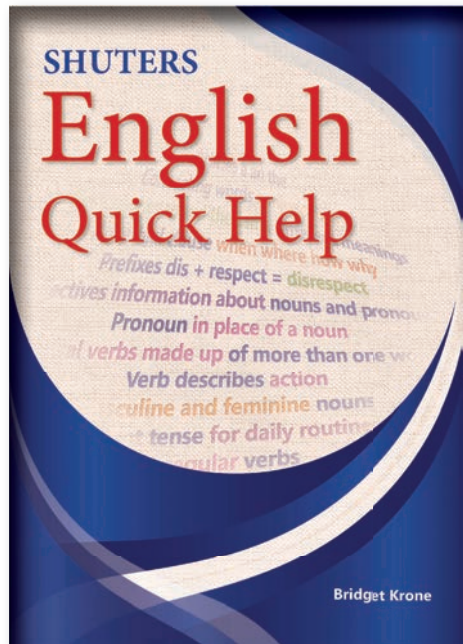
- A dictionary of mathematical terms
- Clear explanations of methods and formulae
- Strategies for solving problems

It uses plain, simple English and examples so you can grasp the complicated bits. Use it when you are learning for a test or exam or when you are doing homework. It will help to make things clear and understandable.

If you are in Grades, 4, 5 or 6 or older, this book helps to make the difficult parts of English clear and simple. This helpful little book will explain:

- Grammar
- Sentences
- Punctuation
- Literary terms: words to talk about poetry, stories and plays
- Spelling rules
- Ways to improve your vocabulary

It uses plain, simple English and examples so you can grasp the complicated bits – like parts of speech, gerunds and clause analysis. Use it when you are learning for a test or exam or when you are doing homework. It will help to make things clear and understandable.





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