

Direktoraat: Kurrikulum AOO
Directorate: GET Curriculum

BACK ON TRACK
ASSESSMENT EXEMPLAR TASK 5
MARKING GUIDELINE
ENGLISH- GRADE 4
TERM 2-2025
WEEKS 9&10



THE FORMAT OF THE JUNE CONTROLLED TEST

(TASK 5: RESPONSE TO TEXTS)

GUIDELINES FOR GRADE 4: TERM 2

1. THE COVER PAGE

- The cover page must contain the name of the school, the school badge, grade, subject & language level, time allocation, total, date, examiner, moderator, and the number of pages.
- Instructions must be clearly set out, with sufficient spacing.
- Use Arial, size 12 OR Century Gothic, size 12.
- After each question, indicate the sub-total in brackets.
- Indicate the Grand Total at the end of the last question.

2. BREAKDOWN PER QUESTION

- Question 1 – Literary / Non-literary text (15 marks)
- Question 2 – Visual text (10 marks)
- Question 3 – Summary (5 marks)
- Question 4 – Language Structures and Conventions (10 marks)

3. DURATION OF THIS QUESTION PAPER: 1 hour 30 minutes

Question 1 & 2: 45 minutes

Question 3 & 4: 45 minutes

It may be worth noting that, because Question One is for 15 marks, and is considered the HIGHER ORDER TEXT, learners will probably spend more than half of their allocated 45mins for the first two questions, answering Question One. Question Two is the Visual Text, and experience has shown that learners generally answer this question in less time.

4. GENERAL INSTRUCTIONS TO COMPLETE THE TASK

- Answer ALL the questions.
- A guide to each question is given below.
- Pay attention to the mark allocation when answering.
- Write neatly and legibly.
- Proofread your answers for grammar, spelling and punctuation errors.

MEMORANDUM

Question One: (READING COMPREHENSION: 15 MARKS)

Texts:

Text A – Story

Text B - Poem

- Extract must be **framed and referenced**, and the source must be acknowledged.
- Text must be **retyped** and adapted to suit level.
- Length of text: English FAL – 100-150 words / English HL – 150-200 words.
- As a Reading Comprehension text, this is a **higher order** text.
- Ask **lower order questions before higher order** questions.
- Include **multiple-choice questions**, making sure that there are four possible answers from which learners must select the correct one.
- **True / False** questions must have **supporting reason/s**.
- Allocate marks according to the prescribed **cognitive levels (Barrett's Taxonomy)** for Languages:

MARK	LEVEL 1 & 2 - 40%	LEVEL 3 – 40%	LEVEL 4 & 5 – 20%
	Literal and Re-organisation of information	Inference	Evaluation and Appreciation
15	6 marks	6 marks	3 marks

- Mark allocation per question must be typed in brackets, in the right-hand margin of the paper.

Because we are testing reading comprehension in Question One, do not deduct marks for spelling or punctuation errors. However, learners are expected to answer in full sentences, as per the instructions given.

Question No.	Possible answers and marking guidelines	Cognitive Levels	Mark Allocation
Text A			
1.1	B) The Red Dragons ✓	1	1
1.2	Jessica dribbled past cones. ✓ Jessica practiced shooting at makeshift goals. ✓	1	2
1.3	They thought she was too small. ✓ OR	2	1

	They believed that girls couldn't play soccer as well as boys. ✓		
1.4	The coach did not believe she could contribute to the game and only allowed her to play because they needed an eleventh player.✓	3	1
1.5	A) The other team wasn't paying attention, and she saw an opportunity. ✓	3	1
1.6	The team changed their opinion because she proved she was a skilled player by scoring the winning goal.✓	3	1
1.7	Possible answer: She probably felt hurt and frustrated✓ because she wanted to prove that she was good at soccer. <i>Accept any possible answer that is sensible/appropriate/reasonable:</i>	3	1
1.8	<i>Possible answer:</i> No, they were not fair because they judged her ✓without giving her a chance to show her skills. <i>Accept any possible answer that is sensible/appropriate/reasonable:</i>	4	1
1.9	<i>Accept any possible answer that is sensible/appropriate/reasonable:</i> "I told you I could play!" ✓ OR "Never underestimate someone who loves the game!" ✓	4	1
Text B			
1.10	C) Soccer is more than just a game✓	1	1
1.11	Soccer is not about scoring goals, glory or fame. ✓ • <i>Accept similar phrasing.</i>	1	1
1.12	C) It creates strong emotions in fans and players. ✓	3	1
1.13	The poet means that soccer is not just about winning, but also about passion, dedication, and how it affects people's lives. ✓ • <i>Accept reasonable answers in context of the poem.</i>	3	1
1.14	Possible answer: Yes, because many people are passionate about soccer, watch games regularly, and	4	1

	<i>even play it daily.</i> OR <i>No, because not everyone enjoys soccer, and people have other hobbies and interests. ✓</i> • <i>Accept any well-reasoned response.</i> • <i>Accept the learners answer if it makes sense in the context of the poem.</i>		
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TOTAL QUESTION 1: 15 MARKS

MARKING GUIDELINES FOR READING COMPREHENSION

- Spelling errors in one-mark-answers will only be penalised if it changes the meaning of the answer.
- Spelling and language errors in longer answers cannot be penalised as the focus is on comprehension.
- For open-ended questions, one cannot award marks for the YES or NO or I AGREE, or I DISAGREE. The reason or motivation must be considered.
- For TRUE or FALSE or FACT or OPINION questions, one mark is awarded for the reason or motivation or quote.
- If the learner has answered TRUE or FLASE correctly, but the motivation is incorrect, they are awarded only ONE mark.
- If the learner has answered the TRUE or FALSE incorrectly, but the motivation is correct, NO MARKS are awarded.
- No penalising of presence or lack of quotation marks, even if a quote was asked for.
- Where a one-word-answer is requested and the learner provides the answer in a full sentence, it is accepted, provided that the correct answer is underlined or highlighted in some way.
- When two or three facts or marks are required and the learner provides a whole list, only the first two or three facts will be marked.
- Should the learner use another language, other than the one used in the question paper, the foreign words must be ignored.

- Should the answer, without the foreign words, makes sense, the learner will not be penalised.
- The answer will also be accepted if it requires a foreign word in the answer
- Accept dialectal variations
- For multiple choice questions, BOTH the letter AND the correct answer, written in full/circled/underlined, must be accepted

Question Two (VISUAL TEXT: 10 MARKS)

Text: Book Cover (Name the text)

- These are **visual representations** which can be seen, and which **convey messages**.
- E.g., film images, photos, computer graphics, cartoons, models, drawings, paintings.
- Must be **clearly printed/photocopied** for learners' benefit.
- Use the **cognitive levels** when setting questions.
- **Mark allocation** per question must be typed in brackets, in the right-hand margin of the paper.

MARK	LEVEL 1 & 2 - 40%	LEVEL 3 – 40%	LEVEL 4 & 5 – 20%
	Literal and Re-organisation of information	Inference	Evaluation and Appreciation
10	4 marks	4 marks	2 marks

Again, because we are testing reading comprehension in Question Two, do not deduct marks for spelling or punctuation errors. However, learners are expected to answer in full sentences, as per the instructions given.

Question No.	Possible answers and marking guidelines	Cognitive Levels	Mark Allocation
2.1	D) André Trantraal✓	1	1
2.2	The name of the series is Keegan & Samier ✓.	1	1
2.3	The two main characters are Keegan✓ and Samier.✓	1	2

2.4	B) A mistake or unfair play in a game.✓	3	1
2.5	It likely refers to cheating or unfair behaviour in soccer or another situation. ✓ • Award the learners the mark if the answer is reasonable and relevant.	3	1
2.6	Samia ✓ appears to be the best soccer player because she is in the middle of the action, dribbling the ball with determination✓. • Award 1 mark for naming Samia and 1 mark for a valid reason. • Award the learners the mark if the answers are reasonable and relevant.	3	2
2.7	Samier is standing at the back wearing glasses, looking hesitant or unsure. ✓ • Accept reasonable answers that describe his posture or facial expression.	4	1
2.8	I would tell him that soccer is fun and that I can teach him step by step. I would also say that practice makes perfect! ✓ • Accept any logical, persuasive response.	5	1

TOTAL QUESTION 2: 10 MARKS

Question Three: (SUMMARY: 5 MARKS)

Text: Story (Name the text)

This is a difficult skill, and teachers will need to make allowances for their own contexts. Allow learners a minimum of 25 words (FAL)/35 (HL) and a maximum 45 (HL)/55 (HL) words, without penalising them. However, this is dependent on the retention of the MEANING of the original text.

- Summary must be written in **learners' own words**.
- Must contain only the **main ideas of each paragraph** of the original text.
- Must be **concise and brief** – a summary is not a re-write.
- Must show a **coherent and logical flow**.
- Length of text:
30 – 40 words, based on an original text of 100 words
40 – 50 words, based on an original text of 220 words.
- Summary must be written in the **past tense**.

Use the rubric/checklist to mark the summary. Decide during developing Task 5 which marking tool will be utilised in the assessment.

Rubric: Summary

Criteria	3	2	1	0
Content	The summary contains all the important information about the topic and is complete and accurate. (EFAL: 30-40 words/ EHL: 40-50 words)	Some important information about the topic is missing or not fully or accurately presented. (EFAL: 15-29 words/ EHL: 20-39 words)	The summary contains little or no important information about the topic and is incomplete and inaccurate. (EFAL: 14 words or fewer/ EHL: 19 words or fewer)	No attempt made.
		2	1	0
Language Use and Spelling		The summary is well-written, with accurate language use, appropriate vocabulary, and correct spelling. (1-3 spelling and/or language errors)	The summary is poorly written, with many language errors, inappropriate vocabulary, and too many spelling mistakes. (4 or more spelling and/or language errors)	No attempt made.
Total Marks				____/5

Checklist: Summary

Criteria	Description	YES (1)	NO (0)
Content	Is there a clear understanding of the main ideas and important information?		
Organisation	Is the summary organised in a logical order?		
Paraphrasing	Did the learner use his/her own words?		
Grammar and Spelling	Are there very few language and/or spelling errors in the summary?		
Length	Is the summary short and concise, without losing important information?		
Total Marks		____/5	

TOTAL QUESTION 3: 5 MARKS

Question Four (LANGUAGE STRUCTURES AND CONVENTIONS: 10 MARKS)

- Learners must apply grammar skills **IN CONTEXT**, demonstrating their **level of knowledge and understanding** of all language aspects taught in class.
- Provide learners with an **appropriate TEXT**, on which the language questions can be based.
- **Instructions** must be **clearly stated**, as well as whether the answers require one-word or full sentences.

Question No.	Possible answers and marking guidelines	Mark Allocation
4.1	E✓lmo, ✓ where did you find that soccer ball? ✓ Award: • 1 mark for capitalising "Elmo" • 1 mark for inserting the comma correctly • 1 mark for adding the question mark	3
4.2	Elmo <u>scores</u>✓! • Verb: scores • 1 mark for correctly identifying "scores"	1
4.3	Elmo loves his✓ soccer ball. • 1 mark for replacing "Elmo's" with "his"	1
4.4	This is the best✓ soccer ball ever! • Adjective: best • 1 mark for correctly identifying "best"	1
4.5	B) Take a short nap✓ • 1 mark for selecting the correct option	1
4.6	Sentence type: Exclamation✓ Reason: It expresses strong excitement and ends with an exclamation mark✓. • 1 mark for identifying the sentence type • 1 mark for giving the correct reason)	2
4.7	Elmo wanted to play, <u>but</u> ✓ Mr. B. wanted to sleep. • 1 mark for inserting "but" as the correct conjunction	1

TOTAL QUESTION 4: 10 MARKS

GRAND TOTAL: 40 MARKS

MARKING GUIDELINES FOR LANGUAGE IN CONTEXT

- One-word-answers are correct despite incorrect spelling unless the error changes the meaning of the word.
- Incorrect spelling in sentences must be penalised if the error occurs within the sentence construction that is being tested.
- The use of correct punctuation with abbreviations is essential.
- Sentence structures must be grammatically correct and in full sentences, as per instructions.
- Both the letter and the corresponding answer are acceptable with multiple choice questions.

WORD STRUCTURES

- Spelling must be correct for the mark to be awarded.
- The standard variant applies
- If only one word is required as an answer, the learner does not receive any marks if the instruction is not followed. However, if the learner writes a sentence, but identifies the correct word by underlining or highlighting it, award the mark.

SENTENCE STRUCTURES

- Spelling does not count.
- Regional language or dialect cannot be taken into consideration.
- Should the instruction set out that the learner must begin the sentence in a specific manner, the WHOLE sentence must be written out in full.
- PLEASE NOTE: Regarding advertisements and cartoons, language and spelling errors do not count, unless they impact on the meaning of the sentence.

CONSISTENCY IN TERMS OF THE MARKING GUIDELINES WILL ENSURE FAIRNESS AND WILL ASSIST WITH THE POST-MODERATION OF MARKED SCRIPTS.