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Dear Teacher

The National State of Disaster due to the COVID-19 pandemic has resulted in the disruption of Education in South Africa and the loss of valuable teaching time and disruption of the school calendar.

As a result of this, the DBE has created and released revised Annual Teaching Plans (ATPs) to assist schools and teachers in ensuring the 2021 school year is completed. The 2021 ATPs are based on the revised ATPs that were developed in 2020. It is important to note that fundamental and core topics are retained in the 2021 ATPs. Some of the strategies that have been used in the process of developing the 2021 DBE ATPs are:

- reduction of content covered in certain topics
- merging of topics
- deleting topics
- revising the assessment guidelines
- reduction in teaching time for certain topics
- resequencing of topics/concepts.

At Pearson South Africa, we believe that education is the key to every individuals’ success. To ensure that despite the challenges, teachers and learners can meet all the necessary learning outcomes for the year, we have created the Navigation Guide, a free resource to support teachers and learners during this challenging time.

The Navigation Pack aims to summarise and highlight the changes in the 2021 DBE ATP and provide teachers and learners with worksheets that focus on impacted topics in the curriculum.

Due to resequencing of topics, the order of topics in the textbook that is currently used in the classroom may not be aligned to the new sequence of topics in the ATP. The Navigation Pack has a set of assessments based on the Section 4 changes and the revised assessment guidelines.
COVID-19 safety guidelines for teachers and learners

Gatherings at school

Where schools are open for learning, it is up to management to take decisive action to ensure sites are not simultaneously used for other functions such as shelters or treatment units in order to reduce the risk.

Implement social distancing practices that may include:

- a staggered timetable, where teachers and learners do not arrive/leave at the same time for the beginning and end of the school day
- cancelling any community meetings/events such as assemblies, cake sales, market day, tuckshop, after-care classes, matric dance, Eisteddfod and other events
- cancelling any extra-mural activities such as ballet classes, swimming lessons, sport games, music class and other events that create a crowd gathering
- teaching and modeling creating space and avoiding unnecessary touching.
- limiting movement and interaction between classes

Schools with an established feeding scheme plan are to ensure that hygiene and social distancing is always implemented. Teachers and staff members assisting with food distribution are to wear masks, sanitise prior to issuing food items and learners are to stand 1.5 m apart in the queue.

1. Restrooms/toilets

Handwashing

Washing hands with soap and water or using alcohol-based hand sanitisers is one of the most important ways to help everybody stay healthy at school. Critical to this is preparing and maintaining handwashing stations with soap and water at the toilet and in each classroom.

Teachers and learners should always wash their hands after:

- eating
- entering the classroom
- using the toilet
- blowing your nose or coughing
- touching tears, mucous, saliva, blood or sweat.
2. Premises and classroom setting

When schools open, classroom settings should be altered in order to promote hygiene, safety and social distancing.

Changed classroom settings may include:

- cleaning and disinfecting school buildings, classrooms and especially sanitation of facilities at least once a day, particularly surfaces that are touched by many people (railings, lunch tables, sports equipment, door and window handles, toys, teaching and learning tools etc.)
- ensuring the proper ventilation and fresh flow of air through classrooms
- providing learners with vital information about how to protect themselves by incorporating the importance of hygiene, handwashing and other measures of protecting themselves, into the lessons
- promoting best handwashing and hygiene practices and providing hygiene supplies.

- Prepare and maintain handwashing stations with soap and water and, if possible, place alcohol-based hand sanitisers in each classroom, at entrances and exits, and near lunchrooms and toilets.
- Ensure teachers and learners wear a mask at all times.

Social distancing

- Space the learners out in the classroom (or outdoors) – try to keep learners separated by a minimum of 1,5 m.
- Create space for learners’ desks to be at least 1,5 m apart.
- Learners are not to exceed 30 per class or 50% of original class size.
- Learners should not share cups, eating utensils or food.
- Do not let learners eat items that fall on the floor, or chew on pencils or other objects.
- Avoid close contact, like shaking hands, hugging or kissing.
3. Social behaviour

It is extremely vital during a pandemic that focus is not only directed towards optimal physical health and hygiene, but also to finding ways to facilitate mental health support.

- Treat everybody with respect and empathy – no teasing about COVID-19.
- Encourage kindness towards one another and avoid any stereotyping when talking about the virus.
- Stay home if you have a temperature or are ill.
- Do not touch people who are ill, but be empathetic.

Wear a mask at all times.

How to use this Navigation Pack

Revised DBE Teaching Plan: Comprehensive summary of the CAPS topics according to the revised ATPs

<table>
<thead>
<tr>
<th>REVISED DBE ANNUAL TEACHING PLAN</th>
<th>NAVIGATION PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Themes</td>
<td>Time</td>
</tr>
<tr>
<td>WAVES, SOUND AND LIGHT</td>
<td></td>
</tr>
<tr>
<td>Electromagnetic radiation</td>
<td>2 hrs</td>
</tr>
<tr>
<td>The nature of electromagnetic radiation</td>
<td></td>
</tr>
<tr>
<td>The electromagnetic spectrum</td>
<td>3 hrs</td>
</tr>
<tr>
<td>The electromagnetic radiation as particle – Photon</td>
<td>4 hrs</td>
</tr>
<tr>
<td>Consolidation and revision</td>
<td>16 hrs</td>
</tr>
<tr>
<td>HYDROSphere</td>
<td></td>
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<tr>
<td>ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>End of year exam</td>
<td></td>
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<tr>
<td>End of year exam</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL HOURS = 25

*10 This topic has been moved from term 1 to term 4. This topic is on pages 84–90 in the Platinum LB, and pages 46–48 in the Platinum teacher’s guide book.

*11 The whole topic has been removed.

Assessments for the term as per the revised ATPs and the Section 4 amendments

Footnotes that provide any additional information

Navigation Plan: Links to additional resources in the Pearson Navigation Pack

Link to an exemplar assessment in the Navigation Pack, which was created with Section 4 and curriculum changes in mind
Navigation Guide
<table>
<thead>
<tr>
<th>Theme/Topic</th>
<th>Topic/Unit</th>
<th>Unit/Content specific concepts</th>
<th>Time</th>
<th>Links to Platinum series and Pearson Navigation Guide</th>
<th>Page reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consolidation of Grade 9 work</td>
<td>Peer assessment of baseline test Discussion of baseline test</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>FRIENDSHIP (Weeks 1 and 2)</td>
<td>Listening and Speaking</td>
<td>1. Listening and Speaking: <em>Listen for information:</em> Introduce learners to the class using the information provided. OR View a documentary. Discuss the features of literary texts/newspaper or magazine articles.</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 2–3 Page 3</td>
</tr>
<tr>
<td></td>
<td>2. Reading and Viewing: <em>Intensive reading:</em> Informative text Simple summary of important facts Fact and opinion Extended reading project introduced</td>
<td>4 hours</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 3–7 Pages 4–6</td>
<td></td>
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<tr>
<td></td>
<td>3. Writing and Presenting: Write an informative paragraph. Focus on sentence construction and clarity. Write a friendly letter giving information. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting; text structure and language features</td>
<td>3 hours</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 12–14 Pages 8–9</td>
<td></td>
</tr>
</tbody>
</table>
## REVISED DBE ANNUAL TEACHING PLAN

<table>
<thead>
<tr>
<th>Theme/Topic</th>
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<th>Unit/Content specific concepts</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Language Structures and Conventions</strong></td>
<td>4. <strong>Language Structures and Conventions:</strong> Statements, sentence structure (Subject – verb – object) Use the simple present tense. Vocabulary: Technical terms related to reading text(s)</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 7–9 Page 6 Pages 11–12</td>
<td></td>
</tr>
<tr>
<td><strong>LOVE AND FRIENDSHIP (Weeks 3 and 4)</strong></td>
<td>1. <strong>Listening and Speaking:</strong> Listen for opinion. Give opinion in whole class (on literary text). Group discussion on visual texts such as cartoons.</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 18–19 Pages 116–118 Page 12 Pages 68–69</td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Viewing</strong></td>
<td>2. <strong>Reading and Viewing:</strong> <strong>Literary text 1:</strong> Introduction to issues Focus on one identifying feature. Discuss its effectiveness. <strong>Literary text 2:</strong> Intensive reading: Identify and discuss plot in a drama/novel/short story; imagery in a poem and how these relate to issues.</td>
<td>4 hours</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 24–26 Page 16</td>
<td></td>
</tr>
<tr>
<td><strong>Writing and Presenting</strong></td>
<td>3. <strong>Writing and Presenting:</strong> Write an imaginative paragraph/essay in response to the issues explored in the literary text, e.g. a poem, diary or letter. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting; text structure and language features</td>
<td>3 hours</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 28–30 Pages 18–19</td>
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<tr>
<td>Theme/Topic</td>
<td>Topic/Unit</td>
<td>Unit/Content specific concepts</td>
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<tr>
<td>Language Structures and Conventions</td>
<td>4. Language Structures and Conventions: Expressing emotions: adverbs and adjectives (revision) Remedial grammar from learners’ writing Vocabulary: Forming adverbs (e.g. quick – he ran quickly) and adjectives (e.g. amaze – the boy was amazed) Comparison of adjectives</td>
<td>1 hour</td>
<td></td>
<td>• Platinum LB</td>
<td>Page 23 Pages 26–28 Pages 15–16 Pages 17–18</td>
</tr>
<tr>
<td>PERSUASION (Weeks 5 and 6)</td>
<td>Listening and Speaking</td>
<td>1. Listening and Speaking: Giving opinions. In groups each learner gives an opinion of a photograph or picture that includes an unusual detail, e.g. a fashion photograph with a tattoo.</td>
<td>1 hour</td>
<td>• Platinum LB</td>
<td>Page 34 Page 21</td>
</tr>
<tr>
<td></td>
<td>Reading and Viewing</td>
<td>2. Reading and Viewing: Intensive reading: Text giving opinion/ attitude, e.g. from magazine or newspaper article. Identify and explain writer’s attitude. Explain and justify own attitude/opinion. This text can be related to the theme of the photograph used for listening or not.</td>
<td>4 hours</td>
<td>• Platinum LB</td>
<td>Pages 35–38 Pages 21–23</td>
</tr>
<tr>
<td></td>
<td>Writing and Presenting</td>
<td>3. Writing and Presenting: Fill in a form for a competition. Write a letter. OR Write a dialogue. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features</td>
<td>3 hours</td>
<td>• Platinum LB</td>
<td>Pages 41–44 Pages 24–26</td>
</tr>
<tr>
<td>Theme/Topic</td>
<td>Topic/Unit</td>
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<tr>
<td>Language Structures and Conventions</td>
<td>4. Language Structures and Conventions:</td>
<td>Emotive language, generalising, stereotyping Reported speech Punctuation conventions of reported speech and dialogue Vocabulary: related to reading text</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 39–43 Pages 23–25</td>
</tr>
<tr>
<td>FAMILY (Weeks 7 and 8)</td>
<td>Listening and Speaking</td>
<td>1. Listening and Speaking: Reading comprehension of a character-driven conversation, dialogue or drama for listening comprehension. Listen to song/words of song. Discuss. Storytelling: Extended reading project</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 48–49 Page 28</td>
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# English First Additional Language Grade 10

## Term 1

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<thead>
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<th>Topic/Unit</th>
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<tbody>
<tr>
<td>2. Reading and Viewing</td>
<td>Revision</td>
<td>4 hours</td>
<td>Platinum LB, Platinum TG</td>
<td>Platinum LB, Platinum TG</td>
<td>Pages 62, Page 35, Pages 75–76, Page 41</td>
</tr>
<tr>
<td>3. Writing and Presenting</td>
<td>Write a review of a song or music video. Create a poster/brochure/flyer for a musical event.</td>
<td>3 hours</td>
<td>Platinum LB, Platinum TG</td>
<td>Platinum LB, Platinum TG</td>
<td>Pages 71–74, Page 41</td>
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### Music (Weeks 9 and 10)

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<tbody>
<tr>
<td>Listening and Speaking</td>
<td>Revision</td>
<td>Platinum LB, Platinum TG</td>
<td>Platinum LB, Platinum TG</td>
<td>Pages 62, Page 35</td>
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<tr>
<td>Reading and Viewing</td>
<td>Revision</td>
<td>Platinum LB, Platinum TG</td>
<td>Platinum LB, Platinum TG</td>
<td>Pages 75–76, Page 41</td>
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<tr>
<td>ASSESSMENTS</td>
<td>Formal Assessment</td>
<td><strong>Task 1</strong>: Oral: Listening for comprehension (10)</td>
<td>1 hour</td>
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<td></td>
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<td><strong>Task 2</strong>: Essay (Narrative/ Descriptive/ Discursive of 150–200 words) (50)</td>
<td>3 hours</td>
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<td></td>
<td><strong>Task 3</strong>: Controlled Test 1: Comprehension (20); Summary (10); Language in context (10) (Total: 40)</td>
<td>2 hours</td>
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</tbody>
</table>

**TOTAL HOURS = 52**
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<thead>
<tr>
<th>Themes/Topic</th>
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<th>NAVIGATION PLAN</th>
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<td>CHOOSING A CAREER (Weeks 1 and 2)</td>
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<td><strong>Time</strong></td>
<td><strong>Links to Platinum series and Pearson Navigation Guide</strong></td>
<td><strong>Page reference</strong></td>
</tr>
<tr>
<td>Listening and Speaking</td>
<td>1 hour</td>
<td>Platinum LB</td>
<td>Pages 62–63</td>
</tr>
<tr>
<td>1. Listening and Speaking: Listen to a song, words of a song. Discuss directions: How to get to a specific location.</td>
<td></td>
<td>Platinum TG</td>
<td>Pages 35–36</td>
</tr>
<tr>
<td>Reading and Viewing</td>
<td>4 hours</td>
<td>Platinum LB</td>
<td>Pages 85–87</td>
</tr>
<tr>
<td>3. Writing and Presenting: Visual text related to music, e.g. a graph, diagram, photograph. Write directions to a place of public interest. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features.</td>
<td></td>
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<td>Page 50</td>
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<tr>
<td>Language Structures and Conventions</td>
<td>3 hours</td>
<td>Platinum LB</td>
<td>Pages 164–165</td>
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<tr>
<td>4. Language Structures and Conventions: Prepositions (revision) Comparison of adjectives Vocabulary relating to reading texts Words indicating direction, distance, proportion etc.</td>
<td></td>
<td>Platinum TG</td>
<td>Page 99</td>
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<tr>
<td></td>
<td>1 hour</td>
<td>Platinum LB</td>
<td>Pages 26–28</td>
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<td></td>
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<td>Platinum TG</td>
<td>Pages 83–85</td>
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<td>Pages 17–18</td>
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<td>Pages 48–49</td>
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<tr>
<td>Themes/Topic</td>
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</tbody>
</table>
| STORIES FROM THE ANCESTORS (Weeks 3 and 4) | Listening and Speaking | 1. Listening and Speaking: Prepared speech (SBA Task 4) Provide notes on prepared speech. | 1 hour | • Platinum LB  
• Platinum TG  
• Navigation Guide: Targeted Worksheet                                                                                     | Pages 92–93  
Pages 54–55  
Page 48 |
|                          | Reading and Viewing               | 2. Reading and Viewing: Intensive reading: Informative text, e.g. newspaper on a community issue, such as water shortages, rubbish removal. Encourage reading and viewing of newscasts, newspapers. Introduce the Literature Assignment (SBA Task 5). Intensive reading: Explore themes and characters further. Compare and contrast. | 4 hours | • Platinum LB  
• Platinum TG  
• Navigation Guide: Targeted Worksheet                                                                                     | Pages 99–101  
Pages 58–59  
Page 51 |
|                          | Writing and Presenting            | 3. Writing and Presenting: Paragraphs on setwork, folktale or myth e.g. describe a character and justify, describe the setting and its effect, identify theme and effect. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features | 3 hours | • Platinum LB  
• Platinum TG                                                                                                               | Pages 103–104  
Pages 60–61 |
|                          | Language Structures and Conventions | 4. Language Structures and Conventions: Conjunctions: Logical connectors that signal cause (e.g. because, so, therefore) and time (e.g. then, next, after).  
Prepositions: Paragraph structure – topic sentence and supporting details. Past tense, numbered, formal, concise language | 1 hour | • Platinum LB  
• Platinum TG                                                                                                               | Pages 83–84  
Pages 87–88  
Pages 160–161  
Pages 206–207  
Pages 48–49  
Page 51  
Page 96  
Page 128 |
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<tbody>
<tr>
<td>JOKES AND HUMOUR (Weeks 5 and 6)</td>
<td>Listening and Speaking</td>
<td>1. <strong>Listening and Speaking:</strong> Tell, listen and respond to jokes. Read written account to class/group.</td>
<td>1 hour</td>
<td>• Platinum LB</td>
<td>Pages 108–110</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Extension:</strong> View advertisement that uses humour as a device.</td>
<td></td>
<td>• Platinum TG</td>
<td>Pages 64–65</td>
</tr>
<tr>
<td>Reading and Viewing</td>
<td></td>
<td>2. <strong>Reading and Viewing:</strong> Read for critical awareness. Text that gives viewpoint/attitude/assumption e.g. political cartoon, advert, emotive reporting. Multimodal advert, from magazine/newspaper/TV</td>
<td>4 hours</td>
<td>• Platinum LB</td>
<td>Pages 110–116</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Intensive reading:</strong> Humorous text Examine devices used in humour Intensive reading.</td>
<td></td>
<td>• Platinum TG</td>
<td>Pages 125–129</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Literary text 7:</strong> Revision/summary/concluding lesson/enrichment text</td>
<td></td>
<td></td>
<td>Pages 65–68</td>
</tr>
<tr>
<td>Writing and Presenting</td>
<td></td>
<td>3. <strong>Writing and Presenting:</strong> Diary entry: Describe an amusing incident. Register, style and voice</td>
<td>3 hours</td>
<td>• Platinum LB</td>
<td>Pages 41–42</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Focus on:</strong> Process writing: Planning, drafting, revising, editing, proofreading and presenting</td>
<td></td>
<td>• Platinum TG</td>
<td>Pages 131–132</td>
</tr>
<tr>
<td></td>
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<td><strong>Transactional Text:</strong> Dialogue Create an advertisement. Include persuasive techniques, e.g. expert recommendation, implication, generalisation etc. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting</td>
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<td>Page 24</td>
</tr>
<tr>
<td>Themes/Topic</td>
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<tr>
<td>Language Structures and Conventions</td>
<td>4. Language Structures and Conventions:</td>
<td>Figurative language and rhetorical devices e.g. simile, alliteration Remedial grammar from learners’ writing Meta-language of meeting procedures, e.g. agenda, chair, minutes, matters arising Concord in context: Examples from listening practice or literary texts Vocabulary related to reading texts Meta-language of advertising</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 24–25 Pages 85–87 Pages 191–192 Pages 198–200 Page 98 Pages 125–128 Page 16 Page 50 Page 120 Page 124 Pages 57–58 Pages 75–76</td>
</tr>
<tr>
<td>CELL PHONES Weeks 7 and 8</td>
<td>Listening and Speaking</td>
<td>1. Listening and Speaking: Class discussion: Literature setwork</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 125–129 Pages 75–76</td>
</tr>
<tr>
<td>Reading and Viewing</td>
<td>2. Reading and Viewing: Read for critical awareness. Visual text that illustrates viewpoint/ attitude/ assumption</td>
<td>4 hours</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 125–129 Pages 75–76</td>
<td></td>
</tr>
<tr>
<td>Writing and Presenting</td>
<td>3. Writing and Presenting: Create an advertisement include persuasive techniques, e.g. expert recommendation, implication, generalisation etc. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting Agenda of a community meeting in response to the reading text Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting</td>
<td>3 hours</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 131–132 Pages 198–200 Page 208 Page 78 Page 124 Pages 129–130</td>
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</tr>
<tr>
<td>Themes/Topic</td>
<td>Topic/Unit</td>
<td>Unit/Content specific concepts</td>
<td>Time</td>
<td>Links to Platinum series and Pearson Navigation Guide</td>
<td>Page reference</td>
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<tr>
<td>Languages Structures and Conventions</td>
<td>4. Language Structures and Conventions: Figurative language and rhetorical devices used to catch attention and persuade e.g. simile, alliteration, repetition Reason, cause and effect, logical connectors and conjunctions Meta-language of advertising Vocabulary related to reading text(s)</td>
<td>1 hour</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 24–25 Pages 85–87 Pages 191–192 Pages 83–84 Pages 125–128 Page 16 Page 50 Page 120 Pages 48–49 Pages 75–76</td>
<td></td>
</tr>
<tr>
<td>LISTENING AND ASSESSMENT Weeks 9, 10 and 11</td>
<td>1. Listening and Speaking: Class discussion: Literature setwork Revision</td>
<td>1 hour</td>
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<tr>
<td>READING AND VIEWING</td>
<td>2. Reading and Viewing: Read for critical awareness. Visual text that illustrates viewpoint/ attitude/ assumption Revision</td>
<td>4 hours</td>
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<tr>
<td>WRITING AND PRESENTING</td>
<td>3. Writing and Presenting: Write the minutes of the meeting. Focus on: Process writing; Planning, drafting, revising, editing, proofreading and presenting Revision</td>
<td>3 hours</td>
<td>• Platinum LB • Platinum TG</td>
<td>Pages 208–210 Pages 129–130</td>
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<tr>
<td>Theme/Topic</td>
<td>Unit/Content specific concepts</td>
<td>Time</td>
<td>Links to Platinum series and Pearson Navigation Guide</td>
<td>NAVIGATION PLAN</td>
<td>ASSSESSMENTS</td>
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<tr>
<td>4. Language Structures and Conventions.</td>
<td>Figurative language and rhetorical devices used to catch attention and persuade, e.g., simile, alliteration, repetition, reason, cause and effect logical connectors and conjunctions.</td>
<td>2 hours</td>
<td>- Platinum LB</td>
<td>- Platinum TG</td>
<td>Formal Assessment</td>
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<td>Task 4: Oral Prepared Speech (20)</td>
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<td>Task 5: Literature Assignment: Short transactional text (80-100 words based on the literature text) (20) and Contextual questions (15) (Total: 35)</td>
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<td>Task 6: Controlled Test: literature (1½ hours) (35)</td>
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*Total Hours = 52*
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<th>Theme/Topic</th>
<th>Topic/Unit</th>
<th>Unit/Content specific concepts</th>
<th>Time</th>
<th>Links to Platinum series and Pearson Navigation Guide</th>
<th>Page reference</th>
</tr>
</thead>
</table>
| WOMEN ON THE MARCH (Weeks 1 and 2) | Listening and Speaking | 1. **Listening and Speaking:**  
Listen to radio drama/ recorded speech/ role play/ play reading  
Preparation for unprepared speech (SBA Task 7)  
Listen for viewpoints; list them. | 1 hour |  
• Platinum LB  
• Platinum TG  
• Navigation Guide: Targeted Worksheet | Page 92  
Page 140  
Pages 54–55  
Page 84  
Page 57 |
| Reading and Viewing | 2. **Reading and Viewing:**  
Read for summary: Assess the purpose of including or excluding information. Discursive text that balances argument/ discussion for and against  
**Literary text 8:**  
Introduction to issues: Focus on one identifying feature. Discuss its effectiveness.  
**Literary text 9:**  
Identify and discuss plot in drama/ novel/ short story; imagery in a poem and how these relate to issues | 4 hours |  
• Platinum LB  
• Platinum TG | Page 161  
Page 191  
Page 97  
Page 120 |
| Writing and Presenting | 3. **Writing and Presenting:**  
Write an argument: Paragraph/s with supporting detail/ evidence of viewpoint Creative descriptive writing  
Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting | 3 hours |  
• Platinum LB  
• Platinum TG | Page 147  
Pages 28–30  
Pages 88–89  
Pages 18–19 |
<table>
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<th>Theme/Topic</th>
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<th>Unit/Content specific concepts</th>
<th>Time</th>
<th>Links to Platinum series and Pearson Navigation Guide</th>
<th>Page reference</th>
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</thead>
</table>
| Language Structures and Conventions | 4. Language Structures and Conventions: | Paragraph structure, Verb tenses, Vocabulary related to reading text, Meta-language of debate procedure (rebut, motion, proposal) | 1 hour | • Platinum LB  
  • Platinum TG | Pages 160–161  
  Page 67  
  Page 155  
  Page 96  
  Page 38  
  Pages 93–94 |
| A SPORTING NATION (Weeks 3 and 4) | Listening and Speaking | 1. Listening and Speaking: Preparation for unprepared speech (SBA Task 7)  
Listen for viewpoints; list them.  
Giving opinions in groups – each learner gives an opinion on a photograph or picture that includes an unusual detail, e.g. a fashion photograph with a tattoo. | 1 hour | • Navigation Guide: Targeted Worksheet | Page 57 |
| Reading and Viewing | 2. Reading and Viewing: Read for critical awareness. Text that gives viewpoint/attitude/assumptions from literary or media source. Visual text that illustrates viewpoint, e.g. photograph, film, cartoon, illustration, advertisement etc.  
Literary text 10: Intensive reading: Discussion of issues  
Focus on one identifying literary feature. Discuss its effectiveness. | 4 hours | • Platinum LB  
  • Platinum TG | Pages 161–162  
  Page 97 |
<table>
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<tr>
<th>Theme/Topic</th>
<th>Topic/Unit</th>
<th>Unit/Content specific concepts</th>
<th>Time</th>
<th>Links to Platinum series and Pearson Navigation Guide</th>
<th>Page reference</th>
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<tr>
<td>Writing and Presenting</td>
<td>3. Writing and Presenting:</td>
<td>Create an advertisement: Include visual elements. Simple persuasion techniques Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features</td>
<td>3 hours</td>
<td>• Platinum LB</td>
<td>Pages 131–132</td>
</tr>
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<td>Write an argument: List of points for/against a proposal/ motion Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features</td>
<td></td>
<td>• Platinum TG</td>
<td>Pages 163–164</td>
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<td>Page 78</td>
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<td>Pages 98–99</td>
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<tr>
<td>Language Structures and</td>
<td>4. Language Structures and</td>
<td>Conditional sentences integrated with writing Remedial grammar from learners' writing Vocabulary: Meta-language related to cartoons etc. e.g. frame, speech bubble Vocabulary related to reading text(s) Figurative language and rhetorical devices used to catch attention and persuade, e.g. simile, alliteration, repetition Vocabulary: Meta-language above; meta-language of advertising, e.g. copy, AIDA formula, layout Vocabulary related to reading text(s)</td>
<td>1 hour</td>
<td>• Platinum LB</td>
<td>Pages 114–115</td>
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<td>Conventions</td>
<td>Conventions</td>
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<td>• Platinum TG</td>
<td>Pages 116–118</td>
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<td>Pages 125–129</td>
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<td>Pages 68–70</td>
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</table>
| ELECTRONIC COMMUNICATION (Weeks 5 and 6) | Listening and Speaking | **1. Listening and Speaking:** Giving opinions in groups – each learner gives an opinion on some aspects of the longer transactional writing text. (Preparing for SBA Task 8) | 1 hour | • Platinum LB  
• Platinum TG  
• Navigation Guide: Targeted Worksheet | Pages 148–150  
Page 89  
Page 60 |
| | Reading and Viewing | **2. Reading and Viewing:** Intensive reading on a specific topic Compare register, style and voice with similar forms, e.g. letters  
**Literary text 11:** Intensive reading: Explore themes further. Compare or contrast characters.  
**Read for summary:** Simple argument for or against an issue Assess the purpose of including or excluding information.  
**Literary text 12:** Intensive reading: Identify and discuss plot, character, etc. in drama/ novel/ short story; and how these relate to issues. Imagery in a poem and how these relate to issues. | 4 hours | • Platinum LB  
• Platinum TG | Page 248  
Pages 141–144  
Page 152  
Pages 85–87 |
## Term 3

### Writing and Presenting

**3. Writing and Presenting:** Write a descriptive paragraph/s with supporting detail/evidence of viewpoint.

**Business letter:** Complaint with reasons to support the complaint

**Focus on:** Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features

- **Time:** 3 hours
- **Page reference:** Platinum LB Pages 28–30, Platinum TG Pages 18–19

### Language Structures and Conventions


- **Time:** 1 hour
- **Page reference:** Platinum LB Pages 83–84, Platinum TG Pages 87–88, Platinum LB Pages 160–161, Platinum TG Pages 67–71
<table>
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<th>Theme/Topic</th>
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<th>Unit/Content specific concepts</th>
<th>Time</th>
<th>Links to Platinum series and Pearson Navigation Guide</th>
<th>Page reference</th>
</tr>
</thead>
</table>
| HUMAN RIGHTS (Weeks 7 and 8) | Listening and Speaking | 1. **Listening and Speaking:** Giving opinions in groups – each learner gives an opinion on some aspects the longer transactional writing text. (preparing for SBA Task 8) Giving opinions in groups – each learner gives an opinion on the longer transactional writing text, e.g. relevance, currency (reflection on SBA Task 8) | 1 hour | • Platinum LB  
• Platinum TG  
• Navigation Guide: Targeted Worksheet | Pages 148–150  
Page 89  
Page 60 |
| Reading and Viewing | 2. **Reading and Viewing:** Read for summary: Simple argument for or against an issue Assess the purpose of including or excluding information. **Literary text 13:** Intensive reading: Identify and discuss plot, character, etc. in drama/ novel/ short story; and how these relate to issues. Rhetorical devices in a poem Intensive reading on a specific topic (comprehension) Evaluate the message of a comprehension text. Inference; evaluation; appreciation | 4 hours | • Platinum LB  
• Platinum TG | Pages 141–144  
Pages 85–86 |
<table>
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<tr>
<th>Theme/Topic</th>
<th>Topic/Unit</th>
<th>Unit/Content specific concepts</th>
<th>Time</th>
<th>Links to Platinum series and Pearson Navigation Guide</th>
<th>Page reference</th>
</tr>
</thead>
</table>
| Writing and Presenting | 3. Writing and Presenting: Write a friendly letter. Focus on register, style and voice. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features | Write an invitation (formal or informal). Focus on register, style and voice. Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features | 3 hours | • Platinum LB  
• Platinum TG | Pages 13–14  
Page 181  
Page 9  
Page 111 |
| Language Structures and Conventions | 4. Language Structures and Conventions: Verb tenses  
Vocabulary related to reading text  
Meta-language of expressing opinion  
Abbreviations, texting symbols, e.g. layout, font, script, decorative elements as visual communication, e.g. in formal invitation | | 1 hour | • Platinum LB  
• Platinum TG | Page 11  
Page 67  
Page 71  
Page 130  
Page 146  
Page 189  
Page 173  
Page 7  
Page 38  
Page 40  
Page 77  
Page 88  
Page 118  
Page 105 |
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<tr>
<td><strong>REVISED DBE ANNUAL TEACHING PLAN</strong></td>
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<td><strong>NAVIGATION PLAN</strong></td>
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<tr>
<td><strong>Listening and Speaking:</strong></td>
<td>1 hour</td>
<td>Platinum LB, Platinum TG</td>
<td>Page xx, Page xx</td>
</tr>
<tr>
<td><strong>Reading and Viewing:</strong></td>
<td>4 hours</td>
<td>Platinum LB, Platinum TG</td>
<td>Pages 200-203, Pages 211-212, Pages 124-131</td>
</tr>
<tr>
<td><strong>Writing and Presenting:</strong></td>
<td>3 hours</td>
<td>Platinum LB, Platinum TG</td>
<td>Pages 253-254, Page 161</td>
</tr>
<tr>
<td><strong>Language Structures and Conventions:</strong></td>
<td>1 hour</td>
<td>Platinum LB, Platinum TG</td>
<td>Pages 260-263, Pages 159-161</td>
</tr>
<tr>
<td><strong>ASSESSMENTS</strong></td>
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<tr>
<td><strong>Task 7:</strong> Unprepared speech (20)</td>
<td>2 hour</td>
<td>Navigation Guide: Targeted Worksheet</td>
<td>Page 57</td>
</tr>
<tr>
<td><strong>Task 8:</strong> Writing (longer transactional text – 120-150 words) (30)</td>
<td>2 hours</td>
<td>Navigation Guide: Targeted Worksheet</td>
<td>Page 60</td>
</tr>
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</table>

**TOTAL HOURS = 49**

- Time references:
  - Platinum LB: Pages 200-203
  - Platinum TG: Pages 211-212, Pages 124-131
  - Navigation Guide: Targeted Worksheet: Pages 57, Page 60

**Term 3**

**English First Additional Language Grade 10**
<table>
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<th>Theme/Topic</th>
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<th>Links to Platinum series and Pearson Navigation Guide</th>
<th>Page reference</th>
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<tr>
<td>BULLYING</td>
<td>Listening and Speaking</td>
<td>1. Listening and Speaking: Critical listening of recorded or read text for bias and prejudice</td>
<td>1 hour</td>
<td>• Platinum LB</td>
<td>Page 214</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Listening: note-taking practice. Listening for main points, examples, anecdotes etc.</td>
<td></td>
<td>• Platinum TG</td>
<td>Page 134</td>
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<tr>
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<td>Reading and Viewing</td>
<td>2. Reading and Viewing: Reading for Critical Language Awareness e.g. biased reporting</td>
<td>4 hours</td>
<td>• Platinum LB</td>
<td>Page 215</td>
</tr>
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<td>Literary text 15: Intensive reading; Identify and discuss plot, character, etc. in drama, novel, short story; and how these relate to issues.</td>
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<td>Rhetorical devices in a poem – imagery in a poem and how these relate to issues</td>
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<td>Writing and Presenting</td>
<td>3. Writing and Presenting: Write a letter to the press. Focus on:</td>
<td>3 hours</td>
<td>• Platinum LB</td>
<td>Page 230</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features</td>
<td></td>
<td>• Platinum TG</td>
<td>Pages 234–235</td>
</tr>
<tr>
<td></td>
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<td>Write notes into full sentences. Summary writing; Revision, e.g. full sentences, using synonyms and own words</td>
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<td>Pages 238–240</td>
</tr>
<tr>
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<td>Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features</td>
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<td>Page 143</td>
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<td>Pages 144–145</td>
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<td>Time</td>
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<td>Page reference</td>
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<td>PRECIOUS WATER (Weeks 3 and 4)</td>
<td>Listening and Speaking</td>
<td>1. Listening and Speaking: Revision: Informal class and group discussion during examination preparation</td>
<td>1 hour</td>
<td>• Platinum LB</td>
<td>Page 248</td>
</tr>
<tr>
<td>Reading and Viewing</td>
<td></td>
<td>2. Reading and Viewing: Intensive reading on a specific topic: Comprehension test, Compare register, style and voice, Evaluate the message of a comprehension text, Inference; evaluation and appreciation, Literary text 16: Intensive reading: Identify and discuss plot, character, etc. in drama/ novel/ short story; and how these relate to issues, Rhetorical devices in a poem – imagery in a poem and how these relate to issues.</td>
<td>4 hours</td>
<td>• Platinum LB, Platinum TG</td>
<td>Page 252</td>
</tr>
<tr>
<td>Theme/Topic</td>
<td>Topic/Unit</td>
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<td>Writing and Presenting</td>
<td>3. Writing and Presenting:</td>
<td>Write notes into full sentences. Summary writing: Revision, e.g. full sentences, using synonyms and own words Focus on: Process writing: Planning, drafting, revising, editing, proofreading and presenting, text structure and language features Letter of appreciation/thanks/expressing enjoyment Revision of any forms for end-of-year examination Text structure and language features</td>
<td>3 hours</td>
<td>- Platinum LB</td>
<td>Pages 234–235</td>
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<td>- Platinum TG</td>
<td>Pages 250–252</td>
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<td>Pages 144–145</td>
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<td>Page 154</td>
</tr>
<tr>
<td>Language Structures and</td>
<td>4. Language Structures and Conventions:</td>
<td>Vocabulary related to reading text Polite forms and stock phrases of thanks Culturally appropriate forms of address Register</td>
<td>1 hour</td>
<td>- Platinum LB</td>
<td>Page 248</td>
</tr>
<tr>
<td>Conventions</td>
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<td>- Platinum TG</td>
<td>Page 250</td>
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<td>Pages 152–153</td>
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<td>BElonging</td>
<td>1. Listening and Speaking:</td>
<td>Revision Examinations</td>
<td>1 hour</td>
<td>- Platinum LB</td>
<td>Page 244</td>
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<td>(Weeks 5 and 6)</td>
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<td>- Platinum TG</td>
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<td>2. Reading and Viewing:</td>
<td>Revision Examinations</td>
<td>4 hours</td>
<td>- Platinum LB</td>
<td>Pages 245–250</td>
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<td>- Platinum TG</td>
<td>Pages 151–153</td>
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<td>3. Writing and Presenting:</td>
<td>Revision Examinations</td>
<td>3 hours</td>
<td>- Platinum LB</td>
<td>Pages 250–252</td>
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<tr>
<td><strong>Language Structures and Conventions</strong></td>
<td>4. <strong>Language Structures and Conventions:</strong> Revision Examinations</td>
<td>1 hour</td>
<td>Pages 248-250 Pages 152-154</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Listening and Speaking</strong></td>
<td>1. <strong>Listening and Speaking:</strong> Revision Examinations</td>
<td>1 hour</td>
<td>Pages 256-260 Pages 156-160</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reading and Viewing</strong></td>
<td>2. <strong>Reading and Viewing:</strong> Revision Examinations</td>
<td>4 hours</td>
<td>Pages 256-260 Pages 156-160</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Writing and Presenting</strong></td>
<td>3. <strong>Writing and Presenting:</strong> Revision Examinations</td>
<td>3 hours</td>
<td>Pages 260-261 Pages 159-161</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Structures and Conventions</strong></td>
<td>4. <strong>Language Structures and Conventions:</strong> Revision Examinations</td>
<td>1 hour</td>
<td>Pages 260-261 Pages 159-161</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ASSESSMENTS**

**Task 9:** Final examinations

**Total Hours = 36**
Targeted Worksheets
# Targeted Worksheets

<table>
<thead>
<tr>
<th>Targeted Worksheet</th>
<th>Topic in CAPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Listening and Speaking: Words indicating direction and distance (Term 2 Weeks 5–6)</td>
</tr>
<tr>
<td>2</td>
<td>Reading and Viewing: Creating a character (Term 3 Weeks 7–8)</td>
</tr>
<tr>
<td>3</td>
<td>Rhetorical devices in a poem (Term 4 Weeks 1–2)</td>
</tr>
</tbody>
</table>
Targeted Worksheet 1

Topic 1: Listening and Speaking: Words indicating direction and distance (Term 2 Weeks 5–6)

Content summary

Giving and asking for directions is part of our daily lives, and learners need to be able to do this fluently and confidently. In the exams, learners may be asked to write directions to a certain place in Section C: Shorter texts of Paper 3 (Writing).

This worksheet will help learners to revise prepositions indicating place and direction (to, on, into, over, from, down, etc.) as well as the expressions commonly used when giving and asking for directions (Can you please tell me how ...; Would you be so kind as to ...; On your right you will see ...; Continue along Canna Street ...)

To introduce this topic, ask why it is important to give good directions and discuss the consequences of giving incomplete or wrong directions. Also point out that it is important to ask questions when you are not sure that you understand directions you’ve received.

Read and discuss the information on direction and distance vocabulary.

Tell learners to work in pairs. First, they must draw a simple map to provide directions from their home or their favourite landmark to your school. They should study both of the maps, with a view to asking and giving directions. Do some revision of direction words, for example, by asking a learner to come forward and follow directions given by a classmate. Tell learners to ask for and give directions using the maps that they drew. They can also choose different routes to discuss.

Support

Pair learners with mixed abilities so that they can help each other with the activity. Guide learners through the activity for the first two directions then observe them while they independently complete giving directions. If possible, learners complete the activity independently.

Extension

Learners can write a short text of 80–100 words in which they give directions to someone, for example from the school to their homes.
Topic 1: Listening and Speaking: Words indicating direction and distance (Term 2 Weeks 5–6)

Instructions

Read the following instructions carefully before answering the questions.

1. Answer ALL the questions.
2. Write in full sentences unless asked to do otherwise.
3. Use correct spelling, punctuation and grammar.
4. Write neatly and legibly.

Question

Work with a partner. Draw a simple map to provide directions from your home or your favourite landmark to your school. Take turns asking for and giving directions using your maps.

1. Check that you can work out the names of the roads and landmarks on the map.
2. Use the Direction Vocabulary Words, body language and gestures to help communicate directions. For example, use your hands to show go straight or turn left.
3. Choose one of the routes and give your partner directions:
   a) from school to your favourite landmark
   b) from a local landmark to school
   c) from a taxi rank or bus stop to school.

Total: [20]
Targeted Worksheet 1 answers

Time: 20 minutes

Topic 1: Listening and Speaking: Words indicating direction and distance (Term 2 Weeks 5–6)

Accept any sensible set of directions that follow the criteria below:

- Short phrases are used.
- Key information is provided.
- Street names and places are pronounced accurately.
- Speech is audible.
- The learner referred to landmarks.
- Approximate distances are mentioned.

Assessment:

Use the rubric below to assess the task.

**Peer assessment rubric**

<table>
<thead>
<tr>
<th>Assessment of work/content</th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>My partner used short phrases.</td>
<td>7–10</td>
<td>4–6</td>
<td>0–4</td>
</tr>
<tr>
<td>My partner provided key information (street names, landmarks, distances).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My partner pronounced street names correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My partner made a lot of suggestions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My partner's speech was audible.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Collaboration**

<table>
<thead>
<tr>
<th></th>
<th>Excellent</th>
<th>Good</th>
<th>Poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>My partner contributed well to the task/project.</td>
<td>7–10</td>
<td>4–6</td>
<td>0–4</td>
</tr>
<tr>
<td>My partner was open to suggestions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We worked well together.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to complete my tasks effectively as a result of working with my partner.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We were an effective team.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total: [20]
Topic 2: Reading and Viewing, Creating a character (Term 3 Weeks 7–8)

Content summary

- Read the information on how to develop a character.
- As you read each point, ask learners for examples from a TV series or book to validate the point.
- Talk about the answers to the questions in the Before reading section.
- Help the class to recognise the character development in the texts, using a mind map.
- Read the text aloud to the class. Learners independently underline the words or phrases that refer to the main character.
- Draw the mind map on the board. Ask learners to identify and add any examples from the text.
- The learners should complete the After reading questions as an individual activity in their exercise books.
Instructions

Read the following instructions carefully before answering the questions.

1. Only answer ONE of the two questions in this worksheet.
2. Write in full sentences unless asked to do otherwise.
3. Use correct spelling, punctuation and grammar.
4. Write neatly and legibly.

How to develop a character

You are going to read a summary on character development.

Before reading

When you write a descriptive paragraph or a narration or any text that includes a character, there are steps you should follow to create a character that stands out.

Scan the text.

While reading

Read the text aloud in a group of three. Think about your favourite characters from a TV series, movie or book.

**Step 1:** Determine the character's motivations and goals. This is pivotal to the story development and action. Think of the main goal of a disadvantaged child or a national hero. Great characters are driven by motivation and a goal they need to reach.

**Step 2:** Choose a narrator. Who will be telling the story? First person point-of-view allows a character, usually the main character, to narrate the story using the pronouns I and me. Third person point-of-view is a voice that is outside of the action. The perspective of the narrator will determine how a character's information is revealed throughout the story.

**Step 3:** Use adjectives. Describe your character's physical appearance: hair colour, eyes, stature. What are their mannerisms? What is their body language like? Describe them to help readers envision a more realistic image of your character.

**Step 4:** Provide history. A character's history will help you understand the reason behind their motives and will be the source of their decisions in the story. For example, a business tycoon who works tirelessly to help the poor will be better understood knowing that he was previously a beggar.
**Step 5: Create conflict.** Usually, the main character is an opposing force against another character. There are different kinds of conflicts that will impact your character’s decisions. For example, inner conflict where the character battles their weaknesses. Or external conflict is where a bad guy goes up against a good character. The theme is often good versus evil. Conflict creates tension and is used to move a story forward by forcing characters to make decisions.

**Question 1: Mind map**

1.1 Draw a mind map with five key points for character development. (6)

1.2 Read an extract from a short story in the Platinum English Grade 10 Learner’s Book and add examples from the short story to the mind map. (14)

1.3 Discuss your answers in class.

**Total: [20]**

**OR**

**Question 2: Character development**

Read the extract from Chris van Wyk’s autobiography on page 201 of the Learner’s Book. Then copy and complete the table below.

<table>
<thead>
<tr>
<th>Character development</th>
<th>Chris van Wyk (narrator)</th>
<th>Grace</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Motivation and goals</strong></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td><strong>Description</strong></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>5.</td>
<td>5.</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td><strong>Conflict</strong></td>
<td>1. Inner conflict:</td>
<td>1. Inner conflict:</td>
</tr>
<tr>
<td></td>
<td>2. Outer conflict:</td>
<td>2. Outer conflict:</td>
</tr>
</tbody>
</table>

**Total: [20]**
Targeted Worksheet 2 answers
Time: 30 minutes

Topic 2: Reading and Viewing, Creating a character
(Term 3 Weeks 7–8)

Question 1: Mind map

Create conflict: ✓
  • Inner conflict against his beliefs ✓
  • External conflict ✓ with the community

Determine the character’s motivations and goals ✓
  • To disprove Santa Clause ✓

Choose a narrator ✓
  • Third person ✓

Provide history ✓
  • Lost his parents ✓ when he was young ✓

Use adjectives ✓
  • Boy full of flaws ✓
  • Untidy ✓

Charater development ✓✓✓✓

Total: [20]

OR

Question 2: Character development

<table>
<thead>
<tr>
<th>Character development</th>
<th>Chris van Wyk (narrator)</th>
<th>Grace</th>
</tr>
</thead>
</table>
| **Motivation and goals** | 1. Spend time with his mother. ✓  
2. Eat sweets/attend a party. ✓ | 1. Take good care of Chris. ✓  
2. Be a good housekeeper. ✓ |
| **Description** | Young enough to still be receiving vaccines  
Likes sweets/parties  
Trusted Grace  
Prefers to be with his mum  
Innocent/trusting ✓✓✓✓ (Any four) | A black woman  
Works as a housekeeper and childminder for the Van Wyks  
Wears a doek/scarf on her head  
Hardworking  
Caring/Motherly  
Friendly  
Responsible ✓✓✓✓ (Any four) |
| **History** | Mum works in a factory ✓ so she has hired Grace to take care of him and keep house. ✓ | Has been working for the Van Wyks as housekeeper and childminder/babysitter. ✓ She assumes role of mother to Chris. ✓ |
| **Conflict** | 1. Inner conflict: Feels he still needs his mum/ wishes she did not have to work ✓  
2. Outer conflict: Feels betrayed and humiliated by Grace ✓ | 1. Inner conflict: Has to get Chris to the clinic without raising his suspicions ✓  
2. Outer conflict: Has to deal with Chris's feelings of pain, humiliation and betrayal ✓ |

Total: [20]
Content summary

Working with rhetorical devices will help learners attain a deeper meaning and understanding of poetry.

Teaching this skill supports self-agency so learners can independently decipher the meaning of poetry. The following strategies will help learners to incorporate rhetorical devices into their own poetry.

Learners will work independently to match examples with the rhetorical devices.

In pairs or independently, learners then write a poem that includes rhetorical devices and present to the class for positive appraisal.

Support

Pair learners with mixed abilities so that they can help each other with the activity. Guide learners through the activity for the first two words or phrases then observe the learners while they independently complete the next two words or phrases. If possible, learners complete the activity independently.

Extension

Learners can jot down the rhetorical devices that each learner used when they present their poem.
Instructions

Read the following instructions carefully before answering the questions.

1. Answer ALL the questions.
2. Write in full sentences unless asked to do otherwise.
3. Use correct spelling, punctuation and grammar.
4. Write neatly and legibly.

1. Read the following extracts and match with the correct rhetorical device.

<table>
<thead>
<tr>
<th>Example</th>
<th>Rhetorical device</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 “What happens to a dream deferred? Does it dry up like a raisin in the sun? Or fester like a sore – And then run? (Harlem by Langston Hughes)</td>
<td>A. Rhyme</td>
</tr>
<tr>
<td>1.2 An emotional rollercoaster</td>
<td>B. Alliteration</td>
</tr>
<tr>
<td>1.3 “Mine is a long and a sad tale!” said the Mouse, turning to Alice, and sighing. “It is a long tail, certainly,” said Alice, looking down with wonder at the Mouse’s tail; “but why do you call it sad?” And she kept on puzzling about it while the Mouse was speaking....” (Alice’s Adventures in Wonderland by Lewis Carroll)</td>
<td>C. Repetition</td>
</tr>
<tr>
<td>1.4 Palms are sweaty... arms are heavy / there’s vomit on his sweater already, mom’s spaghetti... calm and ready... (Lose Yourself by Eminem)</td>
<td>D. Enjambment</td>
</tr>
<tr>
<td>1.5 The stars were twinkling as brightly as fireflies.</td>
<td>E. Metaphor</td>
</tr>
<tr>
<td>1.6 I balanced all, brought all to mind, The years to come seemed waste of breath, A waste of breath the years behind In balance with this life, this death. (An Irish Airman Foresees His Death by W. B. Yeats)</td>
<td>F. Simile</td>
</tr>
</tbody>
</table>
Example | Rhetorical device
--- | ---
1.7 All alligators ask and ask again about anything on ants. | G. Pun
1.8 Death walked through the town searching, relentlessly. | H. Onomatopoeia
1.9 The bees buzzed as the airplane droned overhead. | I. Symbolism
1.10 The white dove flew over the war zone. | J. Personification

2. Define each rhetorical device. (10)
3. Write a poem on bullying, using rhetorical devices. Then present to the class. (5)

Total: [25]
Targeted Worksheet 3 answers

Time: 2 hours

Topic 3: Rhetorical devices in a poem (Term 4 Weeks 1–2)

1.1 D. Enjambment
1.2 E. Metaphor
1.3 G. Pun
1.4 A. Rhyme
1.5 F. Simile
1.6 C. Repetition
1.7 B. Alliteration
1.8 J. Personification
1.9 H. Onomatopoeia
1.10 I. Symbolism

2.1 **Enjambment**: A line in a stanza ends with an unnatural pause. Instead of ending a thought or sentence at the end of a line, where it is supposed to be, it moves to the next line or stanza.

2.2 **Metaphor**: Comparing two things that are not literally related

2.3 **Pun**: A play on words

2.4 **Rhyme**: Corresponding sounds between words, especially at the end of lines of poetry. Words can rhyme alternatively, consecutively, or even in the same line.

2.5 **Simile**: Comparing two things using like or as

2.6 **Repetition**: Words or phrases are repeated to create tone and mood or highlight an important theme.

2.7 **Alliteration**: Repeating a vowel or consonant sound at the beginning of consecutive or closely connected words

2.8 **Personification**: Giving objects human qualities

2.9 **Onomatopoeia**: Sound words

2.10 **Symbolism**: Using an object to symbolise something more complex

3. Use the following criteria:
   - Rhetorical devices are used
   - Kept to the topic
   - Makes sense and uses words to give meaning to the topic.

**Total: [25]**
Exemplar Assessments
Exemplar Assessments

**Time:** 1 hour

**SBA Task 4: Oral: Prepared Speech**

Choose ONE of the topics below and write a prepared speech. It should be two to three minutes in length.

**Topics:**
1. What is the best job in the world?
2. An interesting ancestor
3. At what age should children get cell phones? Validate your response.

Discuss the criteria in the rubric with the class.

**Checklist**

- I have researched my topic thoroughly.
- I have used an interesting introduction to the topic.
- I have used chronological order (firstly, secondly, lastly).
- I have supported my topic with facts and figures.
- I have given examples.
- I have used language creatively and appropriately.
- I have spoken clearly and confidently.
- I have spoken with expression that adds meaning.
- I have made creative and effective use of audio/visual aids.

Total: [20]
## SBA Task 4: Oral: Prepared Speech Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 10 - 8</th>
<th>Skillful 7 - 6</th>
<th>Moderate 5 - 4</th>
<th>Elementary 3-2</th>
<th>Inadequate 1-0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Research skills</strong></td>
<td>Convincing evidence that a wide range of interesting and relevant sources have been consulted</td>
<td>Good evidence that a wide range of interesting and relevant sources have been consulted</td>
<td>Satisfactory evidence that relevant sources have been consulted</td>
<td>Some evidence that relevant sources were used</td>
<td>Limited evidence of partial use of sources</td>
</tr>
<tr>
<td><strong>Planning and organisation of content</strong></td>
<td>A wide range of new and interesting facts and examples make the presentation impressive</td>
<td>A wide range of new and interesting facts and examples contribute to a well-structured presentation</td>
<td>Presentation is interesting but without the spark of new ideas, facts or information</td>
<td>Adequate planning according to task, audience, context and format</td>
<td>Little evidence of research owing to lack of new ideas, facts or information</td>
</tr>
<tr>
<td><strong>Striking introduction</strong></td>
<td>Thoroughly planned according to task, audience, context and format</td>
<td>Well planned according to task, audience, context and format</td>
<td>Satisfactory planning according to task, audience, context and format</td>
<td>Adequate planning according to task, audience, context and format</td>
<td>Evidence of some planning according to task, audience, context and format</td>
</tr>
<tr>
<td><strong>Brilliant development of ideas and argument</strong></td>
<td>Good and appropriate introduction which arouses interest</td>
<td>Good, and sustained development of ideas and argument</td>
<td>Reasonably good introduction which still arouses interest</td>
<td>Introduction adequate which arouses some interest</td>
<td>Some evidence of introduction, but barely arouses interest</td>
</tr>
<tr>
<td><strong>Content reflects outstanding creativity, originality and mature insight</strong></td>
<td>Content reflects creativity originality and some insight</td>
<td>Content fairly original, but not always creative and insight sometimes lacking</td>
<td>Good development of ideas and argument but has problems with cohesion</td>
<td>Adequate development of ideas and argument</td>
<td>Some arguments can be followed, but others are inconsistent / can barely be followed</td>
</tr>
<tr>
<td><strong>Skilful ending thoroughly drawn together</strong></td>
<td>Good conclusion</td>
<td>Reasonably good ending, but sometimes lacks cohesion</td>
<td>Adequate conclusion, but lacks cohesion</td>
<td>Adequate conclusion, but lacks cohesion</td>
<td>Content is barely original and lacks creativity or originality</td>
</tr>
<tr>
<td><strong>Presentations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Hardly any evidence of a conclusion</td>
</tr>
</tbody>
</table>
## Exemplar Assessments Memorandum

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 10 - 8</th>
<th>Skillful 7 - 6</th>
<th>Moderate 5 - 4</th>
<th>Elementary 3-2</th>
<th>Inadequate 1 - 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of language, tone, speaking and presentation skills</td>
<td>Natural delivery, fluent, skilled and animated</td>
<td>Reasonably fluent, fluent presentation largely audible and articulate</td>
<td>Reasonably clear, articulation and audibility</td>
<td>Sometimes fluent, presentation largely audible and articulate</td>
<td>Lacks fluency, hesitant, lacks expression and articulation not clear and hardly audible.</td>
</tr>
<tr>
<td></td>
<td>Confident delivery with very little use of notes</td>
<td>Eye contact, facial expressions, gestures and body language largely functional and convincing</td>
<td>Reasonably clear and functional</td>
<td>Only relatively audible and articulate</td>
<td>Use of notes often detracts from presentation</td>
</tr>
<tr>
<td></td>
<td>Clearly audible articulation</td>
<td>Appropriate style and register</td>
<td>Style and register mostly appropriate</td>
<td>Occasionally audible and articulate</td>
<td>Lacks clarity, hesitant, lacking expression and articulation not clear and hardly audible.</td>
</tr>
<tr>
<td></td>
<td>Excellent vocabulary and language use</td>
<td>High awareness of language, especially on sensitive issues</td>
<td>Some language awareness, especially on sensitive issues</td>
<td>Limited vocabulary and language use</td>
<td>Very little eye contact, hardly audible.</td>
</tr>
<tr>
<td></td>
<td>Struggles to manipulate language, in order to evoke audience response</td>
<td>Good language awareness of language, especially on sensitive issues</td>
<td>Use of visual aids clumsy and not functional (where used)</td>
<td>Lack of audience interest shown</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some awareness of language, especially on sensitive issues</td>
<td>Visual/other aids used, not always totally appropriate (where used)</td>
<td>Visual presentation not relevant to the topic, audience interest not sustained</td>
<td>Mixed reaction from the audience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Some awareness of language, especially on sensitive issues</td>
<td>Visual/other aids used, but not always totally appropriate (where used)</td>
<td>Visual presentation mostly relevant to the topic, audience interest sustained</td>
<td>Most members of the audience follow with interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Exceptional awareness of language and use of visual/aids to contribute effectively to the success of the presentation (where used)</td>
<td>Visual/other aids used, but not always totally appropriate (where used)</td>
<td>Visual presentation mostly relevant to the topic, audience interest sustained</td>
<td>Most members of the audience follow with interest</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent and thoughtful choice and presentation of visual/aids, fully integrated into the speech to contribute effectively to the success of the presentation (where used)</td>
<td>Visual presentation not relevant to the topic, audience interest not sustained</td>
<td>Use of visual aids clumsy and not functional (where used)</td>
<td>Lack of audience interest shown</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of aids clumsy and not functional (where used)</td>
<td>Visual presentation not relevant to the topic, audience interest not sustained</td>
<td>Lack of audience interest shown</td>
<td>Lack of audience interest shown</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lack of audience interest shown</td>
<td>Visual presentation not relevant to the topic, audience interest not sustained</td>
<td>Lack of audience interest shown</td>
<td>Lack of audience interest shown</td>
<td></td>
</tr>
</tbody>
</table>

**Total:** [20]
SBA Task 5: Literature Assignment

Answer BOTH questions.

**Question 1: Write a short transactional text**

A character in the short story/ novel/ drama you are studying is holding a surprise birthday party for someone in their family. Write the invitation they would send to the other characters.

**Question 2: Answer contextual questions**

2.1 The guests will likely be a mixed group and will probably include older and quite young people. Explain why it would be inappropriate to use slang and colloquial expressions in the invitation.

2.2 Explain what would happen if you got the time, date or venue wrong.

2.3 Why is it important to give a rough draft of the invitation to someone else to check?

2.4 Why is it important to ask people to RSVP?

2.5 Choose ONE correct answer. As the party is a surprise, you should ask invitees to RSVP to:
   A. you.
   B. the person whose party it is.
   C. you and the person whose party it is.
   D. They don't have to RSVP.

2.6 Let's assume that the literature text you are basing your invitation on was written in the 1800s before modern technology was developed. What is the best way to send the invitation and receive replies? Give reasons for your answer.

2.7 Let's assume that the literature text you are basing your invitation on was written after 2010. What is the best way to send the invitation and receive replies? Give reasons for your answer.

**Total: [35]**
Exemplar Assessments Memorandum

Time: 45 minutes

SBA Task 5: Literature Assignment

Question 1: Write a short transactional text

Use the rubric below to assess the task.

<table>
<thead>
<tr>
<th>CONTENT PLANNING AND FORMAT</th>
<th>LANGUAGE STYLE AND EDITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
<td><strong>MARK RANGE</strong></td>
</tr>
<tr>
<td>Exceptional 9-12</td>
<td>16-20</td>
</tr>
<tr>
<td>Outstanding response</td>
<td>Virtually error free</td>
</tr>
<tr>
<td>Beyond normal expectations</td>
<td>Tone, register, style, vocabulary highly appropriate to purpose, audience, content and context.</td>
</tr>
<tr>
<td>Intensive and mature ideas</td>
<td>Highly elaborated and all ideas support the topic.</td>
</tr>
<tr>
<td>Extensive knowledge of the type of text.</td>
<td>Grammatically accurate and well structured.</td>
</tr>
<tr>
<td>Coherence in content and ideas.</td>
<td>Very good vocabulary.</td>
</tr>
<tr>
<td>Coherence in focus.</td>
<td>General errors.</td>
</tr>
<tr>
<td>Highly elaborated and all ideas support the topic.</td>
<td>Errors do not impair meaning.</td>
</tr>
<tr>
<td>Appropriate format.</td>
<td>Mostly free of error.</td>
</tr>
</tbody>
</table>

| Skilled 7-8                | 13-15                       |
| Adequate response          | Mostly free of error. |
| Demonstrating knowledge of the type of text. | Generally, grammatically accurate and well structured. |
| Not focused – some digressions. | Good vocabulary. |
| Reasonably coherent in content and ideas. | Some grammatical errors. |
| Appropriate format with minor inaccuracies. | Errors do not impair meaning. |

| Moderate 5-6               | 9-12                        |
| ADEQUATE response          | Inaccurate grammar with numerous errors. |
| Demonstrating knowledge of the type of text. | Some grammatical errors. |
| Not completely focused – some digressions. | Limited vocabulary. |
| Reasonably coherent in content and ideas. | Inadequate grammar, with numerous errors. |
| Appropriate format with some critical oversights. | Meanings seriously impaired. |

| Elementary 3-4             | 6-7                         |
| Adequate response          | Inaccurate grammar with numerous errors. |
| Demonstrating knowledge of the type of text. | Some grammatical errors. |
| Not focused – some digressions. | Limited vocabulary. |
| Reasonably coherent in content and ideas. | Inadequate grammar, with numerous errors. |
| Appropriate format with some critical oversights. | Meanings seriously impaired. |

| Inadequate 0-2             | 0-5                         |
| Response reveals no knowledge of the type of text. | Error-ridden and confused. |
| Not coherent in content and ideas. | Vocabulary not suitable for context. |
| Very few ideas support the topic. | Meanings seriously impaired. |
| Necessary rules of format not applied. | Meaning seriously impaired. |

**CONTENT**

- Response and ideas
- Organisation of ideas
- Features and content
- Conventions and content
- Marks

**LANGUAGE**

- Tone, register, style, vocabulary
- Appropriateness to purpose, audience, content and context
- Marks

**MARK RANGE**

- 20 marks
- 16-20
- 13-15
- 9-12
- 6-7
- 0-5

**TIME**

- 45 minutes

**RUBRIC**

- **EXCEPTIONAL 9-12**
- **SKILLED 7-8**
- **MODERATE 5-6**
- **ELEMENTARY 3-4**
- **INADEQUATE 0-2**

**MARKS**

- 20 marks
- 16-20
- 13-15
- 9-12
- 6-7
- 0-5
Question 2: Answer contextual questions

2.1 Out of respect for all the guests attending, ✓ you should use formal language ✓ and avoid colloquial expressions. (2)

2.2 It would be a disaster if you got these details wrong. People would arrive at the wrong time, on the wrong date or at the wrong place. ✓✓ (2)

2.3 It is important to ask someone else to check your grammar and spelling, ✓ as well as the important details such as the time, date and venue. ✓ (2)

2.4 You will need to know how many people are coming so that you can plan refreshments accordingly. ✓✓ (2)

2.5 A. you ✓ (1)

2.6 It would have to be a handwritten invitation ✓ and you would need to allow sufficient time ✓ to have the invitation delivered by hand, particularly to guests living far away. ✓ (3)

2.7 You could post the invitations or send them via email. ✓ The RSVPs could be phoned or emailed, ✓ or sent via SMS or WhatsApp. ✓ (3)

Total: [35]
Read the story. Then answer the questions that follow.

How the Rhinoceros got his Skin by Rudyard Kipling

Long ago, on an uninhabited island, there lived a Parsee who had nothing but his hat and his knife and a cooking-stove. Just as he was going to eat, a rhinoceros, a craggy character with very few manners, came down to the beach. In those days, the rhinoceros's skin fitted him quite tightly. There were no wrinkles in it anywhere.

"How!" the Parsee exclaimed, leaving the cake he was about to eat and scampered quickly to the top of a palm tree. While the Parsee was up the tree, the rhinoceros turned the Parsee's oil-stove over with his nose, and adamantly spiked that cake with his nose. He ate it and went away, waving his tail.

Five weeks later, there was a heat wave. The Parsee took off his hat; but the rhinoceros took off his skin and carried it over his shoulder as he came down to the beach to bathe. In those days, it buttoned underneath with three buttons and looked waterproof. He waddled straight into the water and blew bubbles through his nose, leaving his skin on the beach.

The Parsee came by and found the skin, and he smiled one smile that ran all round his face two times. Then he went to his camp and filled his hat with cake-crumbs. He then filled the skin with old, dry, stale, tickly cake crumbs and some burned currants. He filled it has full as he possibly could. Then he climbed to the top of his palm-tree and waited for the rhinoceros to come out of the water and put it on.

And the rhinoceros did. He buttoned it up with the three buttons, and it tickled like cake crumbs in bed. Then he wanted to scratch, but that made it worse. Then he ran to the palm-tree and he rubbed so much and so hard that he rubbed his skin into a great fold over his shoulders, and another fold underneath, where the buttons used to be (but he rubbed the buttons off), and he rubbed some more folds over his legs. From that day to this every rhinoceros has great folds in his skin and a very bad temper, all on account of the cake crumbs inside.

Question 1

1.1 a) Refer to paragraph 1. Who did the Parsee live with?  (1)
   b) What word from the text tells us this?  (1)

1.2 List the items that the Parsee lived with. Why do you think these are important?  (4)

1.3 The author could have begun the story like this: ‘The story is about a Parsee who live on an uninhabited island …’
   a) State which version you think is better.  (1)
   b) Give reasons to support your answer.  (2)

1.4 a) Quote words from the text that tell us that the rhinoceros was ill-behaved.  (1)
   b) List the things he did that show that he was ill-behaved.  (3)

1.5 Why did the Parsee climb the tree?  (2)

1.6 Which word suggests he got a fright?  (1)
Exemplar Assessments

1.7 Why do you think the rhinoceros’ skin fitted him tightly? (1)
1.8 Compare the ways in which the Parsee and the rhinoceros dealt with the heat wave. (2)
1.9 What do you think the rhinoceros’ skin was used for? (1)
1.10 Do you think the Parsee got revenge? Give a reason for your answer. (3)
1.11 Why do you think the Parsee included burned currants? (1)
1.12 Because of the itching, he rubbed and rubbed so he got folds of skin in places in which he did not have them before. How come the rhinoceros was no longer able to take his skin off? (2)
1.13 Compare the characters of the Parsee and the rhinoceros. Support your answer with quotes from the text. (2)
1.14 Is the description of the rhinoceros a stereotype? Explain your answer. (3)
1.15 What lesson can we learn from the story? (2)
1.16 Is the title of the story a rhetorical question? Support your answer. (2)

Total: [35]
Exemplar Assessments Memorandum

SBA Task 6: Controlled Test 2

1.1  a) He lived alone. ✓   
     b) ‘uninhabited or ‘who had nothing …’ ✓

1.2  He had a hat, ✓ a knife ✓ and a cooking stove. ✓ They were the things he used to survive. ✓

1.3  a) The version the author used is better. ✓
     b) It is more in keeping with how a myth or fable is told. ✓ The alternative is too direct. ✓

1.4  a) ‘… a craggy character with very few manners …’ ✓
     b) He turned over the Parsee’s cooking stove, ✓ he spiked his horn through the cake ✓ and then ate it. ✓

1.5  He got a fright ✓ and needed to get away from the animal. ✓

1.6  ‘How!’ ✓

1.7  To keep him warm ✓ / because he was getting fat ✓ / so he could take it off when he went swimming ✓ (any one)

1.8  The Parsee possibly took of his hat because he liked to feel the heat. ✓ The rhino went swimming. ✓

1.9  They seemed to be used as clothing, which he could take off when he wanted to. ✓

1.10 Yes, he did. ✓ According to the story, rhinos are now doomed to have an ill-fitting skin ✓ with rolls of skin / fat. ✓

1.11 They would make him itch and the black would come off. ✓

1.12 He had rubbed off the buttons, ✓ so he was unable to take it off. ✓

1.13 The Parsee is clever and inventive. ✓
     The rhino is ill-mannered and bad-tempered. ✓

1.14 Yes, it is stereotype, ✓ which rhinos seem to live up to. ✓ ✓

1.15 We must respect the lives ✓ and ways of other people. ✓

1.16 It is not a rhetorical question. ✓ Although it contains the word ‘how’, it is not a question but a statement. ✓

Total: [35]
SBA Task 7: Oral: Unprepared Speech

Choose ONE of the topics below and write an unprepared factual speech. It should be two minutes in length.

Topics:
1. Woman in power and her influence
2. Sports unites and/or divides nations
3. Human rights

Discuss the criteria in the rubric with the class.

Checklist

- I have used an interesting introduction to the topic.
- I have used chronological order (firstly, secondly, lastly).
- I have used language correctly and creatively.
- I have supported my topic with facts and figures.
- I have given examples.
- I have spoken clearly and confidently.
- I have spoken with expression that adds meaning.

Total: [20]
## SBA Task 7: Oral: Unprepared Speech

Use the rubric below to assess the task.

**Time:** 2 lessons

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 10 - 8</th>
<th>Skillful 7 - 6</th>
<th>Moderate 5 - 4</th>
<th>Elementary 3-2</th>
<th>Inadequate 1- 0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning and organisation of content</td>
<td>Thoroughly planned according to task, audience, context and format, using thorough research from previous study/experience</td>
<td>Well planned according to task, audience, context and format, using good research from previous study/experience</td>
<td>Satisfactory planning according to task, audience, context and format, using some research from previous study/experience</td>
<td>Adequate planning according to task, audience, context and format, using little research from previous study/experience</td>
<td>Evidence of some planning according to task, audience, context and format, using no research from previous study/experience</td>
</tr>
<tr>
<td>Striking introduction which immediately grasps audience attention</td>
<td>Good and appropriate introduction which arouses interest</td>
<td>Reasonably good introduction which still arouses interest</td>
<td>Introduction adequate which arouses some interest</td>
<td>Weak development of ideas and argument, has problems with cohesion</td>
<td>Some evidence of introduction, but barely arouses interest</td>
</tr>
<tr>
<td>Brilliant development of ideas and argument; outstanding evidence of prior knowledge</td>
<td>Good, and sustained development of ideas and argument</td>
<td>Good development of argument which can be followed easily</td>
<td>Introduction adequate which can be followed easily</td>
<td>Weak development of ideas and argument, has problems with cohesion</td>
<td>Arguments are inconsistent / can barely be followed</td>
</tr>
<tr>
<td>Content reflects outstanding creativity, originality and mature insight</td>
<td>Content reflects creativity, originality and some insight</td>
<td>Content fairly original, but not always creative and insight sometimes lacking</td>
<td>Content shows some originality, but not always creative and lacks insight</td>
<td>No evidence of a conclusion</td>
<td>Content is unoriginal and lacks creativity or originality</td>
</tr>
<tr>
<td>Skilful ending thoroughly drawn together</td>
<td>Good conclusion</td>
<td>Reasonably good ending, but sometimes lacks cohesion</td>
<td>Hardly considered a conclusion, lacks cohesion</td>
<td>No evidence of a conclusion</td>
<td>No evidence of a conclusion</td>
</tr>
<tr>
<td>Criteria</td>
<td>Exceptional 10 - 8</td>
<td>Skillful 7 - 6</td>
<td>Moderate 5 - 4</td>
<td>Elementary 3-2</td>
<td>Inadequate 1- 0</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>---------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------</td>
</tr>
<tr>
<td><strong>Tone, speaking and presentation skills</strong></td>
<td>Natural delivery, a fluent skilled and animated presenter, appropriate style and register</td>
<td>Good presenter, fluent presentation appropriate style and register</td>
<td>Reasonably fluent presenter, but sometimes shows hesitation, style and register mostly appropriate</td>
<td>Sometimes fluent, but presentation lacks appropriate style and register</td>
<td>Hesitant, lacks expression</td>
</tr>
<tr>
<td><strong>Critical awareness of language usage</strong></td>
<td>Clearly audible articulation</td>
<td>Largely audible articulation</td>
<td>Largely clear articulation and audibility</td>
<td>Inadequate audibility and articulation</td>
<td>Lacks fluency, mostly inappropriate style and register</td>
</tr>
<tr>
<td></td>
<td>Eye contact, facial expressions, gestures and body language outstanding, functional and convincing</td>
<td>Eye contact, facial expressions, gestures and body language largely functional and convincing</td>
<td>Eye contact, facial expressions, gestures and body language reasonably convincing</td>
<td>Infrequent eye contact, facial expressions, gestures and body language not always convincing</td>
<td>Articulation not clear and hardly audible</td>
</tr>
<tr>
<td></td>
<td>Audience reaction overwhelmingly positive</td>
<td>Audience interest sustained. Notes used effectively</td>
<td>Most members of the audience follow with interest</td>
<td>Mixed reaction from the audience</td>
<td>Almost no eye contact / facial expressions / body language</td>
</tr>
<tr>
<td></td>
<td>Confident delivery with very little use of notes</td>
<td>Good vocabulary and creative language use</td>
<td>Some dependency on notes but still good contact with the audience</td>
<td>Use of notes often detracts from presentation</td>
<td>Lack of audience interest shown</td>
</tr>
<tr>
<td></td>
<td>Thorough, mature vocabulary and creative language use</td>
<td>Good language manipulation in order to evoke audience response</td>
<td>Reasonably mature vocabulary and creative language use</td>
<td>Inadequate vocabulary and language use</td>
<td>Dependent on notes</td>
</tr>
<tr>
<td></td>
<td>Outstanding language manipulation in order to evoke audience response Exceptional awareness of language, especially on sensitive issues</td>
<td>Good awareness of language, especially on sensitive issues</td>
<td>Reasonable language manipulation in order to evoke audience response</td>
<td>Some language manipulation in order to evoke audience response</td>
<td>Struggles to manipulate language in order to evoke audience response</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reasonable awareness of language, especially on sensitive issues</td>
<td>Reasonable awareness of language, especially on sensitive issues</td>
<td>Moderate awareness of language, especially on sensitive issues</td>
<td>Seldom aware of language, especially on sensitive issues</td>
</tr>
</tbody>
</table>

Total: [20]
Exemplar Assessments

Time: 2 lessons

SBA Task 8: Longer Transactional Text

Write ONE of the following longer transactional texts.

- The body of your response should be 120–150 words in length.
- Write the heading of the text you have chosen to write.
- Pay careful attention to both format and content.
- Be aware of the audience, register, tone and style, choice of words and language structure.
- Once you have written your text, reread and edit it carefully.
- Hand in your rough work as well as your final text.

1. Friendly Letter
   Your close friend and their family have relocated to another province. Write a letter to this friend to tell them about the latest happenings at school and/or within your community. (30)

   OR

2. Formal Letter
   A wealthy businessperson in your area has donated a large amount of money to buy much-needed books for your school library. You are the secretary of the Representative Council of Learners at your school. Write a formal letter of thanks to this businessperson. (30)

   OR

3. Review
   Write a review of a teen novel you borrowed from your school library and completed reading recently. The review will be posted in the library. (30)

Total: [30]
SBA Task 8: Longer Transactional Text

Use the rubric below to assess the task.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional (15–18)</th>
<th>Skilful (11–14)</th>
<th>Moderate (8–10)</th>
<th>Elementary (5–7)</th>
<th>Inadequate (0–4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING &amp; FORMAT</td>
<td><strong>Outstanding response</strong>: Beyond normal expectations, mature ideas, extensive knowledge of features of the type of text. Coherence in content and ideas, very well elaborated and all details support the topic. Appropriate and accurate format.</td>
<td><strong>Very good response</strong>: Demonstrating good knowledge of features of the type of text. Maintains focus, no digressions. Reasonably coherent in content and ideas, well elaborated and details support the topic. Generally appropriate format with minor inaccuracies.</td>
<td>Adequate response: Demonstrating knowledge of features of the type of text. Not completely focused. Some digressions but writing digresses not always coherent in content and ideas. Few details support the topic. Necessary rules of format vaguely applied.</td>
<td>Basic response: No knowledge of features of the type of text. Not coherent in content and ideas. Very few details support the topic. Necessary rules of format not applied.</td>
<td>Response reveals no knowledge of features of the type of text. Meaning obscure with major digressions. No coherent content and ideas. Very few details support the topic. Necessary rules of format not applied.</td>
</tr>
</tbody>
</table>
Exemplar Assessments

Time: 2 hours

End-of-Year Examination Paper 1

Name: Surname:

Instructions and information

Read the following carefully before answering the questions.

1. This question paper consists of THREE sections:
   - SECTION A: Comprehension (30 marks)
   - SECTION B: Summary (10 marks)
   - SECTION C: Language (40 marks)
2. Answer ALL the questions.
3. Read all the instructions carefully.
4. Start EACH section on a NEW page.
5. Rule off after each section.
6. Number the answers correctly according to the numbering system used in the question paper.
7. Leave a line after each answer.
8. For multiple-choice questions, write only the question number and the letter (A–D) of the correct answer.
9. Pay special attention to spelling and sentence construction.
10. Suggested time allocation:
    - SECTION A: 50 minutes
    - SECTION B: 20 minutes
    - SECTION C: 50 minutes
11. Write neatly and legibly.
SECTION A: COMPREHENSION

QUESTION 1

Read BOTH TEXT A and TEXT B and answer the set questions.

TEXT A

REMEMBERING THE PAST

1. Our past often defines how we look at the world today and how we interact with those around us. If somebody hurt you badly, or an event traumatised you severely in the past, it is bound to affect you now. Your home may have been burgled, or your phone stolen out of your bag or pocket. Either event is an invasion of your personal space. We may think it’s just the loss of material possessions, but it is in fact so much more.

2. Having one’s personal space invaded may sound like a foreign concept that millennials are ‘into’, but one’s personal space is a very real thing. If a stranger gets too close to you, you can start feeling uncomfortable. If a situation affects you to such a degree that you are unable to go to certain places or do things you used to do, then your emotional personal space has been invaded.

3. When we encounter situations that invade our personal spaces, they should not be swept under the carpet. We need to deal with these issues, or they could haunt us forever. For example, think about visiting the beach. As a child you loved the smell of seaweed and the sound of the waves, the saltiness on your tongue and the fresh breeze coming off the ocean. What if you are robbed on the beach and now dread going there? How do you deal with this sort of situation?

4. It’s quite simple. Counselling is the answer. It does not always need to involve a professional; it could be a good friend or an adult you trust. If we do not work through our anxiety and the issues correctly, we will never get over them. Our past determines how we live, and if we respect it, our future can only be brighter.

NOTE:

- Answer all questions in your OWN WORDS, unless you are asked for a quotation.
- For one-word answers, write only the question number and the word.

Paragraph 1

1.1 Provide an antonym for the word ‘define’ and use it in a sentence. (2)

1.2 What does it mean to be ‘traumatised’? (2)

1.3 In your own words, explain the first sentence of this text. (2)

1.4 Explain what ‘personal space’ is. (2)

Paragraph 2

1.5 Why is the word ‘into’ written within quotation marks? (2)

1.6 What do you think emotional personal space is referring to? (3)
Exemplar Assessments

Paragraph 3
1.7 How has the narrator used imagery in the example in paragraph 3? Explain fully. (4)

Paragraph 4
1.8 What is the answer to dealing with past negative events in your life, according to the author? (2)
1.9 Use the word ‘anxiety’ in your own sentence to show its meaning. (2)
1.10 How does the last sentence in this extract sum up the theme? (3)
1.11 Do you agree with the conclusion? Validate your answer. (2)

1.12 What is the literary device being used in the sign on the left? Explain the meaning of this. (2)
1.13 What lesson is the sign on the right trying to teach you? (2)

TOTAL SECTION A: 30
SECTION B: SUMMARY

QUESTION 2

Read TEXT C below on wildlife. Then summarise the text by listing SEVEN points on wildlife.

Instructions
1. Your summary must be written in point form.
2. List the SEVEN points in full sentences, using no more than 70 words.
3. Number your sentences from 1 to 7.
4. Write only ONE point per sentence.
5. Use your OWN words as far as possible.
6. Indicate the total number of words you have used in brackets at the end of your summary.

TEXT C

Africa has a large variety of wonderful creatures, big and small. We have game farms and wildlife parks where we are able to view many majestic beasts in their natural habitats. This being said, our wildlife is diminishing, bit by bit.

Poaching has become a massive issue in our country. Our northern white rhino has been poached to near extinction. In 2018 the death of the last male northern white rhino, a subspecies of the white rhino, received a lot of public interest. Today there are only two non-breeding females left in Kenya. However, one positive has resulted due to the public interest in the white rhino; our southern white rhino has seen a slow increase in the number alive in the wild. There are approximately 5 000 black rhinos left, their numbers having increased from the 2 300 alive in 1993.

Then there is the plight of the gorillas who are on their way to extinction too. These animals are hunted for medicinal purposes as well as for trophies. Very rich hunters also collect these animals to keep as pets. This is a problem as many of the wild animals we find in Africa cannot survive in captivity.

What can we do?

We need to arm ourselves with knowledge. We need to know the worth of our animals and what it means to have them around for generations to come. Other things that we can do is to get involved with anti-poaching or anti-extinction groups in our countries. If we all stand together to stop the scourge of poachers, then the situation can be remedied. Getting involved is the first step to changing the future of our wildlife.

TOTAL SECTION B: 10
SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

NOTE:
- Answer all questions in your OWN WORDS, unless you are asked for a quotation.

Study the advertisement (TEXT D) that follows and answer the set questions.

TEXT D

3.1 Who is the target audience in this advertisement? (1)
3.2 Explain the message in the headline. (2)
3.3 How do the visuals above the headline support the message in this advertisement? (2)
3.4 How does the advertiser support the message of the advert? (1)
3.5 In your opinion, why does the advertiser use the image of sushi and not another type of food? (2)
3.6 Does this advertisement succeed in convincing the reader to recycle? Support your answer. (2)
QUESTION 4: ANALYSING A CARTOON

Read the cartoon (TEXT E) below and answer the set questions.

NOTE:

• For one-word answers, write only the question number and the word.
• For multiple-choice questions, write only the question number and the letter (A–D) of the correct answer.

TEXT E

4.1 Refer to Frame 1. What do you think this cartoon is about? (1)
4.2 Refer to Frame 2.
   4.2.1 Provide a single word to replace ‘food’. (1)
   4.2.2 What does this frame suggest about the black duck? Mention TWO points. (2)
4.3 Explain what the black duck’s facial expression is showing in Frame 6. (2)
4.4 Do you consider Frame 6 to be funny? Discuss your view. (2)
4.5 Refer to the whole cartoon. What message do you think the cartoonist wishes to convey to readers? (2)

QUESTION 5: LANGUAGE AND EDITING SKILLS

NOTE:

• For one-word answers, write only the question number and the word.

5.1 Read the passage (TEXT F) below, which has some deliberate errors, and answer the set questions.
TEXT F

Correct the SINGLE error in EACH sentence. Write ONLY the question numbers and the words you have corrected.

(5.1.1) jennifer felt tired (5.1.2) She had been training all day (5.1.3) as/so she wanted to attempt a record that her idol (5.1.4) Kimberley (5.1.5) lesch, had set in (5.1.6) highschool. Beating that record would (5.1.7) insure/ensure that (5.1.8. pronoun) would always be remembered at her school. She would be a (5.1.9) legendary. The only problem was, she (5.1.10) wasnt working hard enough – according to her coach.

5.1.1 _____________________________ 5.1.6 _______________________________
5.1.2 _____________________________ 5.1.7 _______________________________
5.1.3 _____________________________ 5.1.8 _______________________________
5.1.4 _____________________________ 5.1.9 _______________________________
5.1.5 _____________________________ 5.1.10 ______________________________

5.2 Study the text (TEXT G) below and answer the questions that follow.

TEXT G

16 OCTOBER 2012
WORLD FOOD DAY
Hunger kills 3 million children every year.
Your donation nourishes: www.donate.com

5.2.1 Write a headline for this image. (2)
5.2.2 Study the following phrase:
World Food Day.
State the part of speech of EACH underlined word as used in the context of this sentence. (2)
5.2.3 Give the singular form of the underlined word in the following sentence:
There are many people in disadvantaged communities. (2)
5.2.4 Give the correct degree of comparison in the following sentence:
The children in poor countries are (hungry) than most children. (2)
5.2.5 Explain the following idiom:
Lend a helping hand. (2)

[10]
TOTAL SECTION C: 40
GRAND TOTAL: 80
End-of-Year Examination Paper 1

SECTION A: COMPREHENSION

QUESTION 1

TEXT A

1.1 distorts / misinterprets ✓ Any sentence that shows that the meaning of the antonym is understood. ✓ (2)
1.2 to be deeply affected ✓ in a negative way ✓ (2)
1.3 Learners use their own words to explain that whatever situations we encounter or issues we face, ✓ they will affect how we view future situations, issues and relationships. ✓ (2)
1.4 It can be the area of physical space around us that we are sensitive about sharing with others. ✓ It can also be the issues, topics and emotions that we are sensitive about sharing with others. ✓ (2)
1.5 It is an informal way ✓ of saying ‘interested in’. ✓ (2)
1.6 It refers to the personal feelings, ✓ thoughts and experiences ✓ that we share with others. ✓ (3)
1.7 The narrator refers to the sights, sounds, tastes and feel ✓ of the beach that many can easily recall and relate to. ✓ The positive associations with the beach ✓ are then overlaid with a negative event. ✓ (4)
1.8 counselling ✓ ✓ (2)
1.9 Any appropriate sentence that shows a clear understanding of the word ✓ ✓ (2)
1.10 We can only move forward ✓ with our lives in a positive way ✓ once we have dealt appropriately with issues and events of the past. ✓ (3)
1.11 Learners use their own words to provide and validate their opinion. ✓ ✓ (2)

[26]

TEXT B

1.12 The homonym is ‘toad’ ✓ and the pun plays on this word; ✓ if you park incorrectly you will turn into a toad and be towed. (2)
1.13 The lesson in the second sign is that we should rather cycle ✓ as it saves the environment. ✓ (2)

[4]

TOTAL SECTION A: 30
SECTION B: SUMMARY

QUESTION 2

TEXT C
1. Africa's wildlife is diminishing day by day.
2. Poaching is a big problem in South Africa.
3. The northern white rhino has been poached to near extinction.
4. There are gorillas that will soon be extinct due to poaching.
5. We need to educate ourselves.
6. We can get involved with different anti-poaching groups.
7. We can assist with anti-poaching issues.

(55 words)

TOTAL SECTION B: 10

SECTION C: LANGUAGE

QUESTION 3: ANALYSING AN ADVERTISEMENT

TEXT D
3.1 Teenagers and adults ✓
3.2 The message states that if you throw rubbish in the ocean, ✓ you will end up eating it as the fish eat it. ✓
3.3 The sushi is made of plastic and rubbish ✓ that was thrown into the ocean. ✓
3.4 The advertiser supports the message of the advert by stating research results. ✓
3.5 Sushi usually uses fish ✓ and represents food from the ocean. ✓
3.6 Yes, ✓ it does as it makes people aware of the dangers of littering. ✓

[10]

QUESTION 4: ANALYSING A CARTOON

TEXT E
4.1 Healthy eating. ✓
4.2.1 diet ✓
4.2.2 She like to eat healthily. ✓ She believes in living a healthy lifestyle. ✓
4.3 Fear/Anger. ✓ Black duck is poultry and does not want to be eaten. ✓
4.4 Open-ended. Accept a well-substantiated, relevant response. ✓ ✓
4.5 Accept a relevant response, e.g. The cartoonist wants us to eat well and live a healthy lifestyle ✓ ✓

[10]
QUESTION 5: LANGUAGE AND EDITING SKILLS

5.1 TEXT F
5.1.1 Jennifer
5.1.2 full stop
5.1.3 as
5.1.4 comma
5.1.5 Lesch
5.1.6 high school
5.1.7 ensure
5.1.8 she
5.1.9 legend
5.1.10 wasn’t

[10]

5.2 TEXT G
5.2.1 Any appropriate headline that shows a clear understanding of structure of headlines and the message ✔✔
5.2.2 World – adjective ✔
   Day - noun ✔
5.2.3 people ✔✔
5.2.4 hungrier ✔✔
5.2.5 It means to help others out who are not as fortunate. ✔✔

[10]

TOTAL SECTION C: 40
GRAND TOTAL: 80
Instructions and information

Read the following carefully before answering the questions.

1. Do NOT attempt to read the entire question paper.
2. This question paper consists of FOUR sections:
   - SECTION A: Novel (35)
   - SECTION B: Drama (35)
   - SECTION C: Short stories (35)
   - SECTION D: Poetry (35)
3. Answer TWO questions in total, ONE question each from ANY TWO sections.
   - SECTION A: NOVEL
     Answer the question on the novel you have studied.
   - SECTION B: DRAMA
     Answer the question on the drama you have studied.
   - SECTION C: SHORT STORIES
     Answer the questions set on BOTH short stories.
   - SECTION D: POETRY
     Answer the questions set on BOTH poems.
4. Follow the instructions at the beginning of each section carefully.
5. Number the answers correctly according to the numbering system used in this question paper.
6. Start EACH section on a NEW page.
7. Spend approximately 60 minutes on each section.
8. Write neatly and legibly.
SECTION A: NOVEL

QUESTION 1: THE TALE OF A FIELD HOSPITAL

Read the extract from the novel below and answer the questions. The number of marks allocated to each question serves as a guide to the expected length of your answer.

EXTRACT A

**THE TALE OF A FIELD HOSPITAL** by Frederick Treves

The Field Hospital, of which some account is given in these pages, was known as “No. 4 Stationary Field Hospital”. The term “stationary” is hardly appropriate, since the Hospital moved with the column, and, until at least the relief of Ladysmith, it followed the Headquarters’ camp. The term, however, serves to distinguish “No. 4” from the smaller field hospitals which were attached to the various brigades, and which were much more mobile and more restless.

The Hospital was well equipped, and the supplies were ample. We carried with us a large number of iron bedsteads complete with mattresses, blankets, and sheets.

It was from Frere Camp that the army under General Buller started for the Tugela River, and the Hospital pitched its tents in that camp on the evening of Monday, December 11th, 1899. We went up from Pietermaritzburg by train. The contents were soon emptied out on the line, some little way outside Frere Station, and close to the railway the Hospital was put up. That night we all slept under canvas--many for the first time--and all were well pleased that we had at last arrived at the front.

Prominent among the personnel of the Hospital should be placed “Durban,” the Hospital dog. He was a brindled bull terrier of exceptional physique and intelligence, and the story about him was that he was a refugee dog who had attached himself to “No. 4” at Durban, and that for want of a better name he had been called after that pleasant town.

He had a great love of adventure, and fell into the life of a moving camp with gusto. The orderlies were devoted to him and he to them, and I have no doubt that, pampered and humoured in every canine whim, he is with the Hospital still.

“Durban” had had a special collar made for him on which was emblazoned the red cross and the name of his company. Just before starting for Chieveley his particular master made him a pair of putties, in which his fore legs were enveloped. He was uncommonly pleased with these embarrassing articles of clothing, and was never tired of going round the camp to show them to his many admirers. At Spearman’s he was provided with a travelling kit, consisting of a waterproof cape with two-minute panniers on either side, marked with the red cross, and furnished with unappreciated surgical dressings. This exquisite outfit was with difficulty secured in position, and in the early stages of a march was sure to be found dangling beneath “Durban’s” ample chest.

His passion for bathing was only equalled by his passion for catching flies, and when we reached the Lesser Tugela he would join party after party on their way to the river, and would bathe as long and as often as he found anyone to bathe with.

He was useful, too, as a watch-dog, and performed no mean services in connection with the commissariat department. The sheep, when wanted for the kitchen, could not be caught, and could not be shot, and so “Durban” was appealed to in the difficulty. Accompanied by the cook, on certain mornings “Durban” made his way to the little flock out on the veldt, and never failed to pull down a sheep. He followed the cook and the sheep back to the camp with the air of one who deserved well of his country.
Exemplar Assessments

1.1.1 Who is the audience of the novel? (1)
1.1.2 Describe the climate of the area. Validate your answer. (2)
1.1.3 Explain the meaning behind the name of the hospital. (2)
1.1.4 What items accompanied the hospital as it moved from place to place? (3)
1.1.5 Why do you think the hospital was not ‘attached to the various brigades’? (2)
1.1.6 Explain the symbolism of The Red Cross. (2)
1.1.7 Why is the following statement TRUE?
   A dog boosts the morale of soldiers in hospital. (2)
1.1.8 What does the author mean when he says Durban was ‘a refugee dog’ (line 15)? (2)
1.1.9 State three actions from the extract to show the camp activity. (3)
1.1.10 What does this extract reveal about Durban’s character? Support your answer. (2)
1.1.11 Refer to the second paragraph (‘The orderlies were devoted to him and he to them’). Explain how and why Durban was ‘devoted to them’. (2)
1.1.12 How does his character suit camp life? (3)
1.1.13 Describe the attitude of the soldiers towards Durban. Validate your answer. (3)
1.1.14 Explain the irony of the paniers that Durban carried. (2)
1.1.15 Explain the irony of the kitchen not being able to shoot the sheep for a meal. (2)
1.1.16 State a synonym for ‘veldt’. Use the synonym in a sentence that depicts its meaning. (2)

TOTAL SECTION A: 35

SECTION B: DRAMA

QUESTION 2: THE TIE

Read a copy of the play The Tie and answer the questions. The number of marks allocated to each question serves as a guide to the expected length of your answer.

EXTRACT B

THE TIE by Performing Arts Department of The Shipley School. Your teacher can find a copy of The Tie on the Theater Words website http://theaterwords.com/the-tie.html.

2.1.1 Which people are they referring to in the line? ‘Are they gone?’ (1)
2.1.2 What call did Paul have to make? (1)
2.1.3 Why does Paul not answer the question about his mom? (2)
2.1.4 Why does Mike assume that Paul needs ‘to go over there now’? (1)
2.1.5 Explain ‘Plans have a way of breaking up’. (2)
2.1.6 Use the table below to compare the two fathers. Validate your answers by using quotes from the drama.

<table>
<thead>
<tr>
<th>Mike's father</th>
<th>Validation</th>
<th>Paul's father</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows him to ...</td>
<td>Won't let him ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allows him to ...</td>
<td>Won't let him ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Allows him to ...</td>
<td>Won't let him ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion:</td>
<td>Conclusion:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(16)

2.1.7 What is the reason for Paul wearing the tie? (1)
2.1.8 Explain the symbolism of the tie in the drama. (2)
2.1.9 Why does Paul want a father like Mike's father? (1)
2.1.10 What negative impact did Mike's father have on his son? (2)
2.1.11 What reason does Mike give for Paul's words? (1)
2.1.12 Explain what the last line ‘More than me’ means. (2)
2.1.13 What feeling does the last line ‘More than me’ give to the drama? Validate your answer. (1)
2.1.14 In your opinion, what happened to Paul's father? (2)

TOTAL SECTION B: 35

SECTION C: SHORT STORIES

QUESTION 3 THE DANCE FOR WATER OR RABBIT'S TRIUMPH

Read the short story ‘The Dance for Water or Rabbit's Triumph’ and answer the questions. Your teacher can find a copy of the short story online. The number of marks allocated to each question serves as a guide to the expected length of your answer.

EXTRACT C

THE DANCE FOR WATER OR RABBIT'S TRIUMPH by James A. Honey

The teacher can find a copy online https://www.sacred-texts.com/afr/saft/sft20.htm

3.1.1 What is the significance of the animals listed in line 5? (1)
3.1.2 Explain how water can be 'tread out' (line 9). (2)
3.1.3 What is the symbolism of ‘dance’ within the context? (2)
3.1.4 What did Rabbit choose to do and why? (2)
3.1.5 Why was Rabbit not allowed to drink the water? (2)
3.1.6 Do you agree with this action? Validate your answer. (2)
3.1.7 Describe Rabbit’s character. Use quotes from the short story. (3)
3.1.8 In your opinion, why is Rabbit behaving in this manner? (2)
3.1.9 Why do you think Rabbit defies the other animals and acts as he wants? (1)
3.1.10 Describe the solution to catch Rabbit. (2)
Exemplar Assessments

3.1.11 What did Rabbit think of the new ‘stone'? Why? (2)
3.1.12 What does the Rabbit think of the other animals? Is he justified in his thinking? Explain. (3)
3.1.13 What is the irony of Rabbit treading on Tortoise? (2)
3.1.14 What is the moral of the story? (2)
3.1.15 In your opinion, how would you have punished Rabbit? Validate your answer. (2)
3.1.16 Complete the table below by providing synonyms for the words. (5)

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>No avail</td>
<td></td>
</tr>
<tr>
<td>Leisurely</td>
<td></td>
</tr>
<tr>
<td>Unison</td>
<td></td>
</tr>
<tr>
<td>Pitch</td>
<td></td>
</tr>
<tr>
<td>Insolence</td>
<td></td>
</tr>
</tbody>
</table>

TOTAL SECTION C: 35

SECTION D: POETRY

In this section, questions are set on the following poems:

*The Veldt* by Perceval Gibbon

*The Cattle Thief* by W. C. Scully

QUESTION 4

4.1 **EXTRACT D**

Read the poem carefully and answer the questions that follow. The number of marks allocated to each question serves as a guide to the expected length of your answer.

**THE VELDT by Perceval Gibbon**

Cast the window wider, sonny,
Let me see the veldt,
Rolling grandly to the sunset,
Where the mountains melt,
With the sharp horizon round it,
Like a silver belt.

Years and years I've trekked across it,
Ridden back and fore,
Till the silence and the glamour
Ruled me to the core;
No man ever knew it better,
None could love it more.

5

10
There's a balm for crippled spirits
In the open view,
Running from your very footsteps
Out into the blue;
Like a wagon-track to heaven,
Straight 'twixt God and you.
There's a spot I know of, sonny,
Yonder by the stream;
Bushes handy for the fire,
Water for the team.
By the old home outspan, sonny,
Let me lie and dream.

4.1.1 Who is the narrator of the poem? Describe the character of the narrator. (2)

4.1.2 Refer to line 4.
   a) Identify the figure of speech. (1)
   b) Explain why this figure of speech is relevant in this poem. (2)

4.1.3 Refer to line 6.
   a) Identify the figure of speech. (1)
   b) Explain why this figure of speech is relevant in this poem. (2)

4.1.4 What is the narrator's opinion of nature? Validate your answer. (2)

4.1.5 How did the 'silence and glamour' affect the narrator? (2)

4.1.6 Refer to lines 17 and 18.
   a) What is the theme of this poem? (1)
   b) Validate your answer. (2)

4.1.7 Who is the narrator addressing? (1)

4.1.8 What advice does he give? (2)
EXTRACT E
THE CATTLE THIEF by W. C. Scully

I rise from my bed
When the moon is dead,
And hidden is every star;
When the white man sleeps,
And the tired hound
No vigil keeps,
But, in slumber sound,
Follows the chase afar.

I swiftly glide
Down the dark hillside,
And creep to the farmer’s kraal,
Where the sleek-limbed kine,
With breath so sweet,
That will soon be mine,
In my bush retreat,
Wake at my soft, low call.

We quickly pass
O’er the dew-wet grass,
For my whistle they tamely follow;
Over hill and dale
We hurry apace,
For the morning pale
Will bring the chase
On our track down the bushy hollow.

No rest we know,
For we hurrying go
To our forest sanctuary,
Through thickets dense
Where the bush-buck lies,
Beneath krantzes whence
The leopard’s eyes
Look down for his morning quarry.

My home is far,
And the morning star
Rose twice on our hither track;
Where the wide Bashee
From Baziya’s side
Rolls toward the sea,
My kinsmen bide,
And they watch for my coming back.
4.2.1 State the rhyme pattern of the poem. (1)
4.2.2 Who is the narrator of the poem? Describe the character of the narrator. (2)
4.2.3 Refer to line 2.
   a) Identify the figure of speech. (1)
   b) Explain why this figure of speech is relevant in this poem. (2)
4.2.4 Refer to line 8.
   What is ironic about the dog who ‘follows the chase afar’? (2)
4.2.5 Why do the cattle follow the narrator? (1)
4.2.6 Describe the journey that the narrator takes. (2)
4.2.7 How does the narrator mark the time passing? (1)
4.2.8 How does the poet contrast the two main characters: the white man and the cattle thief? (3)
4.2.9 Why did the narrator steal the cattle? (1)
4.2.10 Do you agree with his actions? Validate your answer. (1)

[17]

TOTAL SECTION D: 35

GRAND TOTAL: 70
Exemplar Assessments Memorandum

End-of-Year Examination Paper 2

SECTION A: NOVEL

QUESTION 1: THE TALE OF A FIELD HOSPITAL

1.1.1 Adults ✓ who are interested in war or South African history ✓.

1.1.2 Hot and dry ✓ as there is dust on the soldiers’ uniforms ✓.

1.1.3 “No. 4 Stationary Field Hospital”. ✓ ✓ The term “stationary” means that the hospital is not as mobile as the other hospitals; “No. 4” is different from the smaller field hospitals as they were not attached to the various brigades. ✓ ✓

1.1.4 A large number of iron bedsteads ✓ complete with mattresses, blankets, and sheets, ✓ soldiers ✓.

1.1.5 Suggested answer: A more stationary hospital was needed ✓ for soldiers who were severely wounded and could not travel with the troops. ✓

1.1.6 The Red Cross is a medical organisation ✓ and is protected from the fighting as it is not part of the war. ✓

1.1.7 Any valid answer. This can be seen by the interactions the soldiers have with Durban. ✓ ✓

1.1.8 Durban was ‘a refugee dog’ because he did not have a permanent place to stay ✓ or an owner. ✓

1.1.9 The soldiers would bathe in the river, ✓ travel to war sites, ✓ assist the wounded, ✓ set up camp. ✓ (any three)

1.1.10 Durban is adventurous, positive, outgoing, intelligent. Learners need to substantiate their answer. ✓ ✓

1.1.11 Durban was ‘devoted to them’ because they looked after him; ✓ he was rewarded for his loyalty. ✓

1.1.12 His character boosts the morale of the soldiers; ✓ he is able to find a solution to help them ✓ and is loyal. ✓

1.1.13 The soldiers have an affection towards Durban because they create an outfit to protect him, ✓ feed him ✓ and enjoy spending time with him. ✓

1.1.14 He appreciated also wearing a uniform like the soldiers and feeling part of the troops, ✓ however the dressings went unappreciated. ✓

1.1.15 There were so many soldiers who could easily shoot a sheep but they were unable to ✓ and needed Durban to take one down. ✓

1.1.16 Grassland. ✓ Any valid sentence that includes and provides meaning for veldt. ✓

TOTAL SECTION A: 35
SECTION B: DRAMA

QUESTION 2: THE TIE

2.1.1 Funeral organisers, family, friends ✓

2.1.2 To the funeral director or church to arrange the funeral ✓

2.1.3 He is grieving ✓ and unable to think outside his situation. ✓

2.1.4 Paul is wearing a tie and is formally dressed, which is appropriate for a funeral parlour. ✓

2.1.5 Paul is being flexible with the plans that he has made, ✓ since he does not have a choice. ✓

2.1.6 Suggested answers:

<table>
<thead>
<tr>
<th>Mike's father</th>
<th>Validation</th>
<th>Paul's father</th>
<th>Validation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allows him to drink</td>
<td>He gives you beer.</td>
<td>Won't let him drink</td>
<td>Why couldn't he have shared a beer?</td>
</tr>
<tr>
<td>Allows him to smoke</td>
<td>Here's a lighter.</td>
<td>Won't let him smoke</td>
<td>Why couldn't he give me a smoke?</td>
</tr>
<tr>
<td>Allows him to leave the house in any style of clothing</td>
<td>What's the tie got to do with anything?</td>
<td>Won't let him leave the house in any style of clothing</td>
<td>Because I'm not allowed out of the house on a date unless I have a tie on and either a jacket or sweater.</td>
</tr>
</tbody>
</table>

Conclusion: According to Paul he is a great father as he is around and supports his son's phase in life.

You have someone who treats you like a man.

Conclusion: According to Paul, he is an absent father who left him.

All I have is this tie. What will I have tomorrow?

2.1.7 He was going on a date. ✓

2.1.8 The tie symbolises the lessons ✓ that Paul's father taught him. ✓

2.1.9 He wants to be treated like a man and experience life. ✓

2.1.10 Mike's father is an alcoholic who allows him to do as he pleases, ✓ there is little parenting or boundaries. ✓

2.1.11 Paul is hurting from his father’s death. ✓

2.1.12 Mike stated that Paul's father left him with more than his father ever could: ✓ positive life lessons. ✓

2.1.13 Ominous feeling as the reader is unsure of Paul's actions and the effect of his father’s death. ✓

2.1.14 He committed suicide. ✓ ✓

TOTAL SECTION B: 35
SECTION C: SHORT STORIES

QUESTION 3 THE DANCE FOR WATER OR RABBIT’S TRIUMPH

3.1.1 They are seen as the leaders of the animals, they are stronger. √

3.1.2 If one walks on an area of ground enough, √ the underground water will come up by pressure. √

3.1.3 Dance is done in celebration, √ and the animals are celebrating the pre-emptive victory. √

3.1.4 Rabbit chose not to dance √ as he did not think it would work. √

3.1.5 He was not allowed water √ as he did not help the other animals. √

3.1.6 Suggested answer. Yes, √ it is justice. √

3.1.7 Rabbit is defiant as he does not listen to the other animals. √ He is solitary as he acts by himself. √ He is arrogant as he thinks he knows better. √

3.1.8 He prefers to be alone, √ guiding his own path. √

3.1.9 He does not think that they are right. √

3.1.10 The animals paint pitch on Tortoise’s back. √ He will pretend to be a rock that Rabbit will get stuck on. √

3.1.11 He thought the new stone was just for him √ as he is arrogant. √

3.1.12 He thinks that they are decent and kind √ as he would have acted more cruelly √ if he had to mete out punishment. √

3.1.13 Rabbit would not tread the ground for water √ but ends up treading on the Tortoise as a punishment. √

3.1.14 Suggested answer. Be humble, √ work as a team √

3.1.15 Accept answers that are validated and make sense. √ √

3.1.16 Complete the table below by providing synonyms for the words.

<table>
<thead>
<tr>
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<th>Synonym</th>
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</thead>
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<td>casually</td>
</tr>
<tr>
<td>Unison</td>
<td>Together</td>
</tr>
<tr>
<td>Pitch</td>
<td>Tar</td>
</tr>
<tr>
<td>Insolence</td>
<td>Rudeness</td>
</tr>
</tbody>
</table>

TOTAL SECTION C: 35
SECTION D: POETRY

QUESTION 4.1

4.1.1 The narrator is an old man ✓ who is remembering the past. ✓ (2)

4.1.2 a) Personification ✓ (1)
   b) It helps to bring life ✓ to nature. ✓ (2)

4.1.3 a) Simile ✓ (1)
   b) It brings familiarity ✓ to nature. ✓ (2)

4.1.4 Nature is ‘a balm for crippled spirits’, ✓ it gives peace. ✓ (2)

4.1.5 It changed ✓ and became his personality. ✓ (2)

4.1.6 a) Death ✓ (1)
   b) The narrator is dying ✓ and living out his dying wish. ✓ (2)

4.1.7 The younger boy who is with him ✓ (1)

4.1.8 To experience nature ✓ and make use of it for survival ✓ (2)

4.2.1 AABCDCDB ✓ (1)

4.2.2 The cattle thief ✓ who is sly ✓ (2)

4.2.3 a) Personification ✓ (1)
   b) It highlights the sleeping form of the white man, ✓ the punishment for the cattle thief and the illegal act. ✓ (2)

4.2.4 The hound was not awake to protect the cattle ✓ but was chasing them in his dream. ✓ (2)

4.2.5 He knows how to call them. ✓ (1)

4.2.6 The cattle thief goes over hills and dales, ✓ through a forest and bush. ✓ (2)

4.2.7 By the stars and moonlight ✓ (1)

4.2.8 He contrasts them though his use of verbs. ✓ The white man is described as sleeping ✓ while the cattle thief is active. ✓ (3)

4.2.9 To pay for lobola ✓ (1)

4.2.10 Learners provide a valid answer. ✓ (1)

[18]

TOTAL SECTION D: 35

GRAND TOTAL: 70
Instructions and information

Read the following carefully before answering the questions.

1. This question paper consists of TWO sections:
   - SECTION A: Essay (50)
   - SECTION B: Transactional Texts (2 × 25) (50)

2. Answer ONE question in EACH section.

3. Write in the language in which you are being assessed.

4. Start EACH section on a NEW page.

5. You must plan (e.g. using a mind map/ diagram/ flow chart/ key words), edit and proofread your work. The plan must appear BEFORE each text.

6. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.

7. Suggested time allocation:
   - 80 minutes for SECTION A
   - 70 minutes for SECTION B (2 × 35 minutes)

8. Number the answers correctly according to the numbering system used in the question paper.

9. Write down the title/heading of each response. Give your own title/ heading if one has not been provided.

10. The title/heading must NOT be included when doing a word count.

11. Write neatly and legibly.
SECTION A: ESSAY

QUESTION 1

NOTE:

- Write an essay of between 200-250 words in length on ONE of the following topics.
- Write the number of the topic and title/heading of the essay you have chosen, for example: 1.1 Water is a source of life.
- Spend approximately 80 minutes on this section.

1.1 Water is a source of life. (50)
1.2 Hold fast to dreams
   For if dreams die
   Life is a broken-winged bird
   That cannot fly. (Langston Hughes) (50)
1.3 Breaking the cycle of bullying (50)

TOTAL SECTION A: 50

SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

- Respond to TWO of the following topics.
- The body of each of your answers should be between 120 - 150 words in length.
- Write the number and the heading of the text you have chosen, for example 2.1 LETTER TO THE EDITOR.
- Pay particular attention to format, language, register and audience.
- Spend approximately 70 minutes on this section.

2.1 Letter to the Editor
   Many South African schools are teaching online due to restrictions and lockdown. Write a letter to the editor of a national newspaper in which you express your views on the situation and the pros and cons of learning online. (25)

2.2 Music video review
   Write a review of a CD you have listened to.
   - Clearly state the name of the song or CD and the artist.
   - Give a balanced opinion. Tell the reader about the strengths and weaknesses of the song or CD.
Exemplar Assessments

- Make a comparison with a previous song or CD by the same artist to show whether or not there is an improvement in quality and style.
- Be brief and use simple but interesting words. (25)

2.3 Interview

You have been invited as a guest on a television talk show to discuss the issue of children's rights in school, at home and in their community. Write the interview that takes place between the presenter and yourself. (25)

2.4 Magazine article

Write an article titled 'How to Belong Where You Are', to be included in the magazine, Youth TODAY. (25)

TOTAL SECTION B: 50

GRAND TOTAL: 100
**SECTION A: ESSAY**

**QUESTION 1**

<table>
<thead>
<tr>
<th>Criteria &amp; Planning</th>
<th>Exceptional 28-30</th>
<th>Skilful 22-24</th>
<th>Moderate 16-18</th>
<th>Elementary 10-12</th>
<th>Inadequate 4-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>(Response and ideas)</td>
<td>Well-crafted response but lacks the exceptionally striking qualities of the outstanding essay.</td>
<td>Well-organised, including introduction, body and conclusion/ending.</td>
<td>Some degree of organisation and coherence, including introduction, body and conclusion ending.</td>
<td>Very poorly structured response with little evidence of organisation and coherence.</td>
<td>No attempt to respond to the topic.</td>
</tr>
<tr>
<td>MARKS</td>
<td>25-27</td>
<td>19-21</td>
<td>13-15</td>
<td>7-9</td>
<td>0-3</td>
</tr>
</tbody>
</table>

**CONTENT & PLANNING**

- **RESPONSE**
  - Well-crafted response
  - Relevant and interesting ideas
  - Well organised, including introduction, body and conclusion/ending

- **ORGANISATION**
  - Purposeful planning
  - Coherent ideas
  - Clear organisation and coherence, including introduction, body and conclusion/ending

- **AUDIENCE**
  - Tailored to the intended audience
  - Engaging and effective

- **CONTEXT**
  - Relevant
  - Accurate

**MARKS**

- **CONTENT & ORGANISATION** (30 marks)

- **RESPONSE** (20 marks)
  - Upper level
  - Exceptional
  - Outstanding

- **ORGANISATION** (10 marks)
  - Upper level
  - Exceptional
  - Outstanding

- **AUDIENCE** (5 marks)
  - Upper level
  - Exceptional
  - Outstanding

- **CONTEXT** (5 marks)
  - Upper level
  - Exceptional
  - Outstanding
### Exemplar Assessments Memorandum

#### LANGUAGE, STYLE & EDITING

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Upper Level</th>
<th>Lower Level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LANGUAGE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tone, register, style, and vocabulary appropriate to purpose, audience, and context</td>
<td>Exceptional</td>
<td>Exceptional</td>
</tr>
<tr>
<td>Appropriate use of language to convey meaning</td>
<td>Skilful</td>
<td>Skilful</td>
</tr>
<tr>
<td>Appropriate tone and vocabulary used to enhance content</td>
<td>Moderate</td>
<td>Moderate</td>
</tr>
<tr>
<td>Appropriate tone</td>
<td>Elementary</td>
<td>Elementary</td>
</tr>
<tr>
<td>Virtually error-free in grammar and spelling</td>
<td>Inadequate</td>
<td>Inadequate</td>
</tr>
<tr>
<td>Very skilfully crafted</td>
<td>Very skilful</td>
<td>Very basic</td>
</tr>
</tbody>
</table>

#### STRUCTURE

<table>
<thead>
<tr>
<th>Features of text</th>
<th>Upper Level</th>
<th>Lower Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraphs logical and varied</td>
<td>Exceptional</td>
<td>Exceptional</td>
</tr>
<tr>
<td>Sentences and paragraphs well constructed</td>
<td>Elementary</td>
<td>Elementary</td>
</tr>
<tr>
<td>Essay still makes some sense</td>
<td>Inadequate</td>
<td>Inadequate</td>
</tr>
</tbody>
</table>

**TOTAL SECTION A: 50**
## SECTION B: TRANSACTIONAL TEXTS

### QUESTION 2

<table>
<thead>
<tr>
<th>Criteria, Planning &amp; Format</th>
<th>Exceptional 10–13</th>
<th>Skilful 7–9</th>
<th>Moderate 5–6</th>
<th>Elementary 3–4</th>
<th>Inadequate 0–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response reflects ideas and organisation of ideas; knowledge of features and conventions and context.</td>
<td>Outstanding response, beyond normal expectations.</td>
<td>Adequate response, demonstrating knowledge of features of the type of text.</td>
<td>Basic response, demonstrating some knowledge of features of the type of text.</td>
<td>Response reveals no knowledge of features of the type of text.</td>
<td>Response reveals no knowledge of features of the type of text.</td>
</tr>
<tr>
<td>Writing maintains focus.</td>
<td>Very good response.</td>
<td>Reasonably coherent response.</td>
<td>Not always coherent in content and ideas.</td>
<td>Not always coherent in content and ideas.</td>
<td>Not always coherent in content and ideas.</td>
</tr>
<tr>
<td>Content is well supported by the main ideas.</td>
<td>Highly elaborated and coherent in content and ideas.</td>
<td>Some details support the topic.</td>
<td>No digressions.</td>
<td>Response reveals no knowledge of features of the type of text.</td>
<td>Response reveals no knowledge of features of the type of text.</td>
</tr>
<tr>
<td><strong>Total MARKS</strong>: 12</td>
<td><strong>MARK RANGE</strong>: 10–12</td>
<td><strong>MARK RANGE</strong>: 5–6</td>
<td><strong>MARK RANGE</strong>: 3–4</td>
<td><strong>MARK RANGE</strong>: 0–2</td>
<td><strong>MARK RANGE</strong>: 0–2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language, Style &amp; Editing</th>
<th>Exceptional 10–12</th>
<th>Skilful 7–9</th>
<th>Moderate 5–6</th>
<th>Elementary 3–4</th>
<th>Inadequate 0–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone, register, style and vocabulary appropriate to purpose, audience and context.</td>
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<td>Tone, register, style and vocabulary appropriate to purpose, audience and context.</td>
</tr>
<tr>
<td><strong>Total MARKS</strong>: 8</td>
<td><strong>MARK RANGE</strong>: 10–12</td>
<td><strong>MARK RANGE</strong>: 7–9</td>
<td><strong>MARK RANGE</strong>: 5–6</td>
<td><strong>MARK RANGE</strong>: 3–4</td>
<td><strong>MARK RANGE</strong>: 0–2</td>
</tr>
</tbody>
</table>

**TOTAL SECTION B: 50**

**GRAND TOTAL: 100**
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