



# **Education and Sport Development**

**Department of Education and Sport Development  
Departement van Onderwys en Sportontwikkeling  
Lefapha la Thuto le Tihabololo ya Metshameko  
NORTH WEST PROVINCE**

## **GRADE 9 ENGLISH FIRST ADDITIONAL LANGUAGE ASSESSMENT GUIDELINES    NOVEMBER 2018**

In Grade 9, the test will cover work that is prescribed in CAPS for the **four terms** of the school year. It is important to note that the NWPA Assessment Guidelines do not imply that the limited scope is all that must be taught and learnt during the school year. Instead, the Assessment Guidelines provide the basic minimum curriculum that should have been covered by the time of the end of year examination..

For this grade the Assessment Guidelines are arranged in three columns. The skill to be assessed is specified in the first column, the content is listed in the second column, the strategies and sub-skills are listed in the third column.

Teachers are expected to use these Guidelines together with the CAPS to ensure that all the work that will be assessed has been covered.



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SKILLS	CONTENT	STRATEGIES AND SUB-SKILLS
<p>Paper 2</p> <p>Reading and Viewing</p>	<p>Prescribed text types:</p> <ul style="list-style-type: none"> <li>• Text A: A magazine article</li> </ul>	<p>The learner will be assessed on:</p> <p><b>Use reading strategies:</b></p> <ul style="list-style-type: none"> <li>- To understand the text</li> <li>- For close and critical reading of the text (reading comprehension).</li> </ul> <p>• <b>Text features:</b></p> <ul style="list-style-type: none"> <li>- To identify the purpose.</li> <li>- To identify the main idea.</li> <li>- Explain title.</li> </ul> <p>• <b>Text content:</b></p> <ul style="list-style-type: none"> <li>- Draws conclusions: cause and effect.</li> <li>- Gives own opinion with a reason.</li> <li>- Identifies main idea.</li> <li>- Summarises main and supporting ideas..</li> <li>- To infer meaning.</li> <li>- To distinguish between true or false statements.</li> <li>- To distinguish between advantages and disadvantages.</li> <li>- Explain writer's point of view.</li> </ul>



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Reading and Viewing	Text B: An Information Text:	The learner will be assessed on:  Explain purpose Scan for information Skim for information Explain language use Infer meaning of unfamiliar words Draw conclusion/own opinion
Reading and Viewing	Text C: Visual text: Advertisement	Read an advertisement: identify the target market Read an advertisement: identify the target market Discuss the effect of pictures on the advertisement Explain message of the advertisement Read an advertisement: identify slogan/caption/logos/font Study the advertisement: extract and interpret information to answer a simple question Identify manipulative language Identify message
Reading and Viewing	Text D: Visual text: Cartoon	Study a cartoon: extract and interpret information to answer a simple question Identify and explain message Identify setting Identify purpose of the cartoonist Explain body language/facial expressions; Explain use of punctuation marks



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Reading and Viewing	Summary writing	The learner will be assessed on:  Identify main points and summarise a passage
Language Structures and Conventions	The content that should be covered is given in the strategies and sub-skills column. Learners are required to identify, understand and use the grammatical structures and conventions in context. They should also learn how to apply the rules.	<ul style="list-style-type: none"> <li>• <b>Verb tenses as used in sentences conversions.</b></li> </ul> <b>Parts of speech:</b> <ul style="list-style-type: none"> <li>• <b>Nouns:</b> <ul style="list-style-type: none"> <li>- Common nouns: countable nouns e.g. book – books and</li> <li>- uncountable nouns e.g. sugar and hair.</li> <li>- Uses proper nouns correctly e.g. with a capital letter.</li> </ul> </li> <li>• <b>Adjectives:</b> <ul style="list-style-type: none"> <li>- comparative and superlative adjectives e.g. big, bigger, biggest.</li> <li>- Uses comparative and superlative adjectives in context.</li> </ul> </li> </ul>



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		<p>The learner will be assessed on:</p> <ul style="list-style-type: none"> <li>• <b>Verbs:</b></li> <li>• <b>Prepositions:</b> <ul style="list-style-type: none"> <li>- That show position e.g. on, under, in, above.</li> <li>- That show direction e.g. to, from, up, down.</li> <li>- That show time e.g. on, at.</li> <li>- That show possession e.g. with</li> </ul> </li> <li>• <b>Conjunctions:</b> <ul style="list-style-type: none"> <li>- Uses conjunctions (connecting words) to show addition e.g. and.</li> <li>- To show sequence e.g. then, next.</li> <li>- To show contrast e.g. but.</li> <li>- To show reason e.g. because.</li> </ul> </li> <li>• <b>Adverbs:</b> <ul style="list-style-type: none"> <li>- Begins to use adverbs of time e.g. tomorrow, yesterday.</li> <li>- Uses adverbs of frequency e.g. She often visits me.</li> </ul> </li> <li>• <b>Vocabulary Development:</b>            Begins to understand and use:           <ul style="list-style-type: none"> <li>- Synonyms (words that are similar in meaning)</li> <li>- Antonyms (words that are opposite in meaning)</li> <li>- Abbreviations</li> <li>- spelling</li> </ul> </li> </ul>



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		<p>The learner will be assessed on:</p> <p><b>Recognises how words are formed:</b></p> <ul style="list-style-type: none"> <li>- Joining prefixes or suffixes to a base word.</li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Sentences conversion</b> <ul style="list-style-type: none"> <li>- Passive and active voice</li> <li>- Direct and indirect speech</li> <li>- Statement to question</li> </ul> </li> </ul>
		<ul style="list-style-type: none"> <li>• <b>Punctuation:</b> <ul style="list-style-type: none"> <li>- Capital letters, full stops, commas and question marks.</li> <li>- Uses capital letters for proper nouns, titles and initials of people.</li> <li>- Uses commas for separation of nouns in a list.</li> <li>- Use of apostrophe</li> </ul> </li> <li>• <b>Spelling Rules:</b> <ul style="list-style-type: none"> <li>- Add –s to most plurals.</li> <li>- Add –es to form plurals of words ending in –s, -sh, -ch.</li> </ul> </li> </ul>



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<p><b>Paper 3</b>  <b>Writing and Presenting</b></p>	<p>Word Writing            Sentence Writing            Paragraph Writing</p> <ul style="list-style-type: none"> <li>• <b>Creative Writing</b> <ul style="list-style-type: none"> <li>- Descriptive, narrative using a picture, and reflective</li> </ul> </li> <li>• <b>Transactional Writing</b> <ul style="list-style-type: none"> <li>- Friendly Letter</li> <li>- Dialogues</li> <li>- Curriculum Vitae (CV)</li> </ul> </li> </ul>	<p>The learner will be assessed on:</p> <p><b>Pre-writing/planning</b></p> <ul style="list-style-type: none"> <li>• Consider target audience and purpose.</li> <li>• Consider type of writing.</li> <li>• Brainstorm using mind-map/lists</li> <li>• Organise ideas</li> </ul> <p><b>Drafting</b></p> <ul style="list-style-type: none"> <li>• Word choice related to topic.</li> <li>• Structure of sentences</li> <li>• Main and supporting ideas</li> <li>• Specific features of the required text e.g. direct speech for dialogue, labels and captions for diagrams.</li> <li>• Reads own writing critically.</li> </ul> <p><b>Revising, editing, proofreading and presenting:</b></p> <ul style="list-style-type: none"> <li>• <b>Revises</b> – Improves content and structure of ideas.</li> <li>• <b>Edits</b> – Corrects mistakes in grammar, spelling and punctuation.</li> <li>• <b>Refines</b> word choice, sentence- and paragraph structure.</li> <li>• <b>Presents</b> – neat, legible and final version</li> </ul>