



**GAUTENG PROVINCE**  
EDUCATION  
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION  
PROVINCIAL ASSESSMENT TASK  
NOVEMBER 2020  
GRADE 3

COMMON ASSESSMENT TASK  
ENGLISH HOME LANGUAGE  
TASK I  
MEMORANDUM and ADDENDUM

MARKS: 110

12 pages

I.	Listening and Speaking	MARKS																																
I.I	<p><b>Speaking</b>  <b>Instructions to teacher:</b>            I. Ask learners to prepare and present a 3 minute speech on one of the following topics :</p> <ul style="list-style-type: none"> <li>• An experience that made you feel sad/happy OR</li> <li>• Benefits of staying home during lockdown OR</li> <li>• A topic of your own choice</li> </ul> <p>Tell learners to include their own experience in their speech.</p> <table border="1" data-bbox="204 902 1332 1749" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="4" style="text-align: center;"><i>ASSESSMENT GUIDELINES</i></th> </tr> <tr> <th style="width: 33%;"><i>CONTENT</i></th> <th style="width: 12.5%;"><i>MARKS</i></th> <th style="width: 33%;"><i>SKILLS</i></th> <th style="width: 12.5%;"><i>MARKS</i></th> </tr> </thead> <tbody> <tr> <td><i>Does not give any relevant information about the topic.</i></td> <td style="text-align: center;"><i>0</i></td> <td><i>The learner is unable to speak loudly or clearly.</i></td> <td style="text-align: center;"><i>0</i></td> </tr> <tr> <td><i>Sequences 2 - 5 ideas relevant to the topic.</i></td> <td style="text-align: center;"><i>1</i></td> <td><i>The learner speaks clearly with fluency.</i></td> <td style="text-align: center;"><i>1</i></td> </tr> <tr> <td><i>Sequences more than 5 ideas relevant to the topic.</i></td> <td style="text-align: center;"><i>2</i></td> <td><i>The learner speaks clearly with fluency and expression.</i></td> <td style="text-align: center;"><i>2</i></td> </tr> <tr> <td></td> <td></td> <td><i>The learner speaks confidently with fluency and expression, using language imaginatively.</i></td> <td style="text-align: center;"><i>3</i></td> </tr> <tr> <td><i>LEARNER'S MARKS</i></td> <td></td> <td><i>LEARNER'S MARKS</i></td> <td></td> </tr> <tr> <td></td> <td></td> <td></td> <td style="text-align: center;"><i>5</i></td> </tr> </tbody> </table>	<i>ASSESSMENT GUIDELINES</i>				<i>CONTENT</i>	<i>MARKS</i>	<i>SKILLS</i>	<i>MARKS</i>	<i>Does not give any relevant information about the topic.</i>	<i>0</i>	<i>The learner is unable to speak loudly or clearly.</i>	<i>0</i>	<i>Sequences 2 - 5 ideas relevant to the topic.</i>	<i>1</i>	<i>The learner speaks clearly with fluency.</i>	<i>1</i>	<i>Sequences more than 5 ideas relevant to the topic.</i>	<i>2</i>	<i>The learner speaks clearly with fluency and expression.</i>	<i>2</i>			<i>The learner speaks confidently with fluency and expression, using language imaginatively.</i>	<i>3</i>	<i>LEARNER'S MARKS</i>		<i>LEARNER'S MARKS</i>					<i>5</i>	<b>5</b>
<i>ASSESSMENT GUIDELINES</i>																																		
<i>CONTENT</i>	<i>MARKS</i>	<i>SKILLS</i>	<i>MARKS</i>																															
<i>Does not give any relevant information about the topic.</i>	<i>0</i>	<i>The learner is unable to speak loudly or clearly.</i>	<i>0</i>																															
<i>Sequences 2 - 5 ideas relevant to the topic.</i>	<i>1</i>	<i>The learner speaks clearly with fluency.</i>	<i>1</i>																															
<i>Sequences more than 5 ideas relevant to the topic.</i>	<i>2</i>	<i>The learner speaks clearly with fluency and expression.</i>	<i>2</i>																															
		<i>The learner speaks confidently with fluency and expression, using language imaginatively.</i>	<i>3</i>																															
<i>LEARNER'S MARKS</i>		<i>LEARNER'S MARKS</i>																																
			<i>5</i>																															

		MARKS																																																																						
1.2	<p>Listening (Whole Class Activity)</p> <p><u>Instructions to teacher</u></p> <ol style="list-style-type: none"> <li>Carefully read out one instruction at a time to the learners.</li> <li>Give them adequate time to complete each instruction before you continue to the following instruction.</li> </ol> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <ol style="list-style-type: none"> <li>Draw a bar of red soap above the girl's head.</li> <li>Draw a bottle of sanitiser on the right hand side of the girl.</li> <li>Draw a mask on the girl's face to cover the mouth and nose.</li> <li>Draw a bucket of water below the girl's feet.</li> <li>Draw a pair of blue gloves on the left hand side of the girl.</li> </ol> </div> <p style="text-align: right;">(1 x 5) 5</p>																																																																							
2	<p>Phonics and spelling</p> <p><u>Instructions to teacher:</u></p> <ol style="list-style-type: none"> <li>Tell learners to complete the answer sheet by following the instructions.</li> <li>Tell them to write neatly and clearly.</li> </ol>																																																																							
2.1	<p>Word Search</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tbody> <tr> <td>y</td><td>d</td><td>w</td><td>n</td><td>r</td><td>s</td><td>s</td><td>l</td><td>p</td><td>e</td> </tr> <tr> <td>p</td><td>o</td><td>u</td><td>e</td><td>b</td><td>e</td><td>r</td><td>w</td><td>h</td><td>s</td> </tr> <tr> <td>e</td><td>l</td><td>e</td><td>p</td><td>h</td><td>a</td><td>n</td><td>t</td><td>o</td><td>l</td> </tr> <tr> <td>l</td><td>p</td><td>o</td><td>h</td><td>l</td><td>n</td><td>n</td><td>g</td><td>n</td><td>o</td> </tr> <tr> <td>m</td><td>h</td><td>u</td><td>e</td><td>v</td><td>i</td><td>k</td><td>h</td><td>e</td><td>u</td> </tr> <tr> <td>p</td><td>i</td><td>u</td><td>w</td><td>r</td><td>e</td><td>r</td><td>l</td><td>n</td><td>l</td> </tr> <tr> <td>k</td><td>n</td><td>o</td><td>c</td><td>o</td><td>u</td><td>g</td><td>h</td><td>e</td><td>d</td> </tr> </tbody> </table> <p style="text-align: right;">(1 x 5) 5</p>	y	d	w	n	r	s	s	l	p	e	p	o	u	e	b	e	r	w	h	s	e	l	e	p	h	a	n	t	o	l	l	p	o	h	l	n	n	g	n	o	m	h	u	e	v	i	k	h	e	u	p	i	u	w	r	e	r	l	n	l	k	n	o	c	o	u	g	h	e	d	
y	d	w	n	r	s	s	l	p	e																																																															
p	o	u	e	b	e	r	w	h	s																																																															
e	l	e	p	h	a	n	t	o	l																																																															
l	p	o	h	l	n	n	g	n	o																																																															
m	h	u	e	v	i	k	h	e	u																																																															
p	i	u	w	r	e	r	l	n	l																																																															
k	n	o	c	o	u	g	h	e	d																																																															

MARKING GUIDELINES	ENGLISH HOME LANGUAGE ASSESSMENT TASK	GRADE 3
--------------------	--	---------

		MARKS		
2.2	cough dolphin elephant nephew phone <div style="text-align: right;">(1 x 5)</div>	5		
2.3	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%;">           soft c sound            cellar            face         </td> <td style="width: 50%;">           hard c sound            coronavirus            collar         </td> </tr> </table> <div style="text-align: right;">(1 x 4)</div>	soft c sound cellar face	hard c sound coronavirus collar	4
soft c sound cellar face	hard c sound coronavirus collar			
2.4	window boat soap pillow <div style="text-align: right;">(1 x 4)</div>	4		
2.5	a. My mum's <u>new</u> dress is beautiful. b. I will find the treasure if you give me a <u>clue</u> .	2		
2.6	Spelling (see Addendum)  Instructions to teacher:  1. Learners are to be given a list of words a week in advance. (Annexure A) 2. Discuss the common theme to prepare the learners for the spelling. 3. Learners must practice the words every day. 4. The test is to be done during the Home Language period. 5. All learners are to be assessed at the same time. 6. Suggested time: 30 minutes. 7. Call out one word at a time in a sentence/in context. Repeat the word. 8. Learners are to be given adequate time to write each word before the next word is called out. 9. Let learners listen to the entire dictation before they start writing. 10. During dictation, read one sentence or phrase at a time for the learners to be able to write the sentence.	10		

						MARKS
	1.	mask	6.	sanitiser	(1 x 10)	10
	2.	scrub	7.	fingers		
	3.	courageous	8.	stronger		
	4.	gloves	9.	pandemic		
	5.	invisible	10.	remarkable		
2.7	<b>Dictation</b>  Hands must be washed for twenty seconds. We can sing happy birthday twice when we scrub our palms and fingers.  (Only the words in bold are to be marked.)					(1 x 5) 5
3	<b>ACTIVITY 3: READING: Individual activity</b>  Instructions to teacher:  1. Each learner to be given time ( $\pm$ 5 minutes) to read the chosen text. 2. Activity to be done over the week, between 3 to 4 learners per day during HL instruction time.					5
<b>ASSESSMENT GUIDELINES</b>					<b>MARKS</b>	
Able to read a few words and needs prompting.					1	
Able to read most words using decoding skills but needs prompting.					2	
Able to read with fluency and uses decoding skills but lacks expression.					3	
Able to read with fluency using decoding and self-correcting skills but lacking expression.					4	
Able to read confidently with expression and fluency. Uses decoding and self-correcting skills.					5	

		MARKS								
4	Activity 4: Comprehension (individual work)  Instructions to teacher:  1. Allow learners to read the text at least 2 times before answering the questions. 2. All learners are to be assessed at the same time. Use HL time. 3. Suggested time: 30 minutes 4. Learners are to write the answers in the answer booklet.									
4.1	C Staying at home to be safe.	1								
4.2	<table border="1"> <thead> <tr> <th>Name</th> <th>Teacher</th> <th>Dog</th> <th>Virus</th> </tr> </thead> <tbody> <tr> <td>Sipho</td> <td>Ms Zondo</td> <td>Monzo</td> <td>Covid-19</td> </tr> </tbody> </table> (1 x 3)	Name	Teacher	Dog	Virus	Sipho	Ms Zondo	Monzo	Covid-19	3
Name	Teacher	Dog	Virus							
Sipho	Ms Zondo	Monzo	Covid-19							
4.3	4.3.1 False We read that the virus was spreading from one person to another by invisible droplets, so people must not stand too close together.  4.3.2 True Washing your hands for twenty seconds and wearing a mask, will stop the invisible droplets from spreading.	1  1  1  1								
4.4	The word "them" refers to the learners.	1								
4.5	C - hidden	1								
4.6	<table border="1"> <tbody> <tr> <td>Monzo barked when he saw Faeza's cats on the computer screen.</td> <td>3</td> </tr> <tr> <td>A bad virus was making people sick in Wuhan.</td> <td>1</td> </tr> <tr> <td>Mr Cyril Ramaphosa, announced that the country was going on a twenty-one day lockdown. (Learner must have all correct for 1 mark.)</td> <td>2</td> </tr> </tbody> </table>	Monzo barked when he saw Faeza's cats on the computer screen.	3	A bad virus was making people sick in Wuhan.	1	Mr Cyril Ramaphosa, announced that the country was going on a twenty-one day lockdown. (Learner must have all correct for 1 mark.)	2	1		
Monzo barked when he saw Faeza's cats on the computer screen.	3									
A bad virus was making people sick in Wuhan.	1									
Mr Cyril Ramaphosa, announced that the country was going on a twenty-one day lockdown. (Learner must have all correct for 1 mark.)	2									
4.7	Gauteng, Western Cape, Johannesburg, Cape Town, Pietermaritzburg ... (Accept any two cities or provinces of South Africa.)	2								

		MARKS
4.8	The three precautions they took are:  1. Staying at home and not playing with friends. 2. Washing their hands for twenty seconds. 3. Wearing a mask. (Accept any three precautions.)	   
4.9	Yes/No  Learners own reason, reason must be related to the answer.	 
5.	Language	
5.1	Antonyms  5.1.1 Lillian <u>closed</u> the door.  5.1.2 The friends stayed <u>inside</u> .  5.1.3 The virus was spreading from one person to another by <u>invisible</u> droplets.	   
5.2	Adverbs  5.2.1 The virus spread <u>quickly</u> from one person to another.  5.2.2 Lillian's grandfather stayed <u>safely</u> hidden indoors with the family.	 
5.3	Tenses  5.4.1 Lillian <u>wears</u> a mask.  5.4.2 Monzo <u>caught</u> the ball.  5.4.3 The friends <u>will send</u> text messages to each other. (Marks allocated for underlined words only.)	   

		MARKS
5.4	<p>Conjunctions</p> <p>5.5.1 The virus will spread <u>unless</u> we follow the safety rules.</p> <p>5.5.2 We did online learning <u>while</u> we were on lockdown.</p> <p>5.5.3 We had a virtual party <u>because</u> it was Faeeza's birthday.</p>	<p>1</p> <p>1</p> <p>1</p>
5.5	<p>Punctuation</p> <p>5.5.1 Siphon<sup>√</sup> Lillian and Faeeza are best friends.</p> <p>5.5.2 Did you wash your hands for twenty seconds?<sup>√</sup></p> <p>Quotation marks</p> <p>5.5.3 "I am proud of you," said Ms Zondo.<sup>√</sup> (One mark for both quotation marks)</p>	<p>2</p> <p>2</p> <p>2</p>
5.6	<p>Suffix</p> <p>The children have a strong <u>friendship</u>, however they grow more <u>restless</u> with each passing day because they missed playing in the park. They are <u>grateful</u> their families are safe this brings them a lot of <u>happiness</u>. (Any three of the four to be accepted.) (1 x 3)</p>	<p>3</p>
5.7	<p>Prefix.</p> <p>5.7.1 Faeeza was <u>unhappy</u> to wear a mask.</p> <p>5.7.2 The virus was spreading from one person to another by <u>invisible</u> droplets.</p>	<p>1</p> <p>1</p>



		MARKS
5.8	Contractions	
	5.8.1 did not	
	5.8.2 you are	
5.9	Letter game	
	5.9.1 cake	
	5.9.2 house	
	5.9.3 bat	

		MARKS
6	<p>Story writing</p> <p>Instructions to teacher:</p> <ol style="list-style-type: none"> <li>Tell learners that they are going to write a story of TWO paragraphs (at least 10 sentences) on the following topics: <ul style="list-style-type: none"> <li>When I grow up I want to be . . .</li> <li>My favourite toy</li> <li>What I did during the lockdown</li> </ul> </li> <li>They should not number their sentences.</li> <li>They must use correct punctuation, spelling and grammar.</li> <li>They should write neatly.</li> </ol>	
<i>ASSESSMENT GUIDELINES</i>		<i>MARKS</i>
<i>Criteria</i>	<i>Description</i>	
<i>Paragraph (Max. 1 mark)</i>	<i>Copied instructions/one word/phrase/part of sentence.</i>	<i>0</i>
	<i>Two paragraphs of more than one sentence each.</i>	<i>1</i>
<i>Content (Max. 2 marks)</i>	<i>Copied instructions/one word, phrase unrelated to the topic.</i>	<i>0</i>
	<i>1 - 5 simple sentences related to the topic.</i>	<i>1</i>
	<i>6 - 10 meaningful sentences related to the topic.</i>	<i>2</i>
<i>Grammar, punctuation and spelling (Max. 2 marks)</i>	<i>More than 10 grammatical, punctuation or spelling errors.</i>	<i>0</i>
	<i>6 - 10 grammatical, punctuation or spelling errors.</i>	<i>1</i>
	<i>0 - 5 grammatical, punctuation or spelling errors.</i>	<i>2</i>
<i>TOTAL</i>		<i>5</i>

5

		MARKS																																		
7	<p>Handwriting</p> <p>Instructions to teacher:</p> <ol style="list-style-type: none"> <li>1. Tell learners to read the extract carefully.</li> <li>2. Tell learners to rewrite the extract using a joined script e.g. cursive handwriting.</li> <li>3. They should write neatly.</li> <li>4. They must use a pen to write.</li> <li>5. Remind them to fill in all punctuation marks.</li> </ol>																																			
	<table border="1"> <thead> <tr> <th colspan="2"><i>ASSESSMENT GUIDELINES</i></th> <th><i>MARKS</i></th> </tr> <tr> <th><i>Criteria</i></th> <th><i>Description</i></th> <th></th> </tr> </thead> <tbody> <tr> <td rowspan="4"><i>Letter Formation: Letters are correctly formed in a joint script e.g. cursive writing</i></td> <td><i>1 - 10 words are correctly formed.</i></td> <td><i>1</i></td> </tr> <tr> <td><i>11 - 25 words are correctly formed.</i></td> <td><i>2</i></td> </tr> <tr> <td><i>26 - 40 words are correctly formed.</i></td> <td><i>3</i></td> </tr> <tr> <td><i>41 - 58 words are correctly formed.</i></td> <td><i>4</i></td> </tr> <tr> <td rowspan="3"><i>Punctuation</i></td> <td><i>Capital letters visible at the beginning of each sentence.</i></td> <td><i>1</i></td> </tr> <tr> <td><i>Capital letter visible for each name.</i></td> <td><i>1</i></td> </tr> <tr> <td><i>All punctuation marks are visible.</i></td> <td><i>1</i></td> </tr> <tr> <td><i>Legibility</i></td> <td><i>Writing is legible and sentences can be read.</i></td> <td><i>1</i></td> </tr> <tr> <td><i>Spacing</i></td> <td><i>Words are reasonably spaced within each sentence and within the passage.</i></td> <td><i>1</i></td> </tr> <tr> <td><i>Neatness</i></td> <td><i>Overall work is neatly presented.</i></td> <td><i>1</i></td> </tr> <tr> <td><i>TOTAL</i></td> <td></td> <td><i>10</i></td> </tr> </tbody> </table>	<i>ASSESSMENT GUIDELINES</i>		<i>MARKS</i>	<i>Criteria</i>	<i>Description</i>		<i>Letter Formation: Letters are correctly formed in a joint script e.g. cursive writing</i>	<i>1 - 10 words are correctly formed.</i>	<i>1</i>	<i>11 - 25 words are correctly formed.</i>	<i>2</i>	<i>26 - 40 words are correctly formed.</i>	<i>3</i>	<i>41 - 58 words are correctly formed.</i>	<i>4</i>	<i>Punctuation</i>	<i>Capital letters visible at the beginning of each sentence.</i>	<i>1</i>	<i>Capital letter visible for each name.</i>	<i>1</i>	<i>All punctuation marks are visible.</i>	<i>1</i>	<i>Legibility</i>	<i>Writing is legible and sentences can be read.</i>	<i>1</i>	<i>Spacing</i>	<i>Words are reasonably spaced within each sentence and within the passage.</i>	<i>1</i>	<i>Neatness</i>	<i>Overall work is neatly presented.</i>	<i>1</i>	<i>TOTAL</i>		<i>10</i>	10
<i>ASSESSMENT GUIDELINES</i>		<i>MARKS</i>																																		
<i>Criteria</i>	<i>Description</i>																																			
<i>Letter Formation: Letters are correctly formed in a joint script e.g. cursive writing</i>	<i>1 - 10 words are correctly formed.</i>	<i>1</i>																																		
	<i>11 - 25 words are correctly formed.</i>	<i>2</i>																																		
	<i>26 - 40 words are correctly formed.</i>	<i>3</i>																																		
	<i>41 - 58 words are correctly formed.</i>	<i>4</i>																																		
<i>Punctuation</i>	<i>Capital letters visible at the beginning of each sentence.</i>	<i>1</i>																																		
	<i>Capital letter visible for each name.</i>	<i>1</i>																																		
	<i>All punctuation marks are visible.</i>	<i>1</i>																																		
<i>Legibility</i>	<i>Writing is legible and sentences can be read.</i>	<i>1</i>																																		
<i>Spacing</i>	<i>Words are reasonably spaced within each sentence and within the passage.</i>	<i>1</i>																																		
<i>Neatness</i>	<i>Overall work is neatly presented.</i>	<i>1</i>																																		
<i>TOTAL</i>		<i>10</i>																																		

## ADDENDUM A

To be given to learners a week before the spelling and dictation test is written.

## SPELLING

Words for Spelling and Dictation		
stronger	happy	wash
fingers	kindness	complain
twenty	palms	caring
courageous	seconds	scrub
sanitiser	remarkable	mask
gloves	birthday	invisible
pandemic	washed	hands