



GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT TASK

JUNE 2022

GRADE 3

MARKING GUIDELINES

COMMON ASSESSMENT TASK

ENGLISH HOME LANGUAGE

TASK 1

MARKS: 100

9 pages

| 1. | ACTIVITY 1: LISTENING AND SPEAKING | | | | |
|---|--|--------------|---|---|--------------|
| 1.1 | Speaking | | | 5 | |
| ASSESSMENT GUIDELINES | | | | | |
| CONTENT | | MARKS | SKILLS | | MARKS |
| Does not give any relevant information about the topic. | | 0 | The learner is unable to speak loudly or clearly. | | 0 |
| Sequences 2 - 5 ideas relevant to the topic. | | 1 | The learner speaks clearly with fluency. | | 1 |
| Sequences more than 5 ideas relevant to the topic. | | 2 | The learner speaks clearly with fluency and expression. | | 2 |
| | | | The learner speaks confidently with fluency and expression, using language imaginatively. | | 3 |
| LEARNER'S MARKS | | 2 | LEARNER'S MARKS | | 3 |
| TOTAL MARKS | | | | | 5 |
| 1.2 | Listening -Whole class activity (see Addendum – Annexure A) C – grandmother C – cows and sheep B – sun A – hands B – false | | | 5 | |

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|----|--|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2. | ACTIVITY 2: PHONICS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| A. | <p>Unscramble the letters</p> <p>(a) The colour of my eyes is <u>brown</u>. (1)</p> <p>(b) The leaf fell to the <u>ground</u>. (1)</p> <p>(c) <u>Autumn</u> is my favourite season. (1)</p> | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| B. | <p>Word search (Accept answers however indicated.)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td>w</td><td>h</td><td>a</td><td>l</td><td>e</td><td>c</td> </tr> <tr> <td>p</td><td>t</td><td>l</td><td>n</td><td>o</td><td>h</td> </tr> <tr> <td>c</td><td>h</td><td>e</td><td>e</td><td>s</td><td>e</td> </tr> <tr> <td>s</td><td>u</td><td>b</td><td>v</td><td>h</td><td>s</td> </tr> <tr> <td>o</td><td>m</td><td>c</td><td>k</td><td>i</td><td>t</td> </tr> <tr> <td>t</td><td>b</td><td>u</td><td>e</td><td>p</td><td>g</td> </tr> </table> | w | h | a | l | e | c | p | t | l | n | o | h | c | h | e | e | s | e | s | u | b | v | h | s | o | m | c | k | i | t | t | b | u | e | p | g | 5 |
| w | h | a | l | e | c | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| p | t | l | n | o | h | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| c | h | e | e | s | e | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| s | u | b | v | h | s | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| o | m | c | k | i | t | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| t | b | u | e | p | g | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <p>Words in alphabetical order:</p> <p>cheese (1)</p> <p>chest (1)</p> <p>ship (1)</p> <p>thumb (1)</p> <p>whale (1)</p> <p>Spelling MUST be correct as it in the text.</p> | 5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| C. | <p>Choose the correct word in brackets.</p> <p>(a) The <u>reeds</u> on the riverbank grew tall. (1)</p> <p>(b) I walk on the <u>right</u> hand side of the road. (1)</p> | 2 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| D. | Choose the correct sound in brackets. (a) The <u>tr</u> ain has many coaches. (1) (b) The colour of <u>co</u> al is black. (1) | 2 | | | | | | | | | | |
|--|---|---|----------------|--|-----------|--|--------------|---|----------|--|---|---|
| 2.2 A. | Spelling (See Addendum – Annexure B) beautiful practice necessary vegetables kindness passenger healthy waterproof strawberry present | 10 | | | | | | | | | | |
| B. | Dictation (See Addendum – Annexure B) ✓ ✓ ✓ ✓ ✓ Qualities of a good role model are kindness, respect and honesty. | 5 | | | | | | | | | | |
| 3. | ACTIVITY 3. READING AND COMPREHENSION | | | | | | | | | | | |
| 3.1 | Independent Reading <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td>Able to read a few words and needs prompting.</td> <td style="text-align: center;">1</td> </tr> <tr> <td>Able to read most words using decoding skills but needs prompting.</td> <td style="text-align: center;">2</td> </tr> <tr> <td>Able to read with fluency and uses decoding skills but lacks expression.</td> <td style="text-align: center;">3</td> </tr> <tr> <td>Able to read with fluency using decoding and self-correcting skills but lacking expression.</td> <td style="text-align: center;">4</td> </tr> <tr> <td>Able to read confidently with expression and fluency and uses decoding and self-correcting skills.</td> <td style="text-align: center;">5</td> </tr> </table> | 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 and uses decoding and self-correcting skills. | 5 | 5 |
| 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 and uses decoding and self-correcting skills. | 5 | | | | | | | | | | | |
| 3.2 | Comprehension (See Addendum – Annexure C) | | | | | | | | | | | |
| 3.2.1 | <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;">Character</th> <th style="text-align: left;">male or female</th> <th style="text-align: left;">prince or princess</th> </tr> </thead> <tbody> <tr> <td>Lovepenny</td> <td>female (1)</td> <td>princess (1)</td> </tr> <tr> <td>Cinders</td> <td>male (1)</td> <td>prince (1)</td> </tr> </tbody> </table> | Character | male or female | prince or princess | Lovepenny | female (1) | princess (1) | Cinders | male (1) | prince (1) | 4 | |
| Character | male or female | prince or princess | | | | | | | | | | |
| Lovepenny | female (1) | princess (1) | | | | | | | | | | |
| Cinders | male (1) | prince (1) | | | | | | | | | | |

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|---|---|--|---|---|---|---|---|---|
| 3.2.2 (a) | False (1) *He would sit by the fire and wish he was big and hairy like his brothers. OR *He was small, spotty, scruffy, and skinny and he had three big, hairy brothers. *Any ONE of the above. (1) | 2 | | | | | | |
| (b) | False (1) A dirty fairy fell down the chimney. (1) | 2 | | | | | | |
| (c) | False (1) *“Eish!” thought the fairy as the rags turned into a swimsuit. OR *“Oops!” said the fairy. “Wrong again, but I’m sure it all wears out by midnight.” *Any ONE of the above. (1) | 2 | | | | | | |
| 3.2.3 | Cinders/His greatest wish was to be as big and hairy like his brothers. | 1 | | | | | | |
| 3.2.4 | The fairy turned the rags into a swimsuit. | 1 | | | | | | |
| 3.2.5 | <p>Reorganize/Sequencing</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="padding: 2px;">The fairy turned the brothers into house faries.</td> <td style="text-align: center; padding: 2px;">3</td> </tr> <tr> <td style="padding: 2px;">Princess Lovepenny and Prince Cinders married and lived happily ever after.</td> <td style="text-align: center; padding: 2px;">2</td> </tr> <tr> <td style="padding: 2px;">Prince Cinders stayed at home and cleaned after his brothers.</td> <td style="text-align: center; padding: 2px;">1</td> </tr> </table> | The fairy turned the brothers into house faries. | 3 | Princess Lovepenny and Prince Cinders married and lived happily ever after. | 2 | Prince Cinders stayed at home and cleaned after his brothers. | 1 | 3 |
| The fairy turned the brothers into house faries. | 3 | | | | | | | |
| Princess Lovepenny and Prince Cinders married and lived happily ever after. | 2 | | | | | | | |
| Prince Cinders stayed at home and cleaned after his brothers. | 1 | | | | | | | |

| <p>C.</p> | <p>Tenses</p> <p>(a) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Present Tense</td></tr></table> Cinders is too shy. (1)</p> <p>(b) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Future Tense</td></tr></table> The dirty fairy will fall down the chimney. (1)</p> <p>(c) <table border="1" style="display: inline-table; vertical-align: middle;"><tr><td>Past Tense</td></tr></table> The bus stopped next to the princess. (1)</p> | Present Tense | Future Tense | Past Tense | <p>3</p> | | | | | | |
|----------------------|--|----------------------|---------------------|-------------------|----------|------------|----------------|-------------|--------------|------------------|----------|
| Present Tense | | | | | | | | | | | |
| Future Tense | | | | | | | | | | | |
| Past Tense | | | | | | | | | | | |
| <p>D.</p> | <p>Parts of speech</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 25%;">Noun</th> <th style="width: 25%;">Adjective</th> <th style="width: 25%;">Verb</th> <th style="width: 25%;">Adverb</th> </tr> </thead> <tbody> <tr> <td>monkey (1)</td> <td>big (1)</td> <td>changed (1)</td> <td>speedily (1)</td> </tr> </tbody> </table> | Noun | Adjective | Verb | Adverb | monkey (1) | big (1) | changed (1) | speedily (1) | <p>4</p> | |
| Noun | Adjective | Verb | Adverb | | | | | | | | |
| monkey (1) | big (1) | changed (1) | speedily (1) | | | | | | | | |
| <p>E.</p> | <p>Synonyms and Antonyms</p> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th style="width: 30%;"></th> <th style="width: 35%;">Synonym</th> <th style="width: 35%;">Antonym</th> </tr> </thead> <tbody> <tr> <td>large</td> <td>big (1)</td> <td>small/tiny (1)</td> </tr> <tr> <td>tidy</td> <td>neat (1)</td> <td>dirty/untidy (1)</td> </tr> </tbody> </table> <p>Accept any other applicable synonym or antonym.</p> | | Synonym | Antonym | large | big (1) | small/tiny (1) | tidy | neat (1) | dirty/untidy (1) | <p>4</p> |
| | Synonym | Antonym | | | | | | | | | |
| large | big (1) | small/tiny (1) | | | | | | | | | |
| tidy | neat (1) | dirty/untidy (1) | | | | | | | | | |
| <p>F.</p> | <p>Present progressive tense</p> <p>(a) Prince Cinders is <u>cleaning</u> the house. (1) (b) I am <u>driving</u> the car to the party. (1)</p> | <p>2</p> | | | | | | | | | |
| <p>G.</p> | <p>Rhyming words</p> <p>(a) church (1) (b) dot (1)</p> | <p>2</p> | | | | | | | | | |

5.

ACTIVITY 5: CREATIVE WRITING

Rubric for writing assessment

| Criteria | Description | Marks |
|--|---|-------|
| Paragraph (Max. 1 mark) | Copied instructions/one word/phrase/part of sentence | 0 |
| | Wrote two sentences that do not make a paragraph | 1 |
| Content (Max. 2 marks) | Copied instructions/one word, phrase unrelated to the topic | 0 |
| | 1 – 5 simple sentences related to the topic | 1 |
| | 6 – 10 meaningful sentences related to the topic | 2 |
| Grammar, punctuation and spelling (Max. 2 marks) | More than 10 grammatical, punctuation or spelling errors | 0 |
| | 6 – 10 grammatical, punctuation or spelling errors | 1 |
| | 1 – 5 grammatical, punctuation or spelling errors | 2 |
| MARKS | | /5 |

5

6.

ACTIVITY 6: HANDWRITING

Handwriting

Guidelines to Teacher:

1. Hand out lined pages to learners in which to complete the activity.
2. Learners are to complete the activity independently.
3. Activity to be done during the Home Language period.

Suggested time: 30 minutes

Rubric for Handwriting Assessment

| Criteria | Description | Marks |
|-------------------------------|---|--|
| Letter formation (3 marks) | Letters are correctly formed and written in joint script. | 1 to 19 words correctly written = 1 mark 20 to 29 words correctly written = 2 marks 30 to 43 words correctly written = 3 marks |
| Punctuation (2 marks) | Punctuation is observed: Capital letters are used at the beginning of each sentence. | 1 |
| | Full stops and commas are correctly placed | 1 |
| MARKS | | /5 |

5