

**GAUTENG PROVINCE**EDUCATION
REPUBLIC OF SOUTH AFRICA**100**

PROVINCIAL ASSESSMENT TASK

JUNE 2022

GRADE 3

COMMON ASSESSMENT TASK

ENGLISH HOME LANGUAGE

TASK 1

NAME OF LEARNER : _____

SCHOOL : _____

Component	Activity	Mark	Learner mark
Activity 1	Speaking	5	
	Listening	5	
Activity 2	Phonic (A to D)	17	
	Spelling	10	
	Dictation	5	
Activity 3	Independent Reading	5	
	Comprehension (3.2.1 to 3.2.9)	22	
Activity 4	Language Structure	21	
Activity 5	Creative Writing (A to G)	5	
Activity 6	Handwriting	5	
Total Marks 100			

17 pages and an addendum of 4 pages

ACTIVITY 1: LISTENING AND SPEAKING**ACTIVITY 1.1: SPEAKING****Instructions to learner:**

1. Prepare and present a speech on ONE of the following:
 - Healthy eating habits
 - An experience that made you feel sad/happy
 - A topic of your choice
2. Include your experience in your speech
3. Your speech should be between 2 to 3 minutes.
4. You may use cue cards or a poster.

ASSESSMENT GUIDELINES			
CONTENT	MARKS	SKILLS	MARKS
The learner does not give any relevant information about the topic.	0	The learner is unable to speak loudly or clearly.	0
The learner sequences 2 – 5 ideas relevant to the topic.	1	The learner speaks clearly with fluency.	1
The learner 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

ACTIVITY 1.2: LISTENING (Whole class activity)**Instructions to learner:**

1. Listen carefully to the story read by your teacher.
2. Answer the following questions.
3. Circle the letter of the correct answer.

A. Who told the story?

- (a) mother (b) father (c) grandmother

B. Which TWO animals were on the farm?

- (a) cows and dogs (b) cats and sheep (c) cows and sheep

C. The pot was put out in the _____ to dry?

- (a) rain (b) sun (c) wind

D. What did grandmother use to form the pots?

- (a) hands (b) glass spades (c) spoon

E. When grandmother was young, she lived in a big city.

- (a) True (b) False

(5)

ACTIVITY 2: PHONICS AND SPELLING
ACTIVITY 2.1: PHONICS

Instructions to learner:

1. Complete the answer sheet by following the instructions below.
2. Write neatly and clearly.

A. **Unscramble the letters** below to form words. Use the following sounds to complete the sentences.

ou	ow	Au	aw
----	----	----	----

nowbr

ndougr

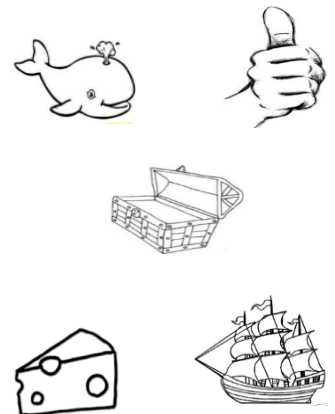
tumnAu

- (a) The colour of my eyes is _____.
- (b) The leaf fell to the _____.
- (c) _____ is my favourite season. (3)

B. Word search

(a) Circle the words with the following sounds. Use the picture clues.

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)

(b) Write down all five words in alphabetical order.

(5)

C. Choose the correct words in brackets.

Underline the correct words in the brackets: Example I (see/sea) a house.

(a) The (reads/reeds) on the riverbank grew tall.

(b) I walk on the (write/right) hand side of the road.

(2)

D. Choose the correct sound in brackets.

Rewrite the sentences with the correct sound and word.

(a) The tr_____n has many coaches. (ai/ay)

(b) The colour of c_____l is black. (ow/oa)

(2)

ACTIVITY 2.2: SPELLING AND DICTATION**A. Spelling**

Spell the words correctly.

Instructions to learner:

1. Practice the spelling words and use them in your own sentence.
2. Listen carefully when your teacher reads a new word.

1.		6.	
2.		7.	
3.		8.	
4.		9.	
5.		10.	

(10)

B. Dictation

(5)

ACTIVITY 3: READING AND COMPREHENSION**3.1 INDEPENDENT READING****Instructions to learner:**

Read the chosen text as best as you can.

- DBE English Home Language Workbook: Any story from Book 1 at Grade 3 level **or**
- Graded reader at Grade 3 level **or**
- Comprehension passage Activity 3.2

ASSESSMENT GUIDELINES	MARKS
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 lacks expression.	4
Able to read confidently with expression and fluency. Uses decoding and self-correcting skills.	5
MARKS	/5

3.2 COMPREHENSION**Instructions to learner:**

1. Read the story and questions carefully. See Annexure C
2. Watch the YouTube clip: Prince Cinders by Babette Cole (14 min.)
3. Answer the questions on the answer sheet.
4. Write neatly and clearly.

3.2.1 Fill in the information from the story

Character	male/female	prince/princess
Lovepenny		
Cinders		

(4)

3.2.2 Circle the correct answer (True or False) **and** write ONE sentence from the story to support your answer.

- (a) The prince looked just like his brothers.

True

False

- (b) The fairy walked into the room through the front door.

True

False

- (c) The wishes the fairy granted were very good.

True

False

(6)

3.2.3 What was Cinders' greatest wish?

_____ (1)

3.2.4 What type of suit did the fairy change the prince's rag clothes into?

_____ (1)

3.2.5 Reorganize the events in the order that they appear in the story by writing numbers 1, 2 and 3.

The fairy turned the brothers into house fairies.	
Princess Lovepenny and Prince Cinders married and lived happily ever after.	
Prince Cinders stayed at home and cleaned up after his brothers.	

(3)

3.2.6 Statement:

The brothers always teased Prince Cinders because he looked different to them.

(a) Do you think it is right or wrong to tease people who look different to you? Circle out your answer.

Right

Wrong

(1)

(b) Give a reason for your answer in the above question.

_____ (1)

3.2.7 How did the story make you feel?

_____ (1)

3.2.8 **Statement:**

A role model is someone who sets a good example.

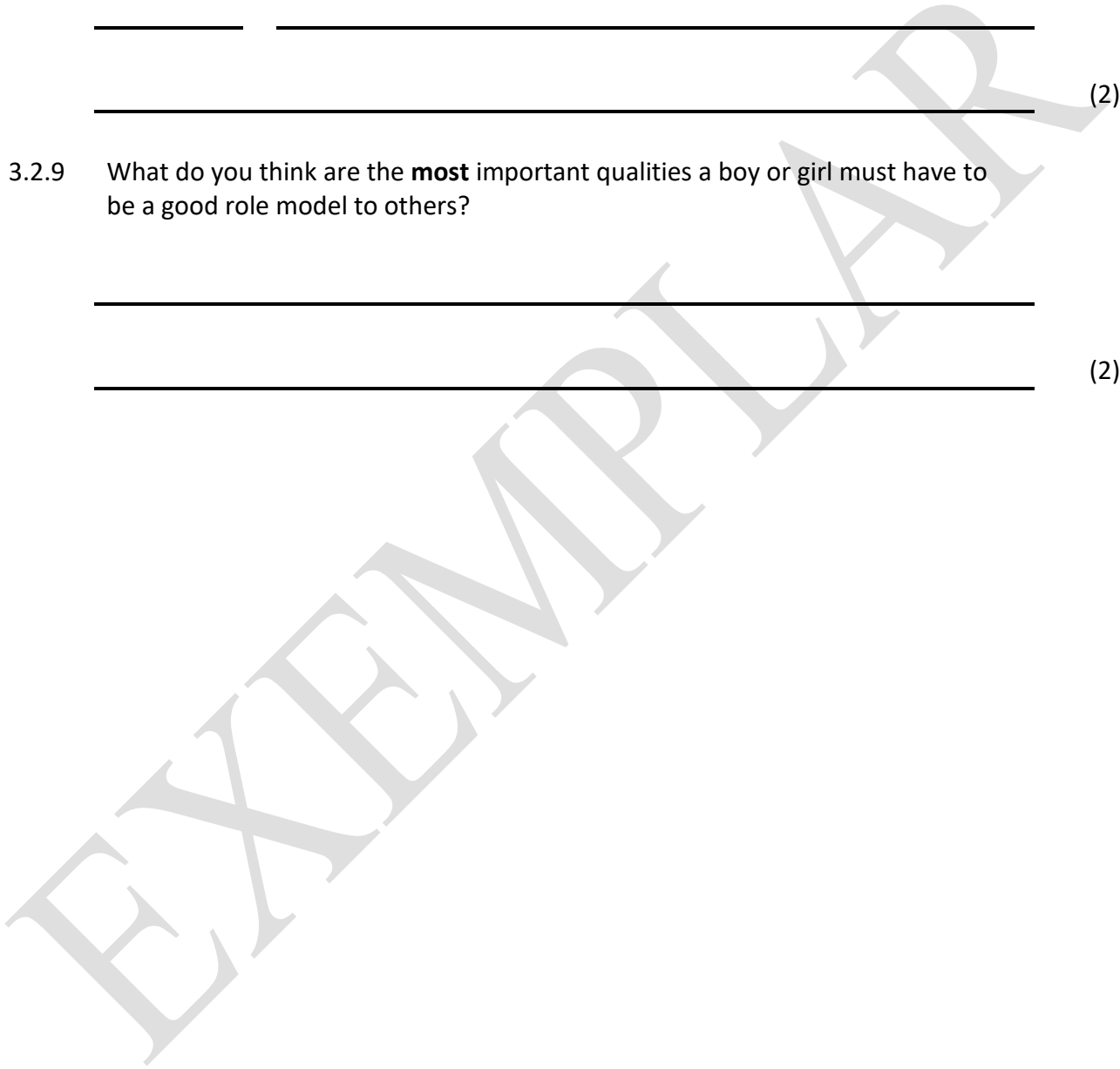
Do you think there are any good role models in this story? Say Yes or No.

Write in your own words why they are good role models. (Choose only ONE role model.)

(2)

3.2.9 What do you think are the **most** important qualities a boy or girl must have to be a good role model to others?

(2)



ACTIVITY 4: LANGUAGE STRUCTURES**Instructions to learner:**

1. Complete the answer sheet by following the instructions below.
2. Write neatly and clearly.

A. Punctuation

Rewrite the sentences using the correct punctuation marks.

- (a) cinders wanted to be tall big and hairy.

_____ (2)

- (b) when does the next bus arrive

_____ (2)

B. Prepositions

Complete the following sentences by filling in the correct prepositions from the list below.

from	down	out	into	by	on	at
------	------	-----	------	----	----	----

- (a) The princess was waiting _____ the bus stop.

- (b) The fairy turned the rags _____ a swimsuit. (2)

C. Tenses

Rewrite the sentences in the tenses mentioned.

(a) Present

Prince Cinders was too shy.

(b) Future

The dirty fairy fell down the chimney.

(c) Past

The bus will stop next to the princess.

(3)

D. Parts of speech

Write the underlined words in the correct columns.

At midnight the big hairy monkey speedily changed back to a prince.

Noun	Adjective	Verb	Adverb

(4)

- E. **Synonyms** are words with the **same** meaning.
Antonyms are words that are **opposite** in meaning.
Study the example of the table below and then complete the table:

	Synonym	Antonym
dirty	filthy	clean
large		
tidy		

(4)

- F. **Present progressive tense** (Sentences are written as if it is happening now.)

Rewrite the sentences and change the underlined words to correct the sentence:
Example: He is wash the socks. He is washing the socks.

- (a) Prince Cinders is clean the house.

- (b) I am drive the car to the party.

(2)

- G. **Rhyming words**

Place a cross (x) on the word that does **not** belong in the word box.

- (a) coat croak cloak church boat

- (b) dote note dot vote wrote

(2)

ACTIVITY 5: CREATIVE WRITING

Instructions to learner:

1. Write a story of TWO paragraphs (at least 10 sentences) on one of the following topics:
 - a. **Recycling**
 - b. **If I were an insect. I will be**
 - c. **The pandemic.**
2. Do NOT number the sentences.
3. Use correct punctuation, spelling and grammar.
4. Use the mind map as a guideline. (no marks)
5. Use the space provided or a loose page to write your story.
6. If there is time you may draw a picture. (no marks)

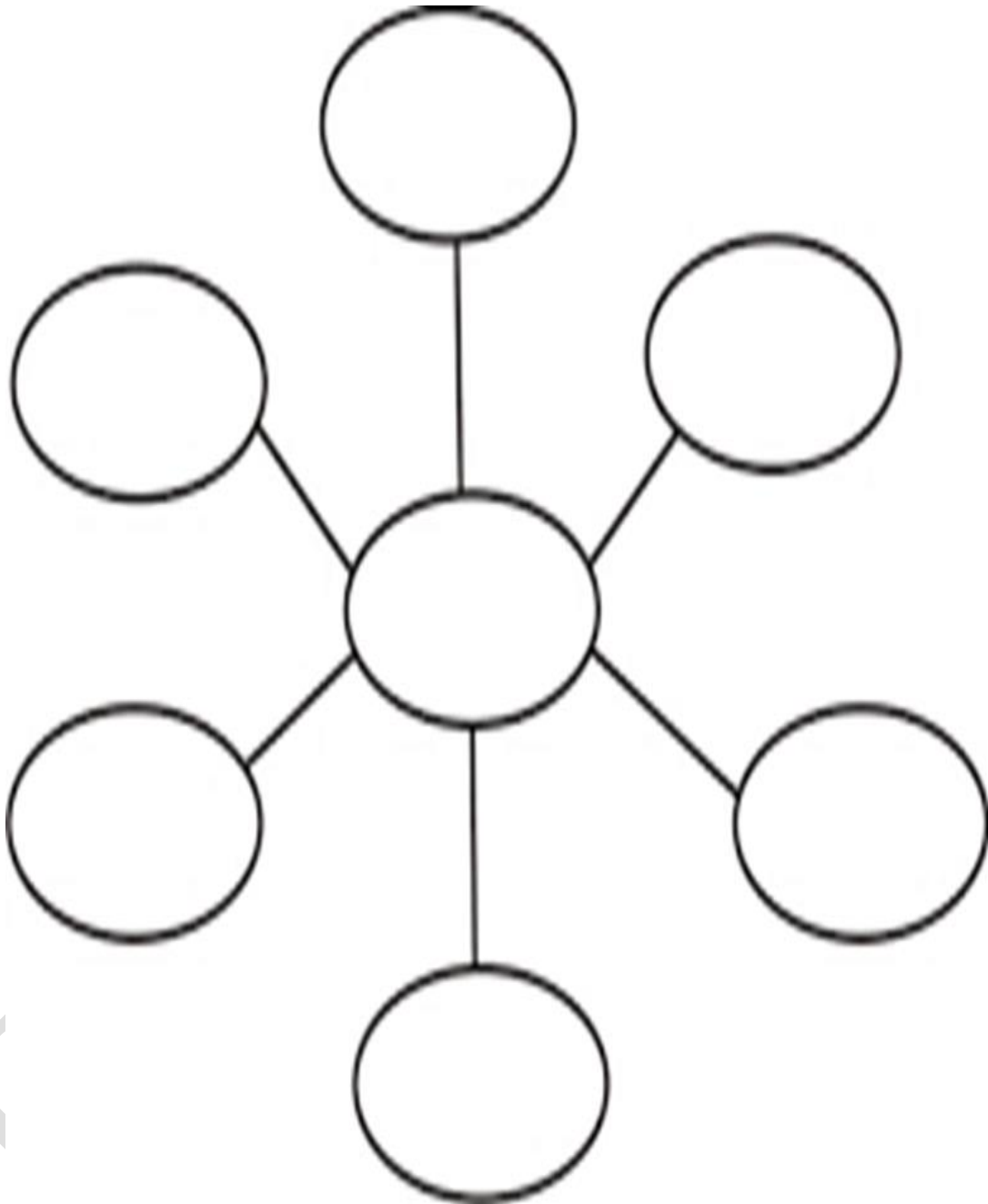


Rubric for creative writing

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

Mind map for planning (no marks)

Name: _____



Topic/Title: _____

Name: _____ Date: _____

Picture:



ACTIVITY 6 : HANDWRITING

Guidelines to Teacher:

1. Hand out lined pages to learners to complete the activity.
2. Learners are to complete the activity independently.
3. Activity to be completed during the Home Language period.
4. Use a pencil.

Suggested time: 30 minutes

Prince Cinders was not much of a prince. He was small, spotty, scruffy and skinny. He had three big, hairy brothers who were always teasing him about his looks. They spent their time going to the palace parties with young princesses. They made poor Prince Cinders stay behind and clean up after them.

(5)