
MEED Primary School

Grade 5 English First Additional Language Baseline Assessment

Comprehension, LSC, Writing and Reading Aloud

Mark Allocation: 50 marks

Time: 1 hour 30 minutes

Instructions and information:

1. This question paper consists of FOUR sections:

SECTION A: Comprehension	(15 marks)
SECTION B: Language Structures and Conventions	(15 marks)
SECTION C: Writing	(10 marks)
SECTION D: Reading Aloud	(10 marks)

2. Read all the instructions carefully.
3. Answer all the questions.
4. Write neatly and legibly.

Comprehension	_____/15
LSC	_____/15
Writing	_____/10
Reading	_____/10

QUESTION 1: READING FOR MEANING AND UNDERSTANDING**TEXT A**

Read the newspaper article and answer questions that follow.

Daily Times

Young swimmer saves schoolboy

By Elisabeth Smith

Saturday, 8 September 2015

- 1 Bongi Shabalala, a 12-year-old Grade 5 pupil, saved a schoolboy who was drowning in a dam.
- 2 Eight year old Michael Naidoo was swimming in the Rough Dam near the school on Friday afternoon. According to reports, the Grade 3 boy was trying to dive from a tree, but hit his head on a branch before falling into the water. Bongi, who was on her way home from school, saw the boy floating in the dam. She immediately dived in to save him.
- 3 Bongi brought the boy to land and performed first aid on him. The Red Cross says that if someone stops breathing you must act immediately.
- 4 Luckily, Bongi's friend, Anne Brown, was passing the place of the accident. She went to the place where Bongi was helping the boy. She called the school principal who phoned the rescue services.
- 5 Bongi will receive a reward for her bravery and for saving Michael Naidoo's life.
- 6 The principal, Mr Makhanya, warned all the school children not to go to the dam on their own.

[Adapted from: DBE Workbook]

1. What is the name of the newspaper? (1)

A Daily Times

2. What is the headline of the newspaper? (1)

The headline of the newspaper is: Young swimmer ...

D save schoolboy

3. Who wrote the article? (1)

B Elisabeth Smith

4. How did Bongji save the boy? (Paragraph 2) Bongji... (1)

B dived into the water.

5. Do you think Bongji must get a reward for saving the boy's life? Give a reason for your answer. (2)

Yes, because if it was not for her, he would not be alive.

Or

No, we don't have to get rewarded for doing the right thing.

Two marks for a yes or no with a relevant reason. One mark for a yes or no with an incorrect reason. No marks for only yes or no.

6. Why do you think Bongi was a brave girl? (1)

She was brave because she dived into the water without thinking about what could happen to her.

7. What lesson did you learn from this article? (1)

C Children should not swim alone.

8. How old was Michael Naidoo at the time of the incident? (1)

He was eight years old.

9. How do you think the boy felt when the girl saved his life? (1)

I think he was very happy/relieved/grateful. Any relevant answer.

TEXT B

Study the following advertisement and answer the questions that follow.

Western Cape Government

How to stay safe at the beach

Shark safety: Do not swim, surf or surf-ski near feeding birds, dolphins or seals.

Safety in the water: Don't swim alone and only swim in designated areas.

Safety Signs and Signals: Read and obey all beach regulations, especially shark flags.

Rip currents: Stay calm and swim slowly parallel to the shoreline.

Only swim where there are lifeguards on duty and follow their instructions.

Do not take glass bottles/containers to the beach as they can injure bare feet.

Leave your valuables at home and keep a close eye on items you bring to the beach.

In tidal pools swim only at low tide when no waves are breaking over the walls.

Always wear a hat and sunscreen, even when it's overcast.

Drink plenty of water to avoid dehydration.

vector characters designed by Freepik

f WesternCapeGovernment **t** @WesternCapeGov **YouTube** westerncapegov

10. Explain what the advertisement is about. (2)
It tells you more about how to be safe when going to the beach. It tells you what you should and shouldn't do at the beach.
11. Why do you think the advertisers used icons/pictures and words in the advertisement and not only words? (1)
There might be people who can't read English, but they can understand what the picture means.
12. Why do you think the Western Cape Government decided to share this poster with the citizens of the Western Cape? (2)
It could be because a lot of people use the beaches but they don't know how to stay safe when going to the beach. There might have been many incidents of drowning because people did not stay safe at the beach.

SECTION B: LANGUAGE STRUCTURES AND CONVENTIONS (15 MARKS)

1. An adjective describes a noun. Circle one adjective in the following sentence. (1)
Only allocate one mark, even if both answers selected.
A young boy fell into the murky dam.
2. A noun is a naming word. Circle one noun in the following sentence. (1)
Only allocate one mark, even if all the answers are selected.
She dived into the dam after the boy fell into the water.
3. A conjunction is a joining word. Use the conjunction written within brackets to join the following two sentence. (2)
- 3.1 She was very brave **because** √ **she** √ dived into the water. (because)
4. Rewrite the following sentence in the simple present tense. (2)
- 4.1 Bongsi **brings** √ the boy to land and **performs** √ first aid on him.

5. Rewrite the sentence using the correct punctuation.

(2)

The principal said, "Do not swim alone."

One mark for the correct use of the quotation marks. One mark for all the other punctuation marks.

6. Fill in the correct verb in the space provided. (1)

The children **play** near the dam, but the child **plays** near the dam.

7. Write the correct spelling of the underlined word. (1)

Bongi was swiming in the dam. swimming

8. Which is the correct word in brackets? Underline or circle the correct answer. (1)

There was (few/little) water in the dam.

9. Which word in the passage has the same meaning as “taking in air”?
(Paragraph 3) (1)

A Breathing

10. Which is the correct pronoun in the word box? (1)

her	him	she
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The girl helped the boy even though he was unknown to **her**.

11. Write the correct form of the verb in brackets. (1)

The principal (is/are) happy.

12. Bongi is a brave girl. (1)

The word “brave” is ...

A an adjective.

SECTION C: WRITING AND PRESENTING

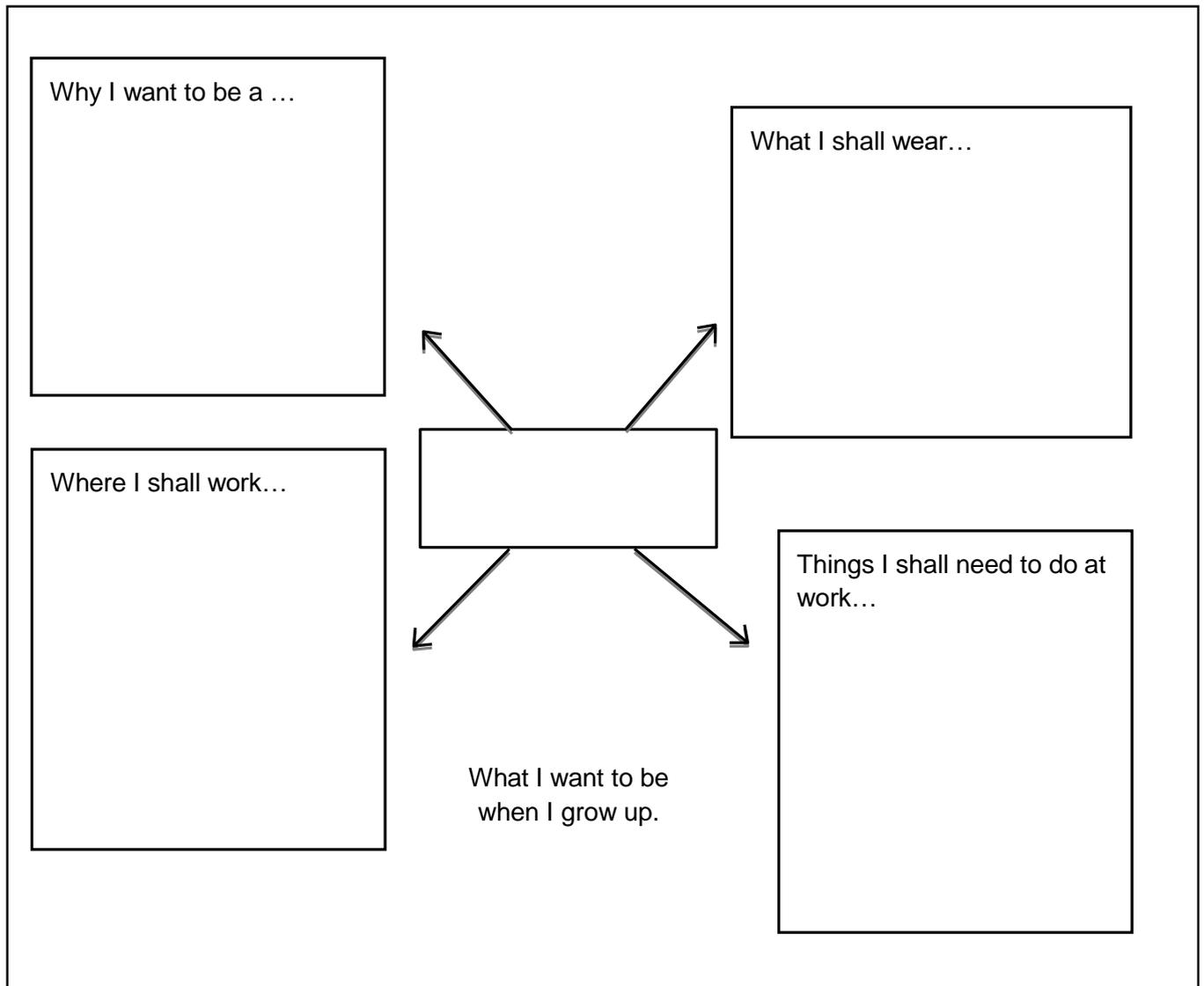
(10 MARKS)

Write **two** paragraphs (6 sentences each) about what you want to be when you grow up, e.g. a teacher, doctor, nurse, police officer, fire fighter, chef, dancer or a mechanic. Use the mind map below to help you.

Your paragraph should include the following information:

- Why you want to be a ...
- Where will you work (place)?
- What will you wear (uniform)?
- What will you do (duties)?

Remember to pay attention to spelling, grammar and punctuation.



Write your final paragraph on this page.

What I want to be when I grow up

A large rectangular box containing 20 horizontal lines for writing.

Your writing will be assessed according to the following rubric:

Criteria	5	4	3	2	1,0
Content	Content is very creative and matches the topic well.	Content is creative and matches the topic.	Some effort is made to write creatively. Content is topic related.	Effort is made to write a paragraph. Content is not related to the topic.	Content does not match the topic. Learners copied instructions.
Paragraph structure	Excellent paragraph structure with 10 sentences written.	Good paragraph structure with between seven and eight sentences	Acceptable paragraph structure with between four and six sentences.	Only one to three sentences written.	One sentence only. Sentences numbered. Not a paragraph.
Spelling	Almost no spelling errors.	Only some spelling errors.	Many spelling errors. Reading not affected.	Many spelling errors. Difficult to read.	Too many spelling errors. Difficult to read.
Language structures	Almost no language errors.	Only some language errors.	Many language errors. Reading not affected.	Many language errors. Difficult to read.	Too many spelling errors. Difficult to read.
Total: 20/2 = 10					

SECTION D: READING ALOUD**(10 MARKS)**

Level 1	Level 2	Level 3	Level 4	Level 5
<p>This learner:</p> <ul style="list-style-type: none">• knows no or very few words.• does not seem to recognise many letter-sound relationships	<p>This learner:</p> <ul style="list-style-type: none">• knows just a few common words.• does not seem to recognise some letter-sound relationships or needs a lot of help to read previously unseen words.	<p>This learner:</p> <ul style="list-style-type: none">• knows many common words.• needs help to decode previously unseen words.	<p>This learner:</p> <ul style="list-style-type: none">• knows many common words and can decode most previously unseen words.• occasionally needs help to decode more challenging words.• reads with some fluency.	<p>This learner:</p> <ul style="list-style-type: none">• knows many common words.• can decode previously unseen words.• is one of the best readers in class.