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**MEED Primary School**

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**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:

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

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

<b>Comprehension</b>	_____/15
<b>LSC</b>	_____/15
<b>Writing</b>	_____/10
<b>Reading</b>	_____/10

**SECTION A: COMPREHENSION****(15 MARKS)****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 Sun
  - B Daily Report
  - C Daily Times
  - D Daily News

2. What is the headline of the newspaper? (1)
- The headline of the newspaper is: Young swimmer ...**
- A saves dog
  - B loves the dam
  - C makes friends
  - D save schoolboy

3. Who wrote the article? (1)
- A Anne Brown
  - B Elisabeth Smith
  - C Michael Naidoo
  - D Bonggi Shabalala

4. How did Bonggi save the boy? (Paragraph 2) Bonggi... (1)
- A floated in the water.
  - B dived into the water.
  - C took the boy to the dam.
  - D phone the rescue services.

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

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

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

- A Michael Naidoo drowned.
- B Rescue services do not save lives.
- C Children should not swim alone.
- D Children will not drown in a dam.

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

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

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## TEXT B

Study the following advertisement and answer the questions that follow.


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.

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

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.

 Drink plenty of water to avoid dehydration.

 WesternCapeGovernment

 @WesternCapeGov

 westerncapegov

10. Explain what the advertisement is about. (2)

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11. Why do you think the advertisers used icons/pictures and words in the advertisement and not only words? (1)

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12. Why do you think the Western Cape Government decided to share this poster with the citizens of the Western Cape? (2)

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**SECTION B: LANGUAGE STRUCTURES AND CONVENTIONS (15 MARKS)**

1. An adjective describes a noun. Circle one adjective in the following sentence. (1)

**A young boy fell into the murky dam.**

2. A noun is a naming word. Circle one noun in the following sentence. (1)

**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. She dived into the water. (because)

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4. Rewrite the following sentence in the simple present tense. (2)

- 4.1 Bongi brought the boy to land and performed first aid on him.

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5. Rewrite the sentence using the correct punctuation. (2)

the principal said do not swim alone

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

The children **play** near the dam, but the child \_\_\_\_\_ near the dam.

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

**Bongi was swiming in the dam.** \_\_\_\_\_

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"? (1)  
(Paragraph 3)

- A Diving
- B Walking
- C Breathing
- D Swimming

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 \_\_\_\_\_.

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 a verb.
- B a noun.
- C an adverb.
- D an adjective.

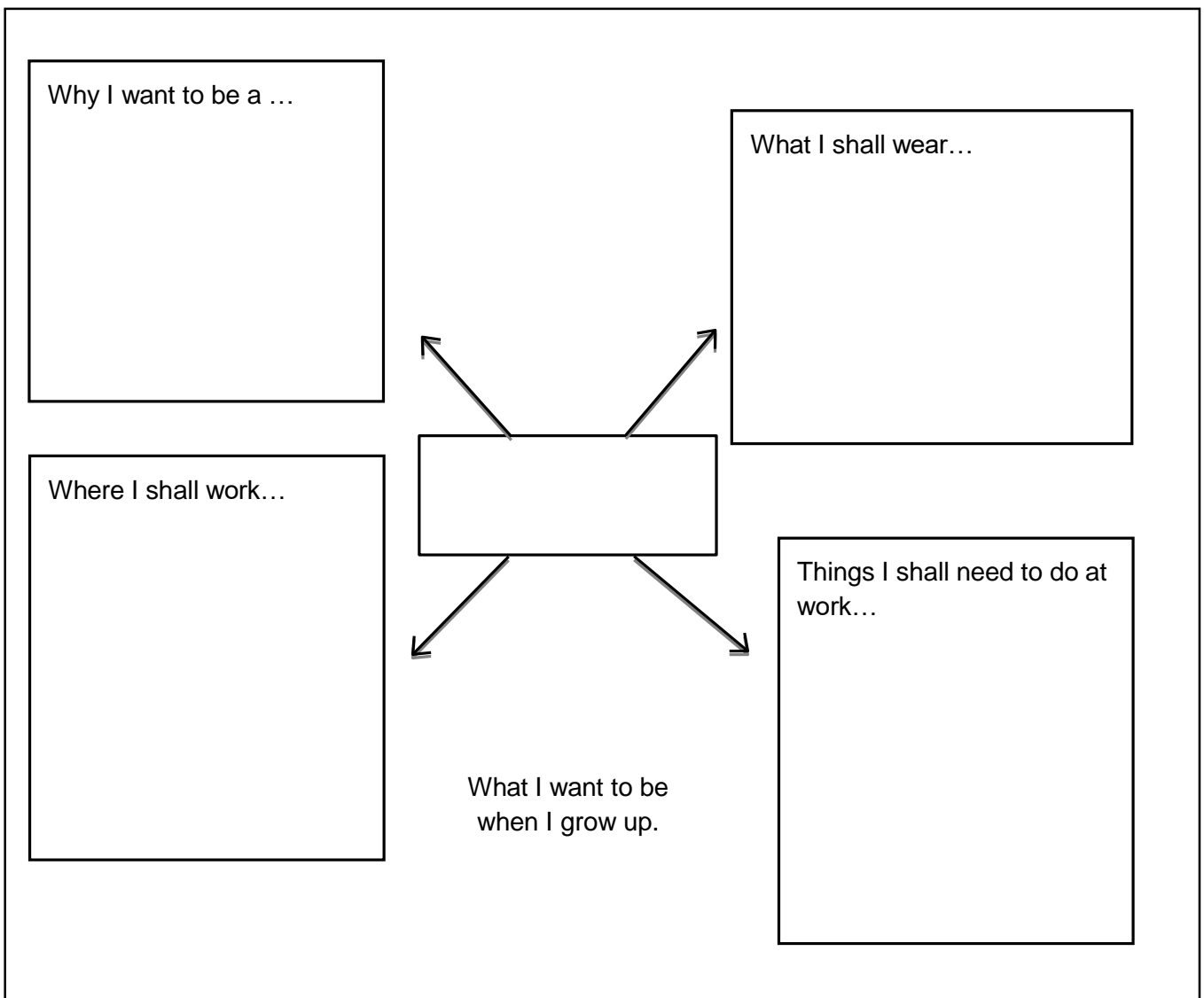
**SECTION C: WRITING AND PRESENTING****(10 MARKS)**

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.







**Your writing will be assessed according to the following rubric:**

<b>Criteria</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1,0</b>
<b>Content</b>	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.
<b>Paragraph structure</b>	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.
<b>Spelling</b>	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.
<b>Language structures</b>	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.
<b>Total: 20/2 = 10</b>					

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