

## Educator and Tagging Information

<b>Learning Area:</b> Languages
<b>Resource Name:</b> English First Additional Language
<b>Assessment Exemplar Number:</b> EFAL8.16
<b>Item/s:</b> 1
<b>Phase:</b> Senior Phase
<b>Grade:</b> 8
<b>Tags:</b> Reading skills, article, point of view, Summative Assessment
<b>Assessment Type:</b> Summative
<b>Assessment Form/s:</b> Test
<b>Copyright for included material:</b> N/A
<b>Duration:</b> 30 minutes
<b>Learning Outcome(s) and Assessment Standard(s):</b> <b>Learning Outcome 3: Reading and Viewing</b> The learner will be able to read and view for information and enjoyment, and respond critically to the aesthetic, cultural and emotional values in texts. <b>Assessment Standards</b> We know this when the learner: 3.1 Reads a text (fiction or non-fiction): <ul style="list-style-type: none"><li>• infers meaning (things which cannot be found directly in the text);</li><li>• explains and assesses point of view in both the written and visual parts of the text (e.g. says whether the view of the world represented is fair or stereotypical).</li></ul> <b>Learning Outcome 5: Thinking and Reasoning</b> The learner will be able to use language to think and reason, as well as to access, process and use information for learning. <b>Assessment Standards</b> We know this when the learner: 5.2 Uses language for thinking.
<b>Learning Space:</b> Assessment
<b>Hyperlinks:</b> To be completed later.
<b>Rating:</b> <b>Number of questions for exemplar:</b> 10
<b>Easy questions:</b> Questions 2.1, 2.2, 3.1
<b>Medium questions:</b> Questions 1.1, 1.2, 3.2, 5.1
<b>Difficult questions:</b> Questions 2.3, 2.4.1, 2.4.2

## **Assessment Task**

Read the following extract and then answer the questions:

“Honestly, I am so tired of Technology cycle tests. They are set by two useless men who really don’t know what they are doing. I mean: ‘Draw and label a typewriter. Draw and label a computer’. How much do they want? Must I label absolutely everything? Can’t they set something more manageable?”

“Well, darling. Who is the HOD? Can’t you speak to someone about this?”

“Oh, great. The HOD is another man. You can’t expect anything of him, either. I mean, they all stand together. And they’re all so macho about it.”

“Robert, Elizabeth is having trouble with Technology. She’s angry about the cycle test today. What should we do about it?”

“Nothing. Elizabeth is never going to be great at Technology, whatever they set her in the cycle test. She’s a girl, for heaven’s sake. Let her worry about Consumer Studies, rather. That’s much more useful than making a house in a game reserve or that bridge she did last term. Actually, her last load of muffins were pretty good.”

### **Questions**

- 1.1 Name the three people speaking in this text. (3)
- 1.2 How did you know which speaker is talking? (3)
- 2.1 What is Elizabeth’s feeling about the Technology cycle test? (1)
- 2.2 What reason does she give for why the cycle test was not good? (1)
- 2.3 Is her criticism of her teachers fair? Explain. (2)
- 2.4.1 What does Elizabeth mean by “macho”? (1)
- 2.4.2 Is she using this word as praise or criticism? Explain. (2)
- 3.1 What does Robert think should be done? What reason does he give? (2)
- 3.2 Is his reason a good one? Explain. (2)
- 5.1 Is anyone trying to be reasonable in this situation? Discuss. (3)

**[20]**