



LEADERSHIP FOR LITERACY

Marking guidelines used to mark grade 6 English written assessment

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THE ONLY QUESTIONS IN FEF AND GTM WITH HALF MARKS

FLY EAGLE FLY

Question 10 – half marks

GIANT TOOTH MYSTERY

Question 2 – half marks

Question 8 – half marks

Question 10 – half marks

Question 13 – half marks



Fly, Eagle, Fly

An African Tale

Retold by Christopher Gregorowski



A farmer went out one day to search for a lost calf. The herders had returned without it the evening before. And that night there had been a terrible storm.

He went to the valley and searched by the riverbed, among the reeds, behind the rocks and in the rushing water.

He climbed the slopes of the high mountain with its rocky cliffs. He looked behind a large rock in case the calf had huddled there to escape the storm. And that was where he stopped. There, on a ledge of rock, was a most unusual sight. An eagle chick had hatched from its egg a day or two earlier, and had been blown from its nest by the terrible storm.

He reached out and cradled the chick in both hands. He would take it home and care for it.

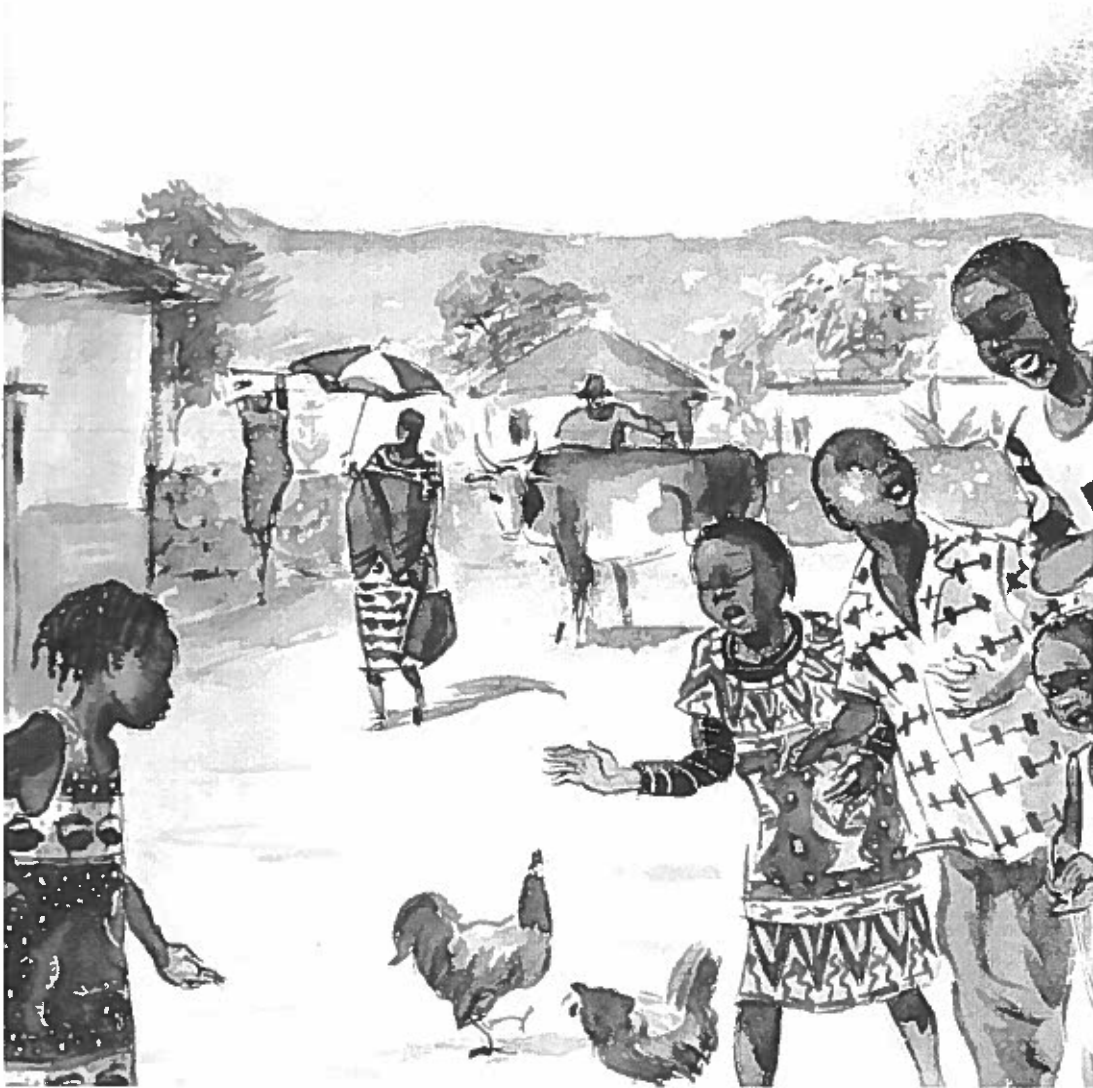
He was almost home when the children ran out to meet him.

"The calf came back by itself!" they shouted.



The farmer was very pleased. He showed the eagle chick to his family, then placed it carefully in the chicken house among the hens and chicks.

"The eagle is the king of the birds," he said, "but we shall train it to be a chicken."



So, the eagle lived among the chickens, learning their ways. As it grew, it began to look quite different from any chicken they had ever seen.

One day a friend dropped in for a visit. The friend saw the bird among the chickens.

“Hey! That is not a chicken. It’s an eagle!”

The farmer smiled at him and said, “Of course it’s a chicken. Look—it walks like a chicken, it eats like a chicken. It thinks like a chicken. Of course it’s a chicken.”

But the friend was not convinced. “I will show you that it is an eagle,” he said.

The farmer’s children helped his friend catch the bird. It was fairly heavy, but the farmer’s friend lifted it above his head and said, “You are not a chicken but an eagle. You belong not to the earth but to the sky. Fly, Eagle, fly!”

The bird stretched out its wings, looked about, saw the chickens feeding, and jumped down to scratch with them for food.

“I told you it was a chicken,” the farmer said, and he roared with laughter.



Very early the next morning the farmer's dogs began to bark. A voice was calling outside in the darkness. The farmer ran to the door. It was his friend again. "Give me another chance with the bird," he begged.

"Do you know the time? It is long before dawn."

"Come with me. Fetch the bird."

Reluctantly, the farmer picked up the bird, which was fast asleep among the chickens. The two men set off, disappearing into the darkness.

"Where are we going?" asked the farmer sleepily.

"To the mountains where you found the bird."

"And why at this ridiculous time of the night?"

"So that our eagle may see the sun rise over the mountain and follow it into the sky where it belongs."

They went into the valley and crossed the river, the friend leading the way. "Hurry," he said, "for the dawn will arrive before we do."

The first light crept into the sky as they began to climb the mountain. The wispy clouds in the sky were pink at first, and then began to shimmer with a golden brilliance. Sometimes their path was dangerous as it clung to the side of the mountain, crossing narrow shelves of rock and taking them into dark crevices and out again. At last he said, "This will do." He looked down the cliff and saw the ground thousands of feet below. They were very near the top.

Carefully, the friend carried the bird onto a ledge. He set it down so that it looked toward the east, and began talking to it. The farmer chuckled. "It talks only chicken-talk."

But the friend talked on, telling the bird about the sun, how it gives life to the world, and how it reigns in the heavens, giving light to each new day. "Look at the sun, Eagle. And when it rises, rise with it. You belong to the sky, not to the earth." At that moment the sun's first rays shot out over the mountain, and suddenly the world was ablaze with light.

The sun rose majestically. The great bird stretched out its wings to greet the sun and feel the warmth on its feathers. The farmer was quiet. The friend said, "You belong not to the earth, but to the sky. Fly, Eagle, fly!" He scrambled back to the farmer. All was silent. The eagle's head stretched up, its wings stretched outwards, and its legs leaned forward as its claws clutched the rock.

Then, without really moving, feeling the updraft of a wind more powerful than any man or bird, the great eagle leaned forward and was swept upward higher and higher, lost to sight in the brightness of the rising sun, never again to live among the chickens.



Fly, Eagle, Fly by Christopher Gregorowski and illustrated by Niki Daly. Published by Simon and Schuster, New York. Text copyright © 2000 by Christopher Gregorowski and illustrations copyright © 2000 by Niki Daly. An effort has been made to obtain copyright permission.

Questions Fly, Eagle, Fly

1. What did the farmer set out to look for at the beginning of the story?

- ★ (A) a calf
- (B) herders
- (C) rocky cliffs
- (D) an eagle chick

2. Where did the farmer find the eagle chick?

- (A) in its nest
- (B) by the riverbed
- ★ (C) on a ledge of rock
- (D) among the reeds

3. What in the story shows that the farmer was careful with the eagle chick?

- ★ (A) He carried the eagle chick in both hands.
- (B) He brought the eagle chick to his family.
- (C) He put the eagle chick back in its nest.
- (D) He searched the riverbed for the eagle chick.

★ **Correct Answer**

4. What did the farmer do with the eagle chick when he brought it home?

- (A) He taught it to fly.
- (B) He set it free.
- ★ (C) He trained it to be a chicken.
- (D) He made a new nest for it.

5. During the friend's first visit, the eagle chick behaved like a chicken. Give two examples that show this.

1. _____
- _____
2. _____
- _____

6. When the farmer's friend first met the eagle, how did he try to make the eagle fly?

- ★ (A) He lifted it above his head.
- (B) He set it on the ground.
- (C) He threw it in the air.
- (D) He brought it to the mountain.

★ **Correct Answer**

7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."



8. Why did the farmer roar with laughter during his friend's first visit?

- ☐ (A) The eagle was too heavy to fly.
- ☐ (B) The eagle was difficult to catch.
- ☐ (C) The eagle looked different from the chickens.
- ★ ☐ (D) The eagle proved him right.

9. Why did the farmer's friend take the eagle to the high mountains to make it fly? Give **two** reasons.



1.



2.

★ **Correct Answer**

10. Find and copy words that tell you how beautiful the sky was at dawn.



11. Why was the rising sun important to the story?

- ★ (A) It awakened the eagle's instinct to fly.
(B) It reigned in the heavens.
(C) It warmed the eagle's feathers.
(D) It provided light on the mountain paths.

12. You learn what the farmer's friend was like from the things he did.

Describe what the friend was like and give an example of what he did that shows this.



★ **Correct Answer**

Fly, Eagle, Fly, Item 5

5. During the friend's first visit, the eagle chick behaved like a chicken. Give two examples that show this.

Process: Focus on and Retrieve Explicitly Stated Information

2 – Complete Comprehension

The response identifies two ways that the eagle chick behaved like a chicken listed below.

NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.

1 – Partial Comprehension

The response identifies one way that the eagle chick behaved like a chicken listed below.

0 – No Comprehension

The response does not describe any of the ways listed below. It may include only a vague or circular description of how the eagle behaved.

Examples:

It acted like a chicken.

It looked like one.

It learned chicken ways.

Ways in which the Eagle Behaved Like a Chicken

NOTE TO SCORERS: Students may provide a reasonable paraphrase of these ideas. Any combination of two ideas based on this list is acceptable.

It walks/moves like a chicken.

It eats/pecks on the ground for food like a chicken.

It thinks like a chicken.

It won't fly (returns to the chickens on the ground).

It scratches with the chickens.

Fly, Eagle, Fly, Item 7

7. Explain what the farmer's friend meant when he told the eagle, "You belong not to the earth but to the sky."

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response interprets the meaning of both parts of the quote – "belong not to the earth" and "belong to the sky" in terms of the story.

Examples:

It is supposed to be free in the sky and not stuck on the ground.

That it was not a chicken who walked on the earth. It was an eagle and meant to fly.

It was meant to be flying with other birds of its kind, not among chickens.

It is meant to fly, not walk.

The sky is his home, not the ground.

1 – Partial Comprehension

The response interprets only the first or the second part of the quote.

Examples:

That it was not a chicken. /It was an eagle.

It was the king of the flying birds.

It was not a ground animal.

It is meant to fly.

Or, the response describes the literal contrast only.

Example:

It was not a chicken but an eagle.

0 – No Comprehension

The response may provide an explanation of the quote that is vague or inaccurate, or it may provide a simple rephrasing of the quote itself.

Example:

It is supposed to be not of the earth but of the sky.

It belongs to the sky not on the ground.

Fly, Eagle, Fly, Item 9

9. Why did the farmer's friend take the eagle to the high mountains to make it fly? Give two reasons.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response provides two reasons related to the sun, the mountains as the eagle's natural habitat, or the mountain's height in the sky. See the list of appropriate reasons below.

NOTE TO SCORERS: Both correct responses can be expressed in the same sentence.

1 – Partial Comprehension

The response provides one reason related to the sun, the mountains as the eagle's natural habitat, or the mountain's height in the sky as listed below.

0 – No Comprehension

The response may provide a reason for making the eagle fly, rather than a reason for taking it to the mountains.

Example:

To prove it was an eagle.

The response may provide a reason that is vague or inaccurate, or it may simply repeat part of the question.

Examples:

It made it easier to fly.

To make it fly.

Reasons Why the Farmer's Friend Took the Eagle to the Mountains

NOTE TO SCORERS: Students may provide a reasonable paraphrase of these ideas. Any combination of two ideas based on this list is acceptable.

To see the sun (rise)/to feel the warmth of the sun/to follow the sun.

To feel the updraft of the wind.

To be in its natural home/where it belongs/where it was found.

To get it closer to the sky/to get it higher.

Fly, Eagle, Fly, Item 10

10. Find and copy words that tell you how beautiful the sky was at dawn.

Process: Examine and Evaluate Content, Language, and Textual Elements

1 – Acceptable Response

The response provides any of the words or phrases in the list below.



Examples:

Wispy pink clouds

Majestically

Golden brilliance

Ablaze with light

0 – Unacceptable Response

The response does not provide any of the words or phrases in the list below. The response may repeat words from the question.

Examples:

Sunrise

Dawn

Beautiful

Words in the Story that Describe How Beautiful the Sky Was at Dawn

Note any of the underlined words are sufficient and other parts of the quote also may be given. Ignore minor variations in phrasing from the text, as long as it is clear what is intended.

The wispy clouds in the sky were pink at first, then began to shimmer with golden brilliance.

The sun rose majestically.

The sun's first rays shot over the mountain, and suddenly the world was ablaze with light.

Fly, Eagle, Fly, Item 12

12. You learn what the farmer's friend was like from the things he did. Describe what the friend was like and give an example of what he did that shows this.

Process: Interpret and Integrate Ideas and Information

2 – Complete Comprehension

The response describes one plausible character trait (persistent, stubborn, nice, clever, friendly to animals, etc.). In addition, the response provides one example of the farmer's friend's actions that are evidence of the character trait.

Examples:

He was determined. He kept trying to teach the eagle to fly.

He was clever. He knew to take the eagle to the mountain to make it fly.

He is the kind of person that doesn't give up. He went back to the farmer's house a second time to convince the eagle it was an eagle.

He was kind to animals. He wanted the eagle to be free.

1 – Partial Comprehension

The response provides one plausible character trait.

Or, the response provides one example of the friend's actions that are evidence of the friend's character.

Examples:

He is kind to animals.

He takes the eagle to see the sun and fly away never to live among the chickens.

0 – No Comprehension

The response does not provide an appropriate or accurate description of the farmer's friend's character, or provides a vague and general description that demonstrates limited comprehension of the story without further textual support.

Or, the response may include some information from the story that has no connection to the description of the friend's character.

Examples:

He is mean. He tells the eagle it is a chicken. *(Note that this response describes the farmer and not his friend.)*

He is happy. *(Note that "happy" must have some text support to be considered acceptable.)*

The GIANT Tooth Mystery

A fossil is the remains of any creature or plant that lived on the Earth many, many years ago. People have been finding fossils for thousands of years in rocks and cliffs and beside lakes. We now know that some of these fossils were from dinosaurs.



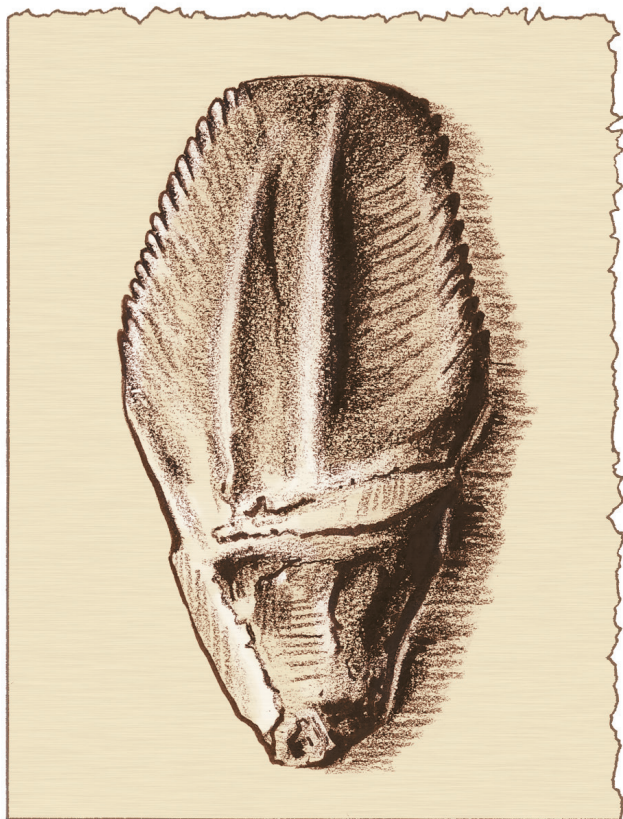
Long ago, people who found huge fossils did not know what they were. Some thought the big bones came from large animals that they had seen or read about, such as hippos or elephants. But some of the bones people found were too big to have come from even the biggest hippo or elephant. These enormous bones led some people to believe in giants.

Hundreds of years ago in France, a man named Bernard Palissy had another idea. He was a famous pottery maker. When he went to make his pots, he found many tiny fossils in the clay. He studied the fossils and wrote that they were the remains of living creatures. This was not a new idea. But Bernard Palissy also wrote that some of these creatures no longer lived on earth. They had completely disappeared. They were extinct.

Was Bernard Palissy rewarded for his discovery? No! He was put in prison for his ideas.

As time went by, some people became more open to new ideas about how the world might have been long ago.

Then, in the 1820s, a huge fossil tooth was found in England. It is thought that Mary Ann Mantell, the wife of fossil expert Gideon Mantell, was out for a walk when she saw what looked like a huge stone tooth. Mary Ann Mantell knew the big tooth was a fossil, and took it home to her husband.



When Gideon Mantell first looked at the fossil tooth, he thought it had belonged to a plant eater because it was flat and had ridges. It was worn down from chewing food. It was almost as big as the tooth of an elephant. But it looked nothing like an elephant's tooth.

Fossil tooth sketched life-sized

Gideon Mantell could tell that the pieces of rock attached to the tooth were very old. He knew that it was the kind of rock where reptile fossils were found. Could the tooth have belonged to a giant, plant-eating reptile that chewed its food? A type of reptile that no longer lived on earth?

Gideon Mantell was really puzzled by the big tooth. No reptile that he knew about chewed its food. Reptiles gulped their food, and so their teeth didn't become worn down. It was a mystery.

Gideon Mantell took the tooth to a museum in London and showed it to other scientists. No one agreed with Gideon Mantell that it might be the tooth of a gigantic reptile.

Gideon Mantell tried to find a reptile that had a tooth that looked like the giant tooth. For a long time, he found nothing. Then one day he met a scientist who was studying iguanas. An iguana is a large plant-eating reptile found in Central and South America. It can grow to be more than five feet long. The scientist showed Gideon Mantell an iguana tooth. At last! Here was the tooth of a living reptile that looked like the mystery tooth. Only the fossil tooth was much, much bigger.

Iguana

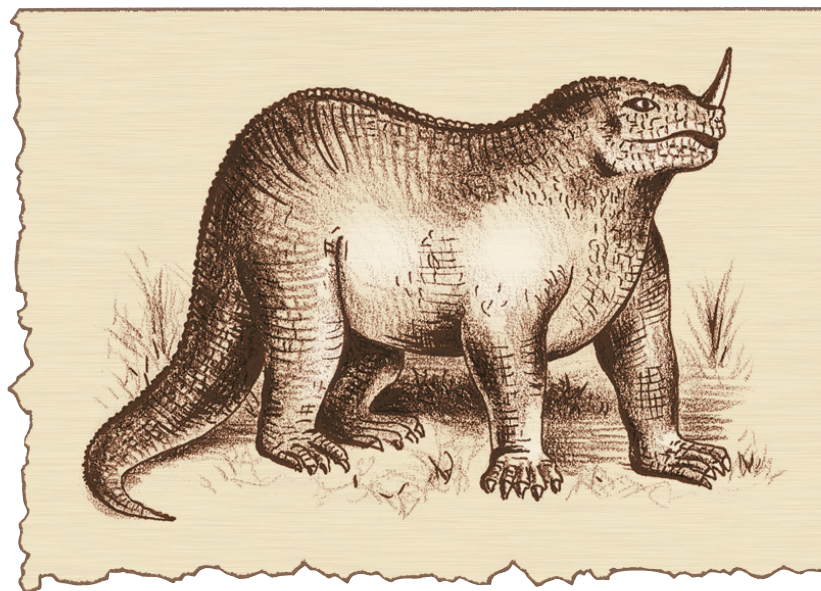


A life-sized drawing of an iguana's tooth from Gideon Mantell's notebook



Now Gideon Mantell believed the fossil tooth had belonged to an animal that looked like an iguana. Only it wasn't five feet long. Gideon Mantell believed it was a hundred feet long! He named his creature *Iguanodon*. That means "iguana tooth".

Gideon Mantell did not have a whole *Iguanodon* skeleton. But from the bones he had collected over the years, he tried to figure out what one might have looked like. He thought the bones showed that the creature had walked on all four legs. He thought a pointed bone was a horn. He drew an *Iguanodon* with a horn on its nose.



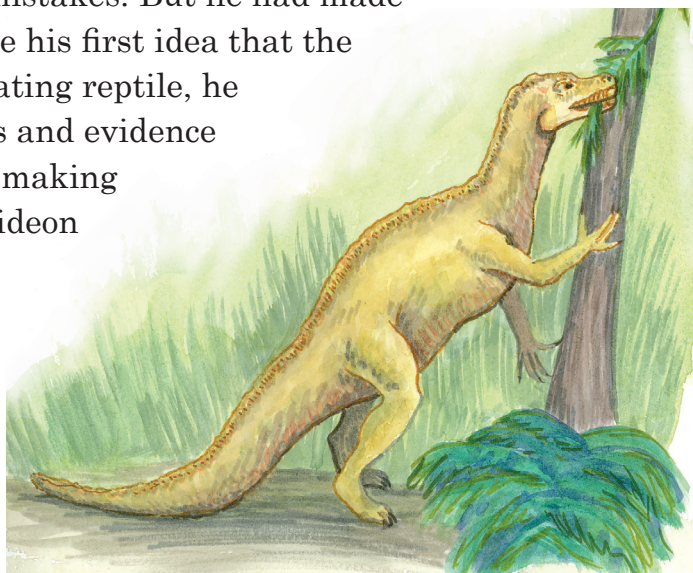
What Gideon Mantell thought an Iguanodon looked like

Years later, several complete *Iguanodon* skeletons were found. They were only about thirty feet long. The bones showed that it walked on its hind legs some of the time. And what Gideon Mantell thought was a horn on its nose was really a spike on its “thumb”! Based on these discoveries, scientists changed their ideas about what the *Iguanodon* looked like.

Gideon Mantell made some mistakes. But he had made an important discovery, too. Since his first idea that the fossil tooth belonged to a plant-eating reptile, he spent many years gathering facts and evidence to prove his ideas were right. By making careful guesses along the way, Gideon Mantell was one of the first people to show that long ago, giant reptiles lived on earth. And then they became extinct.

Hundreds of years before, Bernard Palissy had been thrown in prison for saying nearly the same thing. But Gideon Mantell became famous. His discovery made people curious to find out more about these huge reptiles.

In 1842, a scientist named Richard Owen decided that these extinct reptiles needed a name of their own. He called them *Dinosauria*. This means “fearfully great lizard”. Today we call them dinosaurs.



What scientists today think the Iguanodon looked like

The Giant Tooth Mystery excerpted from *DINOSAUR HUNTERS*. Text copyright © 1989 by Kate McMullan. Published by Random House Books for Young Readers. All rights reserved. Used with permission. Illustrated by Jennifer Moher and Steven Simpson © 2010 IEA.

1. What is a fossil?

- (A) the surface of rocks and cliffs
- (B) the bones of a giant
- ★ (C) the remains of very old living things
- (D) the teeth of elephants

2. According to the article, why did some people long ago believe in giants?



3. Where did Bernard Palissy find fossils?

- (A) on the cliffs
- ★ (B) in the clay
- (C) by a river
- (D) on a path

★ Correct Answer

4. What was Bernard Palissy's new idea?



5. Why was Bernard Palissy put into prison?

- ★ (A) People were not open to new ideas.
- (B) He copied his ideas from Gideon Mantell.
- (C) He left tiny fossils in his pottery.
- (D) Studying fossils was forbidden in France.

6. Who found the fossil tooth in England?



- (A) Bernard Palissy
- ★ (B) Mary Ann Mantell
- (C) Richard Owen
- (D) Gideon Mantell

★ Correct Answer

7. What did Gideon Mantell know about reptiles that made the fossil tooth puzzling?

- (A) Reptiles had no teeth.
- (B) Reptiles were found under rocks.
- (C) Reptiles lived long ago.
- ★ (D) Reptiles gulped their food.

8. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

| Type of animal | What made him think this |
|--|---------------------------------|
| A plant eater | The tooth was flat with ridges. |
|  1 A giant creature | |
|  1 A reptile | |

★ Correct Answer

9. Why did Gideon Mantell take the tooth to a museum?

- (A) to ask if the fossil belonged to the museum
- (B) to prove that he was a fossil expert
- ★ (C) to hear what scientists thought of his idea
- (D) to compare the tooth with others in the museum

10. A scientist showed Gideon Mantell an iguana tooth. Why was this important to Gideon Mantell?



11. What did Gideon Mantell use when trying to figure out what the *Iguanodon* looked like?

- ★ (A) bones he collected
- (B) ideas from other scientists
- (C) pictures in books
- (D) teeth from other reptiles

★ Correct Answer

12. Look at the two pictures of the *Iguanodon*. What do they help you to understand?



13. Later discoveries proved that Gideon Mantell was wrong about what the *Iguanodon* looked like. Fill in the blanks to complete the table.

| | What Gideon Mantell thought the <i>Iguanodon</i> looked like | What scientists today think the <i>Iguanodon</i> looked like |
|--|--|--|
| | The <i>Iguanodon</i> walked on four legs. | |
| | | The <i>Iguanodon</i> had a spike on its thumb. |
| | The <i>Iguanodon</i> was 100 feet long. | |

14. What were found that showed Gideon was wrong about what the *Iguanodon* looked like?

- (A) more fossil teeth
- (B) scientific drawings
- (C) living *Iguanodons*
- ★ (D) whole skeletons



★ Correct Answer

Giant Tooth Mystery, Item 2

2. According to the article, why did some people long ago believe in giants?

Process: Make Straightforward Inferences

1 – Acceptable Response

The response demonstrates understanding that people long ago believed in giants because they found huge bones/skeletons/fossils.

NOTE TO SCORERS: Some students use the word ‘giant’ as a synonym for ‘big’ or ‘huge’. Such responses should be credited only where the meaning is made clear.

Examples:

They found bones too big to belong to something they knew.

They found giant bones that were too big to be from the biggest hippo.

They found really big bones.

The bones were so big they must be from giants.

0 – Unacceptable Response

The response does not demonstrate understanding that people long ago believe in giants because they found huge bones/skeletons/fossils.

Examples:

Giants are really big.

They found giant bones. *(Please note that the use of ‘giant’ is ambiguous.)*

They found things that must belong to giants.

They found dinosaur bones.

They found bones from giants.

Giant Tooth Mystery, Item 4

4. What was Bernard Palissy’s new idea?

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response demonstrates understanding that Palissy’s new idea was that some fossils belonged to animals that no longer lived on earth, had completely disappeared, or were extinct.

Examples:

Fossils could be from extinct animals.

Some belonged to creatures no longer living on earth.

His idea was that some animals had completely disappeared!

0 – Unacceptable Response

The response does not demonstrate understanding of Palissy's new idea. It might relate to Palissy's idea that fossils once belonged to living creatures, or may state a fact about Palissy's work.

Examples:

Fossils were from the remains of living creatures.

Reptiles were extinct.

He found fossils in his clay.

He was a famous pottery maker.

He studied fossils.

Giant Tooth Mystery, Item 8

8. Gideon Mantell thought the tooth might have belonged to different types of animals. Complete the table to show what made him think this.

| Type of animal | What made him think this |
|------------------|--------------------------------|
| A plant eater | The tooth was flat with ridges |
| A giant creature | |
| A reptile | |

Process: Interpret and Integrate Ideas and Information

NOTE TO SCORERS: Each of the two parts of this item will be scored separately in its own 1-point coding block.

The entire item, with acceptable responses for each of the two parts and the corresponding coding blocks, should look like this:

| Type of animal | What made him think this | | | | | |
|------------------|---|---|---|---|---|---|
| A plant eater | The tooth was flat with ridges | | | | | |
| A giant creature | The response identifies the large size of the fossil tooth (as big as an elephant's tooth) | → <table><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table> | 1 | 0 | 8 | 9 |
| 1 | | | | | | |
| 0 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| A reptile | The response indicates that: 1) the rock in which it was found was the kind of rock where reptile fossils were found/it was found where reptiles had lived, OR 2) the fossil tooth was similar to/looked like an iguana/reptile tooth | → <table><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table> | 1 | 0 | 8 | 9 |
| 1 | | | | | | |
| 0 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |

A GIANT CREATURE

1 – Acceptable Response

The response shows understanding of the characteristics that indicate the fossil tooth could belong to a giant creature.

| Type of animal | What made him think this |
|------------------|---|
| A plant eater | The tooth was flat with ridges |
| A giant creature | The response identifies the large size of the fossil tooth (as big as an elephant's tooth) |
| A reptile | The response indicates that: 1) the rock in which it was found was the kind of rock where reptile fossils were found/it was found where reptiles had lived, OR 2) the fossil tooth was similar to/looked like an iguana/reptile tooth |

0 – Unacceptable Response

The response does not show understanding of the characteristics that indicate the fossil tooth could belong to a giant creature. The response may refer to the text at the beginning of the passage about fossils in general, rather than to Gideon's hypotheses about the fossil tooth.

Examples:

Some thought the big bones came from large animals.

It was worn down.

It looked like an elephant's tooth. *(Please note that this is an inaccurate response. The text states, "it looked nothing like an elephant's tooth.")*

A REPTILE

1 – Acceptable Response

The response shows understanding of the characteristics that indicate the fossil tooth could belong to a reptile.

| Type of animal | What made him think this |
|------------------|---|
| A plant eater | The tooth was flat with ridges |
| A giant creature | The response identifies the large size of the fossil tooth (as big as an elephant's tooth) |
| A reptile | The response indicates that: 1) the rock in which it was found was the kind of rock where reptile fossils were found/it was found where reptiles had lived, OR 2) the fossil tooth was similar to/looked like an iguana/reptile tooth |

0 – Unacceptable Response

The response does not show understanding of the characteristics that indicate the fossil tooth could belong to a reptile.

Examples:

It eats plants.

Reptiles gulped their food.

Giant Tooth Mystery, Item 10

10. A scientist showed Gideon Mantell an iguana tooth. Why was this important to Gideon Mantell?

Process: Interpret and Integrate Ideas and Information

1 – Acceptable Response

The response demonstrates understanding that the iguana tooth provided evidence that supported Gideon Mantell's theory that the fossil tooth might have belonged to a giant reptile.

Examples:

The iguana tooth showed his fossil could be from a reptile.

It helped him find out what type of animal the tooth belonged to.

The tooth proved he was right.

It gave him proof for what he thought all along.

Or, the response demonstrates a more general understanding that the iguana tooth looked like the fossil tooth.

Examples:

The iguana tooth looked like the fossil tooth.

He could see that they looked the same.

He could tell it was the same one.

He had spent years looking for a matching tooth.

It was flat and had ridges.

0 – Unacceptable Response

The response does not demonstrate understanding of the significance of the iguana tooth.

Examples:

He wanted to be famous.

He thought it would be interesting to see an iguana's tooth.

He wanted to learn more about reptiles.

It showed he was clever. *(Please note that this response is too vague as it focuses on*

his personal characteristics rather than his discovery.)

He wanted to compare the teeth. *(Please note that this response fails to indicate the significance of the comparison.)*

Giant Tooth Mystery, Item 12

12. Look at the two pictures of the Iguanodon. What do they help you to understand?

Process: Examine and Evaluate Content, Language, and Textual Elements

2 – Complete Comprehension

The response demonstrates understanding that the pictures show the changes in scientific ideas, or that the pictures show different people's ideas about the Iguanodon.

Examples:

that scientists today think the Iguanodon looked different than Gideon Mantell did

To show how people's ideas about what the Iguanodon looked like changed.

To show that different people had different ideas about what it looked like.

how different the ideas were

Gideon Mantell thought the bones showed the Iguanodon walked on all four legs, but later scientists changed their minds.

Or, the response indicates that the pictures illustrate the mistakes that Gideon Mantell or other people might have made.

Examples:

To show that Gideon got some things wrong.

that people sometimes make mistakes

1 – Partial Comprehension

The response demonstrates a more general understanding that the Iguanodons looked different in the two pictures.

Example:

To show they look different.

Or, the response describes a difference between the two pictures without reference to changes in scientific ideas or what different people might have believed.

Example:

One has 4 legs, the other has 2.

Or, the response provides an explicit reference to one of the pictures without reference to changes in scientific ideas or what different people might have believed.

Example:

That Gideon thought it had a horn.

0 – No Comprehension

The response does not demonstrate understanding of the purpose of the illustrations. The response may describe a specific feature from one of the pictures, or give a description of what the illustrations have in common.

Or, the response may provide an inaccurate interpretation that the Iguanodon itself changed in appearance over time, rather than people's ideas.

Examples:

To show what they looked like.

They help you understand how the Iguanodon changed over the years.

They show me they ate plants.

They had 4 legs.

Giant Tooth Mystery, Item 13

13. Later discoveries proved that Gideon Mantell was wrong about what the Iguanodon looked like. Fill in the blanks to complete the table.

| What Gideon Mantell thought the Iguanodon looked like | What scientists today think the Iguanodon looked like |
|---|---|
| The Iguanodon walked on four legs | |
| | The Iguanodon had a spike on its thumb |
| The Iguanodon was 100 feet long | |

Process: Interpret and Integrate Ideas and Information

NOTE TO SCORERS: Each of the three parts of this item will be scored separately in its own 1-point coding block.

The entire item, with acceptable responses for each of the three parts and the corresponding coding blocks, should look like this:

| What Gideon Mantell thought the Iguanodon looked like | What scientists today think the Iguanodon looked like | | | | | |
|---|--|---|---|---|---|---|
| The Iguanodon walked on four legs | The Iguanodon (sometimes) walked/ stood on two/hind legs | → <table><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table> | 1 | 0 | 8 | 9 |
| 1 | | | | | | |
| 0 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| The Iguanodon had a horn (on its head/face/nose) OR, the spike was on its head/face/nose | The Iguanodon had a spike on its thumb | → <table><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table> | 1 | 0 | 8 | 9 |
| 1 | | | | | | |
| 0 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |
| The Iguanodon was 100 feet long | The Iguanodon was 30 feet (9 metres) long | → <table><tr><td>1</td></tr><tr><td>0</td></tr><tr><td>8</td></tr><tr><td>9</td></tr></table> | 1 | 0 | 8 | 9 |
| 1 | | | | | | |
| 0 | | | | | | |
| 8 | | | | | | |
| 9 | | | | | | |

1 – Acceptable Response

The response shows understanding of the difference in the way that Gideon Mantell and scientists today think the Iguanodon walked or stood.

| What Gideon Mantell thought the Iguanodon looked like | What scientists today think the Iguanodon looked like |
|---|--|
| The Iguanodon walked on four legs | The Iguanodon (sometimes) walked/ stood on two/hind legs |
| The Iguanodon had a horn (on its head/face/nose) OR, the spike was on its head/face/nose | The Iguanodon had a spike on its thumb |
| The Iguanodon was 100 feet long | The Iguanodon was 30 feet (9 metres) long |

0 – Unacceptable Response

The response does not show understanding of the way scientists today think the Iguanodon walked or stood.

Examples:

two

It stood.

1 – Acceptable Response

The response shows understanding of the difference in where Gideon Mantell and scientists today think the Iguanodon had a spike.

| What Gideon Mantell thought the Iguanodon looked like | What scientists today think the Iguanodon looked like |
|---|--|
| The Iguanodon walked on four legs | The Iguanodon (sometimes) walked/ stood on two/hind legs |
| The Iguanodon had a horn (on its head/face/nose) OR, the spike was on its head/face/nose | The Iguanodon had a spike on its thumb |
| The Iguanodon was 100 feet long | The Iguanodon was 30 feet (9 metres) long |

0 – Unacceptable Response

The response does not show understanding of where Gideon Mantell thought the Iguanodon had a spike.

Examples:

horn on its thumb

spike on its back

did not have a spike on its thumb

1 – Acceptable Response

The response shows understanding of the difference in what Mantell and scientists today think was the length of the Iguanodon.

| What Gideon Mantell thought the Iguanodon looked like | What scientists today think the Iguanodon looked like |
|---|--|
| The Iguanodon walked on four legs | The Iguanodon (sometimes) walked/ stood on two/hind legs |
| The Iguanodon had a horn (on its head/face/nose) OR, the spike was on its head/face/nose | The Iguanodon had a spike on its thumb |
| The Iguanodon was 100 feet long | The Iguanodon was 30 feet (9 metres) long |

0 – Unacceptable Response

The response does not show understanding of how long scientists today think the Iguanodon was.

Examples:

It was not 100 feet long.

5 feet long

VOCAB TEST B MEMO

Please note

- Overall half marks for using singular words instead of plural or plural instead of singular e.g root instead of roots = half mark
- Overall half marks for learners that know the word but get the spelling incorrect examples are provided below. If you are not sure PLEASE ASK
- Full marks for a replacement word that makes sense, these have been included in the memo below.

| SECTION A | | |
|--|---|--|
| 1 | Plants get water from the soil through their <u>roots</u> . | |
| Half marks: rootits / misspelt roots | | |
| 2 | The <u>nurse</u> was helping the doctor in the operating room. | |
| Half marks: nures / nurs /nun | | |
| 3 | It is the <u>deed/ decision</u> that counts, not the thought. | |
| Half mark: deeds / decisions/delivery | | |
| 4 | Fashions come and go; this year long <u>skirts</u> are fashionable again for women. | |
| Half marks: skirt (singular) / sket / skat/skates | | |
| 5 | Laws for protecting people are based on the principle of <u>justice</u> . | |
| Half marks: justiss/ justes | | |
| 6 | He is walking on the <u>tips</u> of his toes so as not to make a noise. | |
| Half marks: tip (singular) | | |
| 7 | Because he dropped out of school and is unskilled, he earns a low <u>wage</u> . | |
| Half marks: wages | | |
| 8 | They had to <u>climb</u> a steep mountain to see the beautiful view from the top. | |
| 9 | The doctor is good and always <u>examines</u> his patients thoroughly. | |
| Half marks: explains/ examine / ex-rays | | |
| 10 | The Gautrain is convenient as it <u>connects</u> Pretoria and Johannesburg. | |
| Half mark: connect (singular) connecting | | |

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| 11 | This work is not up to your usual standard. | |
| | Half mark: usully/ usually | |
| 12 | They sat down to eat even though they were not hungry . | |
| | Half mark: huggry / human / hunters / hunting / hunger | |
| 13 | You must have been very brave to do such a dangerous thing. (broken / brilliant = 1 mark) | |
| 14 | Due to lack of space, the organisers limited the number of the people to no more than fifty. | |
| | Half mark: limit/ listed / list | |
| 15 | The mechanic had to replace the motor of my dad's old car after it would not start. | |
| | Half mark: motto/ module / mobiliser / moto / mount | |
| 16 | This is a photostat; there is a copy of the original report in the file. | |
| 17 | The house was in the middle and was surrounded by a big garden. | |
| | Half mark: surround / supplied | |
| 18 | She was lost and wandered/ wandering without direction in the streets for several hours. | |
| | Half mark: wonder/ wander / wanded | |
| SECTION B | | |
| 1 | The family lives in a small apartment on the second floor of a large building. | |
| 2 | The prospect / probability of failing the test scared him and motivated him to study harder. | |
| | Half mark: problem/process / promise/ products / product / proposition | |
| 3 | Before writing the final version of her English essay, the learner wrote several drafts . | |
| | Half mark: draft | |
| 4 | The farmer's old cart is pulled by an ox . | |
| | Half mark: oxen / oxe | |
| 5 | Scientists study the structure/structures of ancient buildings. | |
| 6 | Crying is a normal response to pain. | |

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| | Half mark: normally | |
| 7 | It was a cold day. The clouds and wind brought a chill to the air. | |
| | Half mark: chills / chilli / chilly / chilling | |
| 8 | After two years in the Army, he was promoted to the rank of lieutenant . | |
| | Half mark: lieuttendant / lieutenant / lieutenanent / lieuftenant / lieughtenent | |
| 9 | The statue is made of beautiful white marble . | |
| | Half mark: marbles / marterials | |
| 10 | The veins carry blood through our body and back to the heart. | |
| | Half mark: vessel / ven | |
| 11 | The secretary was helpful and assisted/ assisting the principal in organising the sporting event. | |
| | Half mark: assists/assist/assest/ assisted | |
| 12 | His beard was growing too long so he decided he needed to trim it. | |
| | Half mark: trime / treat (1) | |
| 13 | The dancers were whirling about on the dance floor in time to the music. | |
| | Half mark: whirling / whrl / whirls / whirled (1) | |
| 14 | He was on his knees, crying and pleading for mercy. | |
| | Half mark: plead (singular)/ pleaded | |
| 15 | Be careful. You'll snap that branch if you bend it back too far. | |
| 16 | I won't tell anybody. My lips are sealed . | |
| | Half mark: seal (singular) / sealed / sealing | |
| 17 | The King of Burkina was the supreme ruler of his country. | |
| | Half mark: surprise /surprised/ supprime | |
| 18 | You must be aware that you need to obey the school rules. | |

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| SECTION C | | |
| 1 | Soldiers usually swear an <u>oath</u> of loyalty to their country. | |
| 2 | The voter placed the <u>ballot/ ballot paper</u> in the box. | |
| | Half mark: balled | |
| 3 | They keep their valuables in a <u>vault</u> at the bank to keep them safe. | |
| | Half mark: vaults | |
| 4 | A little bird perched on the window <u>ledge</u> . | |
| 5 | The kitten is playing with a ball of <u>yarn</u> . | |
| | Half mark: yan / yawn | |
| 6 | The protesters have forced an <u>entry</u> into the building. | |
| | Half mark: entrance/enter | |
| 7 | The building is heated by a modern heating <u>apparatus</u> . | |
| | Half mark: apparatus / apparators / appliance | |
| 8 | We decided to celebrate New Year's <u>Eve/Evening</u> together. | |
| 9 | In the olden days, a soldier was asked to choose between infantry (a foot soldier) and <u>cavalry</u> (a horse soldier). | |
| | Half mark: caventry / cavalry / cavary / cavantry / cavery | |
| 10 | This is a complex maths problem that is difficult to <u>comprehend</u> . | |
| | Half mark: comprehension | |
| 11 | The bully <u>shoved/shot</u> the small boy when he passed him on the way to class and the little boy fell down. (shocked = 1 mark) | |
| | Half mark: shove | |
| 12 | We could hear the sergeant <u>bellowing</u> commands to the troops in a loud voice. | |

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| | Half mark: bellow / belowing / below | |
| 13 | The boss got angry with the secretary and it took a lot of tact to <u>soothe</u> her afterwards. | |
| | Half mark: soothen/sooth | |
| 14 | Don't pay attention to his rude remark. Just <u>ignore</u> it. | |
| 15 | The football players held an emergency meeting. The issues they discussed were confidential and were not <u>disclosed</u> to the newspapers. | |
| | Half mark: disclose | |
| 16 | We do not yet have <u>adequate</u> information to make such an important decision. | |
| | Half mark: adequant | |
| 17 | She is no longer a child but a <u>mature</u> woman, so let her make her own decisions. | |
| | Half mark: matured / matter / mater | |
| 18 | The prisoner was put in <u>solitary</u> confinement. | |
| | Half mark: solitary / solitary / sole | |
| SECTION D | | |
| 1 | I've had my eyes tested and the optician says my <u>vision</u> is good. | |
| | Half mark: vission / visual / view / viewing | |
| 2 | The <u>anomaly</u> of his position is that he is the coach of the team, but he isn't allowed to select his players. | |
| | Half mark: anomal/anomity | |
| 3 | In their geography class, the children are doing a special <u>project</u> on China. | |
| | Half mark: projects / programme / production / program / profile | |
| 4 | In a free country, people are not discriminated against on the basis of colour, age or <u>sex</u> . | |
| | FULL mark: surname / size | |
| 5 | These study modules should be taken in <u>sequence</u> and not done simultaneously. | |
| | Half mark: seqance/secuence | |

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| 6 | Despite the corrupt surroundings, the magistrate's principled behavior and his <u>integrity</u> were not affected. (intentions = 1 mark) | |
| | Half mark: intergrity/ integrity/ intellect / intent – Full mark: intelligence / intentions | |
| 7 | The job sounded interesting at first, but when he realized what it involved, his excitement <u>subsided</u> . | |
| | Half mark: subtract | |
| 8 | Governments often cut their spending in times of financial <u>crisis/crises/crashes</u> | |
| 9 | The medicine was introduced after medical <u>research / researchers/ results</u> clearly showed that it was effective. | |
| | Half mark : response / researcher / responses / resources | |
| 10 | A true <u>democracy</u> should ensure equal rights and opportunities for all citizens. | |
| | Half mark : democrat | |
| 11 | Research has <u>indicated</u> that men find it easier to give up smoking than women. | |
| | Half mark: indicates / indicate | |
| 12 | The school is far away. If you want to <u>ensure</u> that you get to school on time, you will need to leave early. | |
| 13 | In a lecture, the professor does most of the talking. However, in a seminar students are expected to <u>participate/partake</u> in the discussion. | |
| | Half mark: participation / partner | |
| 14 | It's difficult to <u>assess</u> a person's true knowledge with one or two tests only. | |
| | Half mark: assessed/assesses / asses / assessment | |
| 15 | The new coach's job was to <u>restore</u> the football team to its former glory. | |
| 16 | Even though the student did not do well on the mid-term exam, he got the highest mark in the <u>final/ finals/ final exam</u> | |
| | Half mark: field / file / finally | |
| 17 | His decision to quit his job suddenly was made when he was angry. It was not based on calm and <u>rational</u> considerations. | |

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| | Half mark: rationalised | |
| 18 | This challenging job requires a strong, successful and <u>dynamic</u> person who can work hard and get on well with people. | |

Thank you for your participation!

