

Grade 8 English First Additional Language Worksheet

Reading a diagram/chart

The following diagram was taken from an article published in *National Geographic*, December 2006. The article was called "The Heroes The Healing" and was about military medicine in Iraq. Examine the introductory words on the left, the diagram in the middle, and the pie charts on the right and then answer the questions:

MISSION: RESTORE

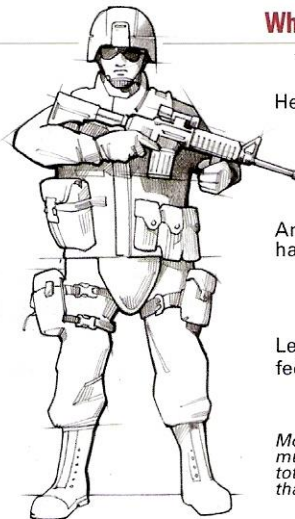
Head and limb injuries are the signature wounds of this war because Iraqi insurgents have made the IED their weapon of choice. Modern armor and rapid care mean that most of the injured survive, but many live with traumatic brain injuries and amputations.

Armor

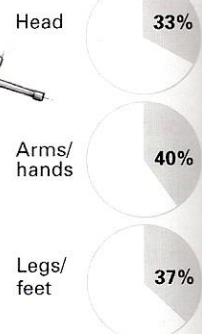
Kevlar helmet
Up to 40 percent more resistant to penetration than steel helmets.

Interceptor vest
Outer Kevlar vest and inch-thick ceramic inserts. Removable throat and groin protectors.

Vulnerable
Limbs, sides, and neck.



Where Injured



Most soldiers receive multiple injuries; totals add to more than 100 percent.

1. Look at the three pie charts in the picture.
 - 1.1 List in order, the parts of the body where most soldiers are wounded. (3)
 - 1.2 If you add all the percentages, you will get more than 100%. How is this possible? (1)
2. Look at the diagram of the soldier.
 - 2.1 How is his head protected? (2)
 - 2.2 How is his body protected? (1)
 - 2.3 Which parts of his body are not well protected? (2)
 - 2.4 Show how what you see in the diagram is proved in the pie charts. (1)
- 3.1 The writing tells the reader that the soldiers are hurt because of the use of IEDs or improvised explosive device. What do you think this is? (1)
- 3.2 How does the army try to prevent the soldiers being injured? (1)

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- 3.3 Many soldiers are injured, but they live. However, they suffer from “traumatic brain injuries and amputations”. Explain this in your own words. (3)
4. Would you be a soldier and go to fight? Give your point of view in a paragraph of 80–100 words. (10)

Your paragraph will be assessed according to the rubric:

Rubric for assessing a paragraph: First Additional Language (50 marks ÷ 5 = 10)

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
Content & planning 32 marks	<u>26-32</u> -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, presentable paragraph.	<u>22½-25½</u> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. -Planning &/or drafting has produced a well-crafted & presentable paragraph.	<u>19½-22</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. -Planning &/or drafting has produced a presentable & very good paragraph.	<u>16-19</u> -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. -Planning &/or drafting has produced a satisfactorily presented paragraph.	<u>13-15½</u> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. -Planning &/or drafting has produced a moderately presentable & coherent paragraph.	<u>10-12½</u> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Paragraph not well presented.	<u>0-9½</u> -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented paragraph.
Language, style & editing 12 marks	<u>10-12</u> -Critical awareness of impact of language. -Language, punctuation effectively used. Uses figurative language. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	<u>8½-9½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<u>7½-8</u> -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in most of the paragraph. -By and large error-free following proof-reading, editing.	<u>6-7</u> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	<u>5-5½</u> -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<u>4-4½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0-3½</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
Structure 6 marks	<u>5-6</u> -Coherent development	<u>4½</u> -Logical development	<u>4</u> -Several relevant details	<u>3-3½</u> -Some points, necessary	<u>2½</u> -Some necessary	<u>2</u> -Sometimes off topic. General	<u>0-1½</u> -Off topic. -Sentences,

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	of topic. Vivid detail. -Sentences, paragraph coherently constructed. -Length in accordance with requirements of topic.	of details. Coherent. -Sentences, paragraph logical, varied. -Length correct.	developed. -Sentences, paragraph well constructed. -Length almost correct.	details developed. -Sentences, paragraphing might be faulty in places but paragraph still makes sense. -Length correct.	points evident. -Sentences, paragraph faulty but ideas can be understood. -Length - too long/short.	line of thought difficult to follow. -Sentences, paragraph constructed at an elementary level. -Length - too long/short.	paragraph muddled, inconsistent. Length - far too long/short.
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Suggested Solutions

- 1.1 Arms or hands 40%, legs or feet 37%, head 33% (3)
- 1.2 Many soldiers are wounded in more than one part of the body. (1)
- 2.1 He has a Kevlar helmet ✓ which is stronger than steel. (2)
- 2.2 He has a thick Kevlar vest which has inserts that are ceramic. (1)
- 2.3 His arms, hands, legs and feet, also his sides and his neck are not well protected. (2)
- 2.4 This explains why most of the injuries are to the hands, arms, feet, and legs. (1)
- 2.5.1 This is some kind of bomb. (1)
- 2.5.2 The army provides armour and tries to deal with injuries quickly. Either point. (1)
- 2.5.3 The soldiers have very bad ✓ injuries to the head ✓, and they have their arms, hands, feet or legs amputated. ✓ (3)
3. Mark on the quality of the ideas expressed and the reasons given. (10)

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Language, style & editing 12 marks	<u>10-12</u> -Critical awareness of impact of language. -Language, punctuation effectively used. Uses figurative	<u>8½-9½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative	<u>7½-8</u> -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to	<u>6-7</u> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of	<u>5-5½</u> -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used.	<u>4-4½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden	<u>0-3½</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed

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	language. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	text. -Style, tone, register suited to topic in most of the paragraph. -By and large error-free following proof-reading, editing.	words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	-Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	despite proof-reading, editing.	in all aspects. -Error-ridden & confused following proof-reading, editing.
Structure 6 marks	<u>5-6</u> -Coherent development of topic. Vivid detail. -Sentences, paragraph coherently constructed. -Length in accordance with requirements of topic.	<u>4½</u> -Logical development of details. Coherent. -Sentences, paragraph logical, varied. -Length correct.	<u>4</u> -Several relevant details developed. -Sentences, paragraph well constructed. -Length almost correct.	<u>3-3½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but paragraph still makes sense. -Length correct.	<u>2½</u> -Some necessary points evident. -Sentences, paragraph faulty but ideas can be understood. -Length - too long/short.	<u>2</u> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraph constructed at an elementary level. -Length - too long/short.	<u>0-1½</u> -Off topic. -Sentences, paragraph muddled, inconsistent. Length - far too long/short.