

## **Chapter 1**

1. Koda
2. The chapter is set in Koda's families garden and in the house.
3. No. He thinks that he is helping, but he is destroying the garden instead.
4. Boerewors-flavoured biscuits.
5. She is Koda's owner.
6. No – he made a mess by knocking over the box full of biscuits on the floor.
7. Learner response.
8. Independent: not depending on another for livelihood or subsistence.  
No, he is not independent because he needs human care.
9. Learner response.
10. 1. Mandisa didn't like going to school.  
2. There were going to be rules he didn't understand.
11. Learner response.  
Writing:
12. Use rubric to assess writing.

## **Chapter 2**

1. Nervous.
2. His heart was beating wildly.  
He was shaking.  
Butterflies in the stomach.  
Was feeling light headed.  
Any other relevant answers.
3. He tried to hide under the bed.
4. She is his owner and will be the one he needs to learn to listen to.
5. There is a big lawn. There are lots of people and lots of different dogs and puppies.
6. He could smell doggy treats and he loves it.
7. He is the trainer at the puppy school.
8. b - the others won't like him.

9. Yes – the puppy needs to learn that actions have consequences.  
No – you don't need to be stern to get a puppy to listen to you.  
Any relevant answer.
10. Mandisa wanted Koda to do what he was told. Koda wanted to tell Mandisa he would listen to her if only she would take him home.
11. Thunder.
12. She told him to sit and to roll over.
13. They were not very friendly.  
Any similar answer.
14. He made a mess because his tummy was runny.
15. Your throat is burning.  
There is a lump in your throat.  
You feel short of breath.  
Eyes burning.  
Any similar answer.
16. Yes, he mentions that he is a pure-bred Husky and that he is special. He also mentions that his family is sought after in Siberia and Alaska.
17. Siberia and Alaska.
18. It sounded like the monster of all monsters in the world.
19. Learner response.  
Writing
20. Use the rubric to assess learners' work.

### **Chapter 3**

1. 1. Where was Mandisa?  
2. Did she leave him because he wasn't obeying her instructions?
2. No. Koda thought the man would be friendly and take him in, instead he was chased out of the shop.
3. They would be lying together in front of the heater, watching Paw Patrol on TV.
4. Yes, he tried to ask for her help, but the girl was scared and didn't want him near her.

5. c – ate like a wolf.
6. A huge playground.
7. Lost and lonely.
8. warmth, food, cuddles  
Writing
9. Use the rubric to assess learners' work.

#### **Chapter 4**

1. This chapter takes place on the playground.
2. A huge watchdog.
3. Rottweilers are big and known for being aggressive. He is a small puppy and might feel vulnerable.
4. Learners' response.
5. Bella.
6. They are both looking for food.
7. b – friendly
8. Yes, sharing is caring.  
No, I don't like sharing food.  
Any similar answer.
9. Koda's owners love him and take good care of him.  
Bella's owner abuses her.
10. They can be reported to the SPCA.  
They can be criminally prosecuted.  
Learners' response.  
Writing
11. Use rubric to assess learners' work.

#### **Chapter 5**

1. Retrace your steps back to the puppy school.  
Any similar answer.
2. Yes, he wished he could go back to puppy school and obey her commands.

3. Picture should include:

- a garden with little garden gnomes out front
- a bright red door
- flowerpots all over the front lawn
- mole heaps in the grass

4. Q: What kind of dog likes having a bath every day?

A: A shampoo-dle!

Q: What was the little Scottish dog's reaction when he first saw the Loch Ness Monster?

A: He was Terrier-fied.

Q: What do you call a great dog detective?

A: Sherlock Bones!

Any similar answers.

5. Look left, look right, and then look left again.

6. Beeeeeeep!

Writing

7. Use rubric to assess learners' work.

## **Chapter 6**

1. hungry

2. He usually walks up to Mandisa, sit in front of her, and make puppy eyes at her until she gives him food. If that doesn't work, he whines loudly.

3. Alex kicked her and told her to stop whining. She is afraid it will happen again.

4. 1. He is better at whining than her.

2. He is still a puppy, so he is cuter.

3. Humans will feel sorry for him and want to feed him.

5. Yes, I love puppies and wouldn't be able to resist.

No, I think dogs are not hygienic and should not be in restaurants.

Any similar answer.

6. a – cosy
7. panicked  
running
8. Society for the Prevention of Cruelty to Animals, they would take care of the puppy.
9. Yes, she couldn't open the door with the parcel in her hands.  
No, she wanted Koda to have the leftovers.  
Any similar answer.  
Writing
10. Use rubric to assess learners' work.

## **Chapter 7**

1. They looked mean and scary. One had a scar across his face.
2. They wanted to take her food.
3. He spoke in a mean tone, and he wanted to hurt Bella physically.
4. bully
5. Yes, he might be hurting and that is why he hurts others.  
No, there is no reason for bad behaviour.  
Any similar answers.
6. Yes, someone who is hurting should be helped and that might make them change.  
No, bullies have no excuse for their bad behaviour.  
Any similar answers.
7. First, he stood upright and puffed out his chest.  
Then he started howling loudly and dragged his paw through the dirt as if to charge.
8. The girl from the restaurant threw them with water.  
Writing:
9. Use the rubric to assess learners' work.

## **Chapter 8**

1. b – hopeless
2. It has been raining without end for a couple of days.
3. Raining cats and dogs.
4. Rain falls like a curtain.  
Any similar answers.
5. They saw a boy that was in the water and couldn't come out.
6. He wanted to go get human help.
7. c – brave
8. Writing  
Use rubric to assess learners' work.

## **Chapter 9**

1. He might have slipped and fell in.  
The water might have suddenly risen and surprised him  
Any similar answers.
2. He held out a piece of wood for them to hold on to.
3. Diagram should be organised in this order:
  1. The boy was being dragged downstream.
  2. Bella jumped in the water to save the boy.
  3. A human came and dragged Koda and the boy from the water.
  4. Emergency services came to offer support
  5. Bella is saved.
4.
  - policemen
  - firemen
  - doctor
  - vet
5. Learners' response.
6. For listening to a patient's heart and lungs.

7. The fireman jumped into the river and swam towards Bella. The other fireman pulled them to shore.
8. Yes, the firemen are trained to save lives.  
No, nature is a strong force to be reckoned with.  
Any similar answers.
9. The vet.  
Writing
10. Use the rubric to assess learners' work.

### **Chapter 10**

1. Any food would be welcome.  
or  
It is very unhealthy.  
Learner response.
2. He could read the tag around his neck.
3. He is feeling happy for the first time.
4. She came running to him and gave him a big hug.
5. b – grateful
6. sad / anxious (any relevant synonyms)
7. Yes, conditions at the SPCA is not always very good and Bella would be sad and lonely there.  
No, it is better than being on the streets.  
Any similar answers.
8. She walked to Mandisa and cuddled with her.
9. Yes, he now thinks it would be a good idea to learn the ways of the world.  
  
Writing
10. Use rubric to assess learners' work.

### **Literature Project (term 3)**

#### **HYPOTHESIS: (A theory that needs to be proven)**

*Humans have a deeper connection to dogs than with any other animal. Because of this special bond, our relationship with dogs inspires writers and readers can relate to the stories.*

#### **RESEARCH QUESTION: (Your creative writing essay must interpret and answer this question.)**

*How does the author tell us about the different ways dogs and humans are friends, and why do these friendships feel familiar to us?*

#### **STAGE 1: RESEARCH**

**Complete research and write a progress report of 120-140 words (20)**

- Read the story “Koda” in class.
- Make notes regarding all the different relationships between humans and dogs.
- Make notes about the relationship between Koda and Mandisa as well as her family.
- Research information about other famous dogs and their relationships to humans. Keep track of your sources.

#### **Write a report that proves the following:**

- How did you compile your research?
- What process did you follow and how did it change your researched data into usable information?
- Evaluate the research. Where did you experience success and shortcomings?
- Where you are able to improve anything?
- Did you find an answer to your question/ statement?
- Having all the evidence of your research, do you agree / disagree with the research question? Give good reasons and discuss.
- Use the checklist on the next page to make sure that you have completed all the research requirements.
- Hand in Task 6, Phase 1: Research as a portfolio (can include pictures, visuals etc.)



## Control List

Your research must include the following evidence:

No.	SENIOR PHASE RESEARCH CHECKLIST (Exemplar)	✓
NAME: _____ GRADE: _____		
1	I have provided evidence of planning for Research	
2	My hypothesis is stated clearly	
3	I have adhered to the timeline given to do my research	
4	I have worked independently	
5	I have completed my research in class	
6	I have used and listed a range of research sources	
7	I have made use of different research techniques and I show evidence of a Bibliography	
8	My data is written down systematically	
9	My findings clearly responds to my hypothesis	
10	I state a clear conclusion	
<b>TOTAL MARKS (20)</b>		
COMMENT:		SIGNATURE: _____ Date: _____

## Research (10)

CRITERIA	RESEARCH (SENIOR PHASE)			
	DESCRIPTORS			
TOTAL MARKS: 20	4	3	2	1
Use of language	Learner shows excellent use of vocabulary, correct sentence structure; language usage mainly correct. Correct spelling and punctuation.	Learner shows a wide range of vocabulary, mostly correct sentence and language structure, spelling and punctuation.	Learner shows limited use of vocabulary, generally correct sentence and language structure, spelling and punctuation.	Learner shows poor use of vocabulary, incorrect sentence and language structure, spelling and punctuation.
	4	3	2	1
Locating, accessing information, evidence of a bibliography	Learner is able to locate and access a number of different types of media. Evidence of a bibliography.	Learner is able to locate and information independently. Evidence of a bibliography.	Learner is able to locate a limited amount of information. Evidence of a bibliography.	Learner is unable to locate and access information independently. Evidence of a bibliography.
	4	3	2	1
Accuracy and relevance of selected information	Learner is able to select information that displays a high degree of accuracy and relevance.	Learner is able to select information that displays an accuracy and relevance.	Learner is able to select information that displays limited accuracy and relevance.	Information is inaccurate and irrelevant.
	4	3	2	1
Organization of information and development of argument.	Learner is able to synthesize/integrate information showing a high degree of coherence and logical development of a reasoned argument.	Learner is able to synthesize/integrate information showing coherence and logical development of a reasoned argument.	Learner is able to produce a product that shows synthesis of information but is not always coherence and logical. The argument is not always reasoned.	Learner is unable to provide any information. The product is Incoherent and illogical, lacking a reasoned argument.
	4	3	2	1
Presentation of results/findings	Learner is able to present results in a very clear, structured and concise manner using a variety of appropriate formats.	Learner is able to present results in a clear, fairly structured and concise manner using different formats.	Learner is able to present the results in a limited number of formats, but clarity and structure are weak.	Learner is able to present the results in a structured or logical manner.
COMMENTS			MARKS:	SIGNATURE:
				DATE:

## **STAGE 2: WRITING (30)**

- Use your research in stage 1 and write a diary entry of words.
- **Follow the writing process:** Submit your planning, rough draft and final piece.
- Supply your writing with a suitable title.
- You are Mandisa and have been witness to what happened in the story “Koda”.  
Write a diary entry in which you reflect on your relationship with Koda and what it means to you.
- How did you feel when Koda ran away?
- How did you feel after Koda returned?
- Supply your diary entry with a suitable ending.

# RUBRIC: CREATIVE WRITING (HL & FAL)

**30 marks**

<b>Criteria</b>	<b>Outstanding</b> (Very good / Excellent)	<b>Substantial</b> (Good)	<b>Adequate</b> (Satisfactory)	<b>Elementary</b> (Weak)	<b>Not achieved</b> (Very weak)
<b>CONTENT and PLANNING</b>  <b>19 marks</b>	<b>15-19</b> <u>Content</u> very good/outstanding /exceptional/ exceeded expectations. - Ideas are intelligent/creative. It makes the reader reflect. <u>Planning</u> : very good / outstanding organisation and plot. - A unique introduction, body and conclusion or end.	<b>12-14</b> <u>Content</u> Good. - Ideas are relevant, interesting and convincing. <u>Planning</u> good, with a well-structured plot. - Good introduction, body and conclusion or end.	<b>10-11</b> <u>Content</u> satisfactory; sometimes vague. - Ideas reasonably structured and convincing. <u>Planning</u> - Organisation reasonable; introduction, conclusion or end.	<b>6-9</b> <u>Content</u> Does not stick to the topic. - Ideas loose-standing or ambiguous or confusing. - Deviates from and/or is not developing the plot. - Repetitive. <u>Planning</u> of no use. / No planning.	<b>0-5</b> <u>Content</u> largely irrelevant; not applicable. - Ideas are vague or confusing. - Repetitive. - Not about the topic. <u>Planning</u> of no use. / No planning.
<b>LANGUAGE, STYLE and EDITING</b>  <b>7 marks</b>	<b>7</b> - <b>Style, tone, register and vocabulary</b> suits the title, purpose and audience superbly. - <b>Grammar and punctuation</b> is effectively applied, almost error-free. - <b>Figurative language</b> , e.g. figurative language is emotive and suitable. - <b>Almost error-free</b> after editing and proofreading.	<b>6</b> - <b>Style, tone, register and vocabulary</b> suits the title, purpose and audience very well. - <b>Grammar and punctuation</b> is good; a few mistakes. - <b>Figurative language</b> , e.g. figurative language is suitable. - <b>A few errors</b> after editing and proofreading.	<b>4-5</b> - <b>Style, tone, register and vocabulary</b> suits the title, purpose, audience and audience. - <b>Grammar and punctuation</b> is suitable; meaning is conveyed. - Sporadic use of <b>figurative language</b> . - <b>Mistakes</b> after proofreading and editing not too disturbing.	<b>2-3</b> - <b>Style, tone, register and vocabulary</b> do not suit the title, purpose and audience. - <b>Unsuitable grammar and punctuation</b> and/or almost no punctuation. - <b>Limited</b> choice of words or not suitable for the topic. - <b>Frequent mistakes</b> even after editing and proofreading.	<b>0-1</b> - <b>Style, tone, register and vocabulary</b> do not suit the title, purpose and audience entirely. - <b>Unsuitable grammar and punctuation</b> has the result that the text is difficult to read or that one can hardly understand what is written. - <b>Numerous mistakes</b> ; Evidently no editing or proofreading.
<b>STRUCTURE and FORMAT</b>  <b>4 marks</b>	<b>4</b> - Very good / Excellent development of the topic. - Very good / Outstanding, clear features of detail. - <b>Sentences and paragraphs</b> beautifully structured. <u>Length</u> is correct. <u>Format</u> : Suitable; accurate	<b>3</b> - Logical development of the topic. - Structured. - Good / logical sequencing of <b>sentences and paragraphs</b> . <u>Length</u> is correct. <u>Format</u> : A few mistakes.	<b>2</b> - Topic develops satisfactory and makes sense. - <b>Sentences and paragraphs</b> are well constructed. - Topic still makes sense. <u>Length</u> is almost correct. <u>Format</u> : A few mistakes.	<b>1</b> - Deviates from the topic occasionally. - Sentences and paragraphs incorrect OR incongruous sentences. - Topic makes sense in spite of mistakes. <u>Length</u> : Either too long or too short. <u>Format</u> : Quite a few serious mistakes.	<b>0</b> - Not about the topic. - Sentences and paragraphs faulty. OR incongruous sentences confuse the reader. - Topic does not make any sense OR Topic is undistinguishable. <u>Length</u> : Much too long or too short. <u>Format</u> : Serious mistakes.

### **STAGE 3: ORAL (20)**

- Use your research in stage 1 and prepare an oral to present in class.
- Your oral should be 3 – 4 minutes long.
- Your oral should discuss the different ways dogs and humans are friends, and how dogs can be of service to humans. You can also talk about your relationship with your own dog, the importance of the relationship with your dog and how your dog makes a positive contribution to your life.
- Make use of cue cards to support you when presenting your oral.
- Your oral should include visual aids such as a poster or PowerPoint presentation.

#### **RUBRIC: PREPARED SPEECH (HL & FAL) for IP/SP** **20 marks**

<b>Criteria</b>	<b>Outstanding</b> (Very good / Excellent)	<b>Substantial</b> (Good)	<b>Adequate</b> (Satisfactory)	<b>Elementary</b> (Weak)	<b>Not achieved</b> (Very weak)
<b>RESEARCH, and CONTENT</b>  <b>9 marks</b>	<b>8-9</b> - Very good / Excellent research on the topic. - Very good / Excellent content.	<b>6-7</b> - Good research on topic. - Content interesting and informative.	<b>4-5</b> - Adequate research. - Adequate content and fairly informative.	<b>2-3</b> - Inadequate research. - Unconvincing and lack of content.	<b>0-1</b> - No evidence of research. - No to little content.
<b>LANGUAGE, USE OF VOICE and AUDIENCE AWARENESS</b>  <b>7 marks</b>	<b>6-7</b> - Very good / Outstanding language use. - Very good / Excellent register, voice projection, articulation, use of gestures, body language and audience awareness.	<b>5-4</b> - Good language use. - Good register, voice projection, articulation, use of gestures, body language and audience awareness.	<b>3</b> - Adequate language use. - Adequate register, voice projection, articulation, use of gestures, body language and audience awareness.	<b>2</b> - Inadequate language use. - Weak voice projection. - Poor presentation. - Some gestures and posture convey meaning. - Insufficient audience awareness.	<b>0-1</b> - Poor and inadequate language usage. - Very weak to no voice projection. - Unacceptable presentation. - Inappropriate/no gestures and posture and no eye contact. - Virtually no audience awareness.
<b>SUPPORTING AIDS/ RESOURCES</b>  <b>4 marks</b>	<b>4</b> - Very good / Excellent and effective use of supporting aids/resources.	<b>3</b> - Uses supporting aids/resources effectively.	<b>2</b> - Some supporting aids/resources used.	<b>1</b> - Supporting aids/resources ineffective.	<b>0</b> - No supporting aids/resources.

Comments: |

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Signature: \_\_\_\_\_

Date: \_\_\_\_\_

**20**