



**basic education**

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

# **ANNUAL NATIONAL ASSESSMENT 2014**

**GRADE 9**

## **ENGLISH HOME LANGUAGE EXEMPLAR QUESTIONS**

**This exemplar consists of 30 pages.**

## GUIDELINES FOR THE USE OF ANA EXEMPLAR QUESTIONS

### 1. How to use the exemplar questions

While the exemplar questions for a grade and a subject have been compiled into one comprehensive set, **the learner does not have to respond to the whole set in one sitting. The teacher should select exemplar questions that are relevant to the planned lesson at any given time.** Carefully selected individual exemplar questions, or a manageable group of questions, can be used at different stages of the teaching and learning process as follows:

1.1 At the beginning of a lesson as a diagnostic test to identify learner strengths and weaknesses. The **diagnosis** must lead to prompt **feedback** to learners and the development of **appropriate lessons** that address the identified weaknesses and consolidate the strengths. The diagnostic test could be given as homework to save instructional time in class.

1.2 During the lesson as short formative tests to assess whether learners are developing the intended knowledge and skills as the lesson progresses and ensure that no learner is left behind.

1.3 At the completion of a lesson or series of lessons as a summative test to assess if the learners have gained adequate understanding and can apply the knowledge and skills acquired in the completed lesson(s). Feedback to learners must be given promptly while the teacher decides on whether there are areas of the lesson(s) that need to be revisited to consolidate particular knowledge and skills.

1.4 At all stages to expose learners to different techniques of assessing or questioning, e.g. how to answer multiple-choice (MC) questions, open-ended (OE) or free-response (FR) questions, short-answer questions, etc.

While diagnostic and formative tests may be shorter in terms of the number of questions included, the summative test will include relatively more questions, depending on the work that has been covered at a particular point in time. It is important to ensure that learners eventually get sufficient practice in responding to the exemplar questions.

### 2. Memoranda or marking guidelines

A typical example of the expected responses (marking guidelines) has been given for each exemplar question and for the ANA model test. Teachers must bear in mind that the marking guidelines can in no way be exhaustive. They can only provide broad principles of expected responses and teachers must interrogate and reward acceptable options and variations of the acceptable response(s) given by learners.

### 3. Curriculum coverage

It is extremely critical that the curriculum must be covered in full in every class. The exemplar questions for each grade and subject do not represent the entire curriculum. They merely **sample** important knowledge and skills and covers work relating to Terms 1, 2 and 3 of the school year.

**The questions start on the next page.**

## SECTION A: COMPREHENSION AND LANGUAGE

Read the passage from a magazine article below and answer Questions 1.1 to 1.14.2.

### FOOD FOR THOUGHT

*The dangerous consequences of a poor diet are well known; why then are so many South African schools still peddling junk food to our children?*



1. "I learn about a healthy balanced diet, meal servings and nutrition in Consumer Studies. I know about the food pyramid and the vitamins and minerals our bodies need, but I can only buy things like chocolates and fizzy drinks from my school tuck shop," says Allie Metcalfe (16) a Grade 11 learner at a school on Cape Town's Atlantic Seaboard. "When I eat that food I feel fat and unhealthy, and want to eat some fruit to make the oily taste go away."

2. Of course, an oily taste is the least of the problems associated with a diet high in saturated fats, salt and sugar, and low in the ingredients that are essential for growth and development. In 1999, the National Household Food Consumption Survey reported that 17% of urban South African children under the age of nine were overweight. The 2010 *Healthy Active Kids Report* suggested that the prevalence of overweight children had increased in recent years to 20%, and obesity from 4 to 5%.

3. The issues associated with obesity include osteoarthritis, sleep apnoea (when people stop breathing temporarily while they are asleep) and psychological problems (overweight children are often socially excluded and targeted by bullies); meanwhile, the metabolic effects of being overweight can lead to coronary heart disease, hypertension, type 2 diabetes and certain types of cancer.
4. A greater problem than the quantity of kilojoules in junk food is its poor nutritional quality. Thanks to the intake of “empty” kilojoules (those that fill up our bellies but provide no nutrients) children are developing deficiencies in essential vitamins and minerals that can affect their growth and development, mentally and physically.
5. Why on earth then are so many South African schools – places promising the growth and development of children – offering junk food at their tuck shops?
6. “In addition to the snacks, we can also buy cooked food at our tuck shop – doughnuts, hot chips, burgers, toasted sandwiches, wraps and shwarmas – but most of it is fried or prepared with lots of oil,” says Allie, whose school tuck shop is run by a local catering company.
7. And the reasons for this seem commercial. “I think the tuck shop sells junk food because it appeals to children; it’s a way of making money, because I don’t know where they source their products, I don’t think it’s good quality. I don’t like all the oil and frying, and it doesn’t seem very clean.”
8. The profits generated by tuck shops can be valuable to a school’s financial position, not to mention its ability to fund particular activities, equipment and new building works. The perception appears to be that if a school dumps all the fizzy drinks, pies, chips, sausage rolls and choccies, kids won’t buy anything (or will certainly buy a lot less of what they used to). All that means lower profits, or so the argument goes.
9. Outsourcing does not always turn out badly. A partnership between Kauai and Reddam House Schools, offers menus tailored to include a variety of salads, hot meals and smoothies, all using fresh ingredients in child-friendly serving sites. Scandinavia has some of the best schooling outcomes in the world, a fact those in the know credit to nutrition. When children get a healthy meal, they thrive.

10. East London's Hudson Park Primary School has adopted a programme called *Live Well Excel*, which involves healthy tuck shop fare, more outdoor activities, drinking more water (filtered water fountains are placed strategically around the school), and the introduction of a 'sip 'n' crunch' time at 9 a.m. daily. The snack – consisting of a drink of water and a piece of fresh fruit, veg or nuts – gives them a much-needed energy boost. The school also encourages parents to pack healthier lunch boxes. Every few weeks the school newsletter provides additional information and support for healthy eating.

11. The Hudson Park programme was initiated by a group of parents, including a local GP. The school tuck shop also made changes over a period of about six months. You can now buy a tuna and homemade mayo tramezzino, low-GI muffins, a grilled-chicken burger, and fruit juices. Doughnuts are a thing of the past.

[Adapted from an article by Joanne Lillie in *Discovery* magazine, 2013]

1.1 Circle the letter of the correct answer.

1.1.1 Why did the writer write the article?

- A To emphasise how learners enjoy eating junk food.
- B To show that obesity can lead to heart disease and type 2 diabetes.
- C To encourage parents and schools to promote healthy eating habits.
- D To show how the profits generated by tuck shops can be valuable to a school's financial position.

(1)

1.1.2 What is the purpose of the text?

- A To emphasise how learners enjoy eating junk food.
- B To show that obesity can lead to heart disease and type 2 diabetes.
- C To encourage parents and schools to promote healthy eating habits.
- D To show how the profits generated by tuck shops can be valuable to a school's financial position.

(1)

1.1.3 What is the purpose of the article? Discuss.

---

---

(1)

1.2 Circle the letter of the correct answer.

1.2.1 Identify the main idea which best describes Paragraph 3.

- A People who cannot sleep.
- B Bullies target children who are overweight.
- C Being overweight can cause you to suffer a heart attack.
- D Physical and psychological problems associated with being overweight.

(1)

1.2.2 Identify the main idea which best describes Paragraph 8.

- A Healthy food is cheap.
- B Junk food results in profit.
- C Children prefer healthy food.
- D Schools profit from junk food.

(1)

1.2.3 Identify the main idea which best describes Paragraph 10.

- A The school adopted a programme to improve healthy living.
- B The school raised funds for specific school improvements.
- C Only healthy food is sold in this programme in the tuck shop.
- D The children are encouraged to drink fresh filtered water. (1)

1.3 Answer the following questions.

1.3.1 Why is *Healthy Active Kids Report* written in italics?

\_\_\_\_\_  
\_\_\_\_\_ (1)

1.3.2 What is the purpose of the brackets used in Paragraph 3?

\_\_\_\_\_  
\_\_\_\_\_ (1)

1.3.3 Why has a hyphen been used in “low-GI” (Paragraph 11)?

\_\_\_\_\_  
\_\_\_\_\_ (1)

1.4 Circle the letter of the correct answer.

1.4.1 What does the abbreviation GP in the context of Paragraph 11 mean?

- A Grand prix
- B Gross product
- C Gauteng Province
- D General Practitioner

(1)

1.4.2 The abbreviation 'n' in "sip 'n' crunch" (Paragraph 10) means:

- A then
- B and
- C an
- D a

(1)

1.4.3 What does the abbreviation "veg" in Paragraph 10 mean?

- A vegetarian
- B vegetables
- C veggies
- D vegan

(1)

1.5.1 Refer to Paragraph 7.

Would you agree with the learner that the tuck shops sell junk food because it appeals to children?

Give a reason for your answer.

---

---

(2)



1.5.2 Refer to Paragraph 3.

Would you agree with the writer that children who are overweight are often socially excluded and targeted by bullies?

Give a reason for your answer.

---

---

(2)

1.5.3 Refer to Paragraph 8.

Would you agree with the writer that profits generated by tuck shops are valuable to a school's financial position?

Give a reason for your answer.

---

---

(2)

1.6 Circle the letter of the correct answer.

1.6.1 Identify the topic sentence of Paragraph 9.

- A Outsourcing does not always turn out badly.
  - B A partnership between Kauai and Reddam House Schools, offers menus tailored to include a variety of salads, hot meals and smoothies, all using fresh ingredients in child-friendly serving sites.
  - C Scandinavia has some of the best schooling outcomes in the world, a fact those in the know credit to nutrition.
  - D When children get a healthy meal, they thrive.
- (1)

1.6.2 Write down the topic sentence of Paragraph 9.

---

---

(2)

1.6.3 Write down the topic sentence of Paragraph 11.

---

---

(2)

1.7 Circle the letter of the correct option.

1.7.1 Add a prefix to “ability” (Paragraph 8) to change it into an antonym.

- A nonability
- B disability
- C inability
- D unability

(1)

1.7.2 Add a prefix to “nutrition” (Paragraph 9) to change it into an antonym.

- A malnutrition
- B disnutrition
- C nonnutrition
- D unnutrition

(1)

1.7.3 Add a suffix to “value” to change it into an antonym.

- A invaluable
- B valueful
- C valueless
- D valuable

(2)

1.8 Add a suffix to “value” to change into an antonym.

1.8.1 Refer to the sentence below and say whether it is a FACT or an OPINION.

Explain your answer.

---

---

The prevalence of overweight children had increased in recent years to 20%, and obesity from 4 to 5% according to the *Healthy Active Kids Report* of 2010 (Paragraph 2).

1.8.2 Do you think the percentages provided are reliable? Substantiate your answer with information from the text.

---

---

(2)

1.9 Add a suffix to “value” to change into an antonym.

1.9.1 Do you agree with the writer’s point of view is that the responsibility for children’s nutrition, and what is sold at the tuck shop, lies with the school? Quote a reason.

---

---

(2)

1.9.2 Is it the writer's point of view that junk food sold in tuck shops leads to academic success? Quote a reason from the text for your answer.

---

---

(2)

1.10 Circle the letter of the correct answer.

1.10.1 What is the meaning of the word "peddling" in the context of the introduction?

- A selling illegal drugs
- B riding a bicycle
- C buying
- D selling

(1)

1.10.2 What is the meaning of the word "deficiencies" in the context of Paragraph 4?

- A an abundance
- B multiple diseases
- C a lack or a shortage of something
- D improvements in the diets of learners

(1)

1.10.3 What is the meaning of the word "additional" in the context of Paragraph 10?

- A fewer
- B less
- C none
- D extra

(1)

1.11 Answer the following questions.

1.11.1 Combine the following sentences using the conjunction “and”.

The school encourages parents to pack healthier lunch boxes.

The school rewards children with a sticker per healthy lunchbox.

---

---

(1)

1.11.2 Combine the following sentences using the conjunction “because”.

I always order hot chips.

The reason why is because they’re my favourite.

---

---

(1)

1.11.3 Combine the following sentences using the conjunction “but”.

I like chicken.

I do not like fish.

---

---

(1)

1.12 Answer the following questions.

1.12.1 Give a **synonym** for the word “fare” in the context of Paragraph 10.

---

(1)

1.12.2 Give a **synonym** for the word “nutrition” in the context of Paragraph 1.

\_\_\_\_\_ (1)

1.12.3 Give a **synonym** for the word “deficiency” in the context of Paragraph 4.

\_\_\_\_\_ (1)

1.13 Answer the following questions.

1.13.1 Do you think the school’s *Live Well Excel* programme (Paragraph 10) will have an impact on learners’ performance at school?

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.13.2 Do you think learners will buy healthy food?

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.13.3 Do you think tuck shops will still make a profit?

\_\_\_\_\_  
\_\_\_\_\_ (2)

1.14 Answer the following questions.

1.14.1 What type of text is this?

\_\_\_\_\_ (1)

1.14.2 Give a reason for your answer in 1.14.2

\_\_\_\_\_  
\_\_\_\_\_ (1)

2.1 Rewrite the following sentence into reported/indirect speech.

John Berry said, "We are passionate about changing the culture of eating."

Begin as follows:

John Berry said that \_\_\_\_\_  
\_\_\_\_\_. (2)

2.2. Answer the questions on the main clause and subordinate clause that follow.

2.2.1 Write down the main clause and subordinate clause in the following sentence:

The snack – consisting of a drink of water and piece of fresh fruit, veg or nuts  
– gives them a much-needed energy boost.

2.2.1 Main clause - \_\_\_\_\_

2.2.2 Subordinate clause - \_\_\_\_\_ (2)

2.3 Identify the underlined parts of speech in the sentence below.

People constantly compromise their health for convenience.

2.3.1 people \_\_\_\_\_ (1)

2.3.2 constantly \_\_\_\_\_ (1)

2.3.3 for \_\_\_\_\_ (1)

2.4 Give the correct plural form of the following words:

2.4.1 knife \_\_\_\_\_ 2.4.2 tomato \_\_\_\_\_

2.4.3 food \_\_\_\_\_ 2.4.4 quality \_\_\_\_\_

2.4.5 sandwich \_\_\_\_\_ 2.4.6 water \_\_\_\_\_ (6)

2.5 The concord errors in this Paragraph are underlined.

(Choose the correct form of the verb option and write it in the given space.)

Fish and chips (2.5.1) is/are not a healthy meal.

A snack of fruit and nuts (2.5.2) give/gives a child energy.

I don't like all the oil and frying and it (2.5.3) don't/doesn't seem very clean.

2.5.1 \_\_\_\_\_ 2.5.2 \_\_\_\_\_ 2.5.3 \_\_\_\_\_ (3)

2.6 The following sentence has 5 errors. Correct the spelling and grammatical errors.

Too provide all the essential nutrients a child need, there meals and snax shall include a variety of foods from each food group.

2.6.1 \_\_\_\_\_ 2.6.2 \_\_\_\_\_  
2.6.3 \_\_\_\_\_ 2.6.4 \_\_\_\_\_  
2.6.5 \_\_\_\_\_ (5)

2.7 Choose the correct form of the adverb in brackets.

2.7.1 I cooked this meal (special/specially) for you, so I hope you like it.

2.7.2 She (rarely/rare) eats a big breakfast.

2.7.3 Fast food is (reasonable/reasonably) cheap.

2.7.1 \_\_\_\_\_ 2.7.2 \_\_\_\_\_  
2.7.3 \_\_\_\_\_ (3)

2.8 Rewrite the sentence in the present tense.

The teachers noticed the children became listless between breakfast and first break.

\_\_\_\_\_  
\_\_\_\_\_ (1)



2.9 Circle the letter of the most suitable preposition to be used in the following sentences.

2.9.1 Fast food is the term given \_\_\_\_\_ food that can be prepared and served very quickly.

- A about
- B with
- C to
- D by

(1)

2.9.2 Any meal with low preparation time can be considered \_\_\_\_\_ fast food.

- A about
- B with
- C as
- D by

(1)

2.9.3 McDonalds is the world's largest corporation \_\_\_\_\_ fast food restaurants.

- A in
- B of
- C with
- D about

(1)

2.10 Carefully read the text below. You are required to do the following:

- Summarise the passage below in **FIVE (5)** points using your own words as far as possible.
- Each point must be a full sentence.
- Indicate the number of words used at the end of each point.

### **Five healthy eating tips**

You know that your health largely depends on what you eat – live on hamburgers and chips, and your body will start to show the symptoms very quickly. Here are some healthy eating tips to help you make important decisions about your diet.

1. Difficulty concentrating? It may be your diet. If you're living on junk food such as pizzas, chips and doughnuts, your waistline may be expanding, but your body could be starved of vitamins and minerals, causing concentration problems. Eat healthy foods such as fruit and vegetables (citrus, kiwi, broccoli, apples, bananas, and potatoes), fish and grains. Fish provides the body with omega-3-fatty-acids, which are believed to up concentration abilities. Grains provide carbohydrates, which provide energy for both the brain and the body.

2. Time inevitably takes its toll on the skin. But there are ways to slow this process. One of the solutions to healthy, youthful skin is to follow a balanced diet that is rich in protective nutrients such as vitamins, minerals and dietary fibre. Stock up on fresh fruit and vegetables, unrefined grains and cereals, low-fat milk, yoghurt and cheeses, lean meat, fish and eggs, and poly- or monounsaturated fats and oils to ensure that you get all the vitamins, minerals and omega fatty acids you need for overall good health and beautiful skin. Do regular exercise – at least three to four times a week – to improve the supply of blood and oxygen to your skin. And avoid exposure to the sun.

3. Results of a new American study showed that eating a proper breakfast is one of the most positive things you can do if you are trying to lose weight or if you want to maintain your weight after weight loss. Eating breakfast helps people manage

both their hunger and food intake throughout the day. Breakfast skippers tend to gain weight. A balanced breakfast includes fresh fruit or fruit juice, a high-fibre breakfast cereal, low-fat milk or yoghurt, whole wheat toast, and a boiled egg. Buy your fresh fruit today to start afresh tomorrow.

4. Tomato is a superstar in the veggie pantheon. Tomatoes contain lycopene, a powerful cancer fighter. These veggies are also rich in vitamin C. The British Thoracic Society says that tomatoes and apples can reduce your risk of asthma and chronic lung diseases. To enjoy the benefits, eat five apples a week or a tomato every other day. Cooked tomatoes are also nutritious, so use them in pasta, soups and casseroles, as well as in salads.

5. When you get stressed, your body gives off cortisol. This can create intense food cravings, especially for fuels of stress response, like fats and carbohydrates. Counteract this response by following the right diet. Eat regular and small healthy meals and keep fruit and veggies handy. Herbal teas will also soothe your frazzled nerves.

Eating unrefined carbohydrates, nuts and bananas boosts the formation of serotonin, a "feel-good" drug. Small amounts of protein containing the amino acid tryptamine can give you a boost when stress tires you out.

[Adapted from <http://www.health24.com/Lifestyle/Man/Your-body/Five-healthy-eating-tips-20120721>]

2.10.1 \_\_\_\_\_

2.10.2 \_\_\_\_\_

2.10.3 \_\_\_\_\_

2.10.4 \_\_\_\_\_

2.10.5 \_\_\_\_\_

(5)

3. Study the advertisement below and answer the questions that follow.



3.1 Circle the letter of the correct answer.

3.1.1 The main idea of the advertisement is to advertise ...

- A romance
- B fruit deserts
- C seafood sushi
- D fish and chips

(1)

3.1.2 What is the purpose of the advertisement?

- A To raise awareness about seafood.
- B To get people to eat at Ocean Basket.
- C To encourage young people to eat fish.
- D To advertise fish platters for takeaways.

(1)

3.2 Identify what the emotional impact is on the reader in the first Paragraph.

---

---

---

(2)

3.3 Identify the figure of speech in: “ famously known for fresh seafood cuisine”

---

(1)

3.4 Who do you think is most likely to go and eat there?

---

---

(2)

3.5 Would you go and eat at Ocean Basket after seeing this advert? Give a reason.

---

---

(2)

3.6 Explain the use of manipulative language in the advertisement.

---

---

(2)

- 4 Read the poem below and answer the questions that follow.

Dear Diet

By Christopher Byrd Hickman (adapted)

Why is it so hard to stay on my diet

Dear hunger, why can't you just be quiet

You're like an annoying baby on a plane

Driving me bonkers and insane

4

My fatty food desires bother me throughout the day

Making me have an internal war with myself

Struggling not to grab the tasty doughnuts off my shelf

So I can stay slim like Anne Hathaway

8

Throughout breakfast, lunch, and dinner

I'm striving so hard to eat like a winner

Fighting my cravings to stay thinner

But after one cookie, I feel like a George Zimmerman Sinner

1

After my morning meal I'm slowing starting to feel Excess food looking more and more ideal Then I give in, eating like an Antarctic seal Because damn you food, you're my Achilles Heel	17
Then after I eat my lunch And many golf balls have been hit I start having a hunch That some more food won't hurt a bit	21
Three power bars and cups of gold fish later I'm feeling as round as the earth's equator Fatter than the political activist Ralph Nader Bringing unbalance to the food force, like Darth Vader	25
If hunger and I were keeping score He'd be winning ten to five Because I'm struggling to stay alive In this violent intestinal internal war	29
Because food has got me surrounded on all corners Forcing me to give in to my taste bud enemy foreigners So feeling as fat as a Cow This war with hunger right now Is over, I quit and throw in the towel	34

4.1 Circle the letter of the correct answer.

4.1.1 Identify the theme of the poem.

- A Struggling to diet
- B Being hungry
- C Playing sport
- D Eating disorders

(1)

4.1.2 What is the theme of the poem?

- A Struggling to diet
- B Being hungry
- C Playing sport
- D Eating disorders

(1)

4.1.3 The unifying idea/ concept of the poem is?

- A Struggling to diet
- B Being hungry
- C Playing sport
- D Eating disorders

(1)

4.1.4 Identify the tone of the poem.

- A Anger
- B Despair
- C Gratitude
- D Happiness

(1)

4.1.5 What is the feeling or emotions in this poem?

- A Anger
- B Despair
- C Gratitude
- D Happiness

(1)

4.1.6. The tone of the poem is one of ...

- A anger.
- B despair.
- C gratitude.
- D happiness.

(1)



4.2.1 How does the poet view diets?

\_\_\_\_\_  
\_\_\_\_\_ (1)

4.2.2 What message is the poet giving the reader?

\_\_\_\_\_  
\_\_\_\_\_ (1)

4.2.3 What is the poet's view of dieting?

\_\_\_\_\_  
\_\_\_\_\_ (1)

4.3 Identify the figures of speech/imagery/ saying/idiom below.

4.3.1 "If hunger and I were keeping score"

\_\_\_\_\_ (1)

4.3.2 "eating like an Antarctic seal"

\_\_\_\_\_ (1)

4.3.3 "fatty food"

\_\_\_\_\_ (1)

4.3.4 "throw in the towel"

\_\_\_\_\_ (1)

4.3.5 " You're like an annoying baby"

\_\_\_\_\_ (1)

4.3.6 “ I’m feeling as round as the earth’s”

\_\_\_\_\_

(1)

4.3.7 “morning meal”

\_\_\_\_\_

(1)

4.3.8 “This war with hunger right “. What do we call this figure of speech/imagery? Why do you think the poet chose to use this comparison?

\_\_\_\_\_

\_\_\_\_\_

(2)

4.4.1 The words “...my Achilles Heel” can be used in a literal and figurative context. Explain both.

Literally: \_\_\_\_\_

(1)

Figuratively: \_\_\_\_\_

(1)

4.4.2 Explain how the poet uses the words “throw in the towel” literally and figuratively, to convey his message.

Literally: \_\_\_\_\_

(1)

Figuratively: \_\_\_\_\_

(1)

4.4.3 Discuss how the word “winner” can be used in a literal and figurative context.

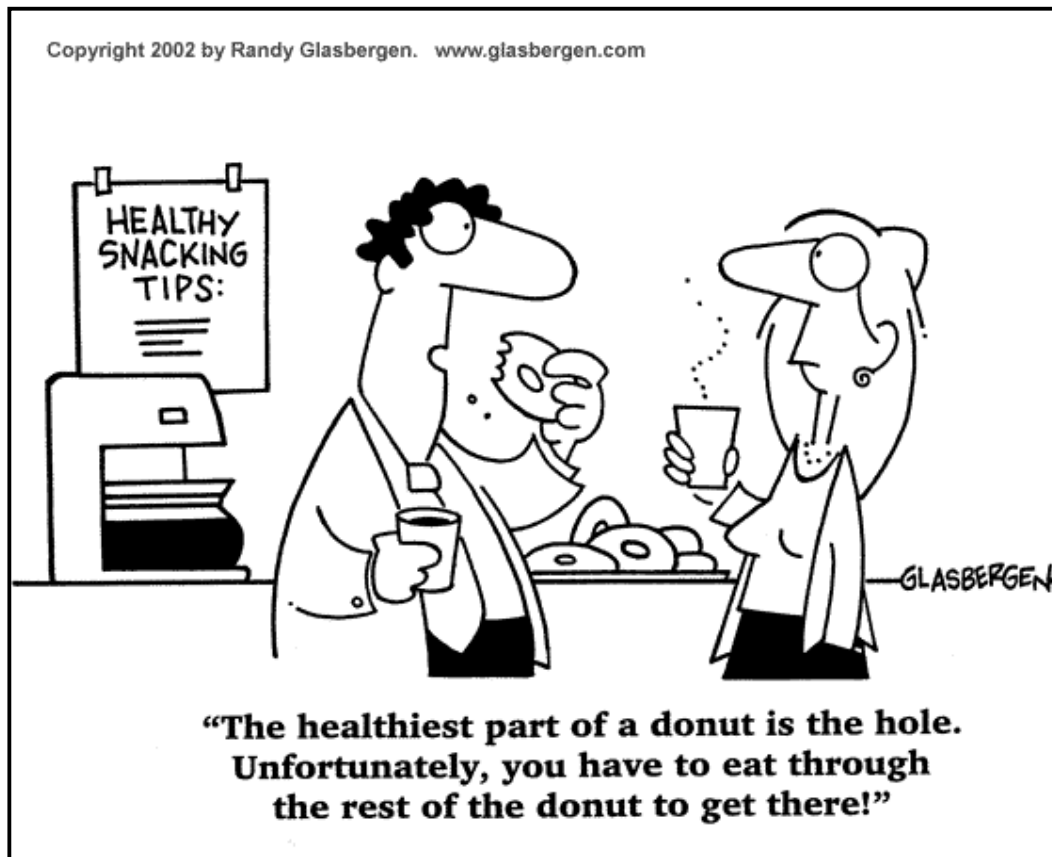
\_\_\_\_\_

\_\_\_\_\_

(2)

## SECTION B : CARTOON

Study the cartoon below and answer the questions that follow.



5.1 What is the purpose of this cartoon?

---

---

(1)

5.2.1 What type of work do you think the two people do?

---

---

(1)

5.2.2 Where do you think the two people are meeting?

---

---

(1)

5.3.1 Write (in dialogue format) what you imagine the woman's response to the man's statement about doughnuts would be.

---

---

(2)

5.3.2 What do the dots above the woman's cup represent?

---

---

(1)

5.4.1 How can you tell that the man is enjoying his doughnut?

---

(1)

5.4.2 What emotion is evident on the woman's face?

- A surprise
- B jealousy
- C anger
- D sadness

(1)

5.5 How have the two characters in the cartoon been stereotyped as office workers?

---

---

(2)

5.6 Do you think the “healthy snacking tips” notice on the wall has made an impact on the workers?

---

---

(2)

5.7 Circle the letter of the correct answer.

The humour in the cartoon is achieved through the use of:

- A innuendo
- B sarcasm
- C irony
- D pun

(1)

## 6. SECTION C : WRITING

Choose **ONE** of the following topics and write a descriptive OR narrative essay of about 150 – 200 words (3 to 4 Paragraphs).

6.1 A good friend has invited you over for the worst smelling and tasting meal you have ever experienced. Describe the entire encounter including every stomach-churning bite.

6.2 There is always that dish that your mother/grandmother makes better than anyone else. It is something that you can't help but associate with home. Write about the meal (or meals) she created and what the memory of those meals means to you.

## **INSTRUCTIONS**

Write your final essay in the space provided.

Your essay will be marked according to the following criteria:

Planning and presentation

Length and structure

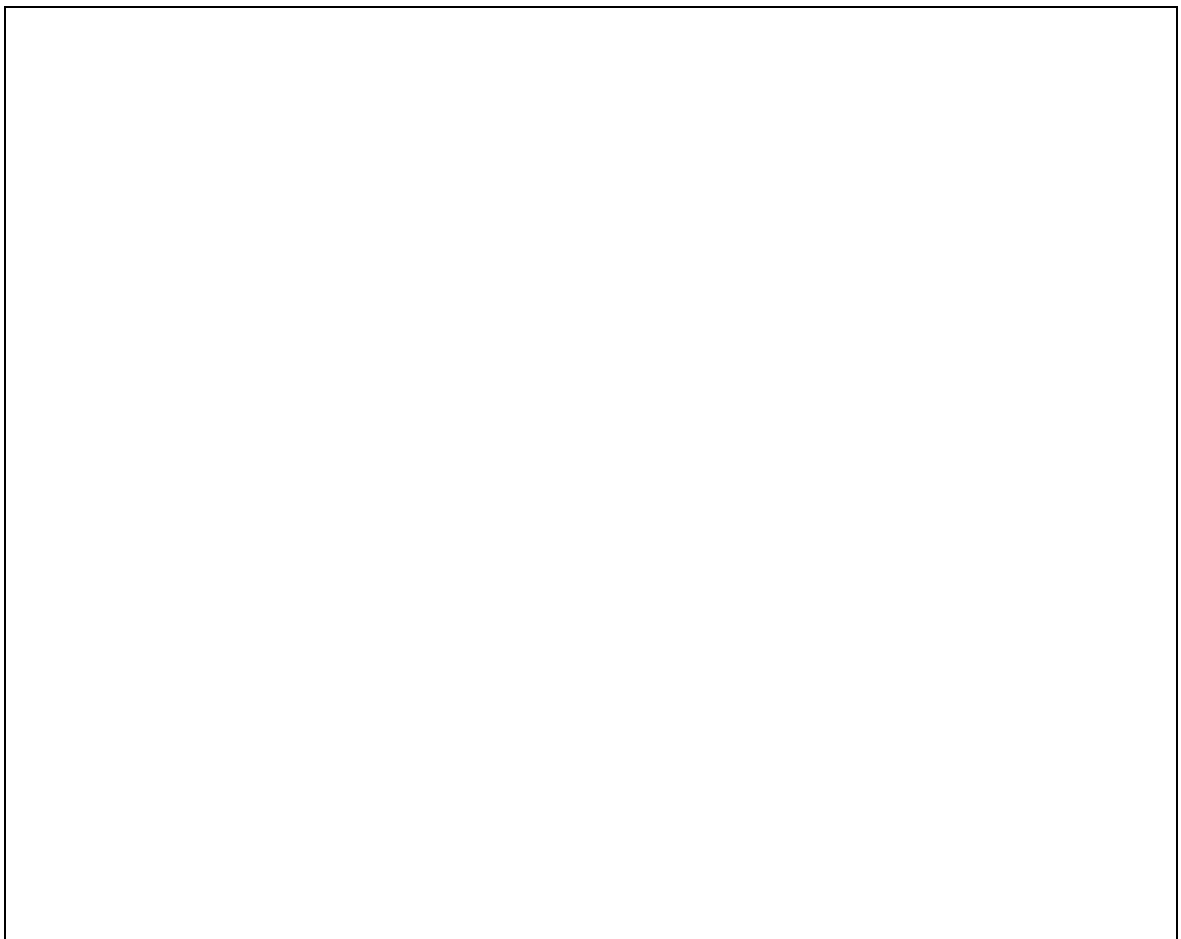
Originality and effectiveness of ideas

Register/style/tone

Grammar, vocabulary, spelling and punctuation

Relevance (staying on the topic)

### **Planning**

A large, empty rectangular box with a thin black border, intended for the student to write their essay plan.

## FINAL PRODUCT

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Criteria	Learner's mark	Possible total
CONTENT & PLANNING		10
LANGUAGE, STYLE & EDITING		5
STRUCTURE		5
TOTAL		20