

Province of the

**EASTERN CAPE**

EDUCATION

**SENIOR**

**PHASE**

**GRADE 9**

**JUNE 2010**

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| **ENGLISH HOME LANGUAGE**  **MARKING GUIDELINE** |

**MARKS: 100**

**TIME: 2 hours**

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| This marking guideline consists of 6 pages. |

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| **INFORMATION** |  |

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| 1. | Teacher discertion is advised where various interpretations/answers are possible. |  |

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| **SECTION A: COMPREHENSION (LO3 – LO6)** | | |  |
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| **QUESTION 1** | | |  |
|  | | |  |
| 1. | What you want to do when you leave school/your future job; profession; occupation (or any suitable answer). | | (2) |
|  |  | |  |
| 2. | 2.1 | False | (1) |
|  |  | You must not choose a career because you are good in a particular subject(s). | (2) |
|  |  |  |  |
|  | 2.2 | True | (1) |
|  |  | His programme is conducted during school holidays. | (2) |
|  |  |  |  |
| 3. | A person must first know his/her personal qualities. | | (2) |
|  |  | |  |
| 4. | You may limit your options, focusing on certain criteria of the career.  You may study something that you will eventually not like. | | (4) |
|  |  | |  |
| 5. | Teacher’s discretion is advised. | | (2) |
|  |  | |  |
| 6. | 6.1 | When you come into contact with the life reality of your future career for the first time./First-time observance and experience. | (2) |
|  |  |  |  |
|  | 6.2 | An experience which entails observing, questioning and interacting with people already in the field. | (2) |
|  |  |  |  |
|  | 6.3 | If you obtain your qualification, will you get a job?  6.1.1 – 6.1.3: (Teacher discretion is advised.) | (2) |
|  |  |  |  |
| 7. | 7.1 | The learner spends the whole day with the employee, making notes, probing, executing some basic functions etc. | (2) |
|  |  |  |  |
|  | 7.2 | Positive: (Any suitable answer e.g.):  Learner gets a real feeling/ understanding/chance to observe and question, which may eradicate any misconceptions/unrealistic expectations etc.  Negative: (Any suitable answer e.g.):  Employee may get irritated/it may disrupt normal office functions/ employee may deliberately create false impression etc. | (2) |
|  |  |  |  |
| 8. |  | “How do you know what you will be good at and whether you will enjoy doing it?” | (2) |
|  |  |  |  |
| 9. |  | He is the director at the careers office at UCT. | (2) |
|  |  |  | **[30]** |
|  |  |  |  |
|  |  | **TOTAL SECTION A:** | **30** |

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| **SECTION B: LANGUAGE STUDY (LO3 – LO6)** | | |  |
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| **QUESTION 2** | | |  |
|  | | |  |
| 2.1 | 2.1.1 | The girl could not handle the cricket bat and by accident she hit the window with the cricket ball. | (2) |
|  |  |  |  |
|  | 2.1.2 | The boy meant/planned to shoot at the window and broke it on purpose; it was not by accident. | (2) |
|  |  |  |  |
|  | 2.1.3 | The cause of the window breaking was in actual fact the stone that was shot from the catapult, but from the view in picture A it appears as if the window was broken by the cricket ball. | (2) |
|  |  |  | **[6]** |
|  |  |  |  |
| **QUESTION 3** | | |  |
|  | | |  |
| 3. | 3.1 | “saw”; “is getting” and “is familiarising” | (3) |
|  |  |  |  |
|  | 3.2 | Adjectives | (1) |
|  |  |  |  |
|  | 3.3 | ten years | (1) |
|  |  |  |  |
|  | 3.4 | It indicates that the word is a compound adjective. | (2) |
|  |  |  | **[7]** |
|  |  |  |  |
| **QUESTION 4** | | |  |
|  | | |  |
| 4. | 4.1 | After all the hard work I have done this term there is only one thing left to do: relax. (The colon’s function is to introduce information.) | (2) |
|  |  |  |  |
|  | 4.2 | The boy doesn’t like me right now; nevertheless I believe I can make him change his mind someday. (The function of the semi-colon is to join the two parts of the sentence together.) | (2) |
|  |  |  | **[4]** |
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| **QUESTION 5** | | |  |
|  | | |  |
| 5.1 | 5.1.1 | beside, adjacent to | (1) |
|  |  |  |  |
|  | 5.1.2 | with, together | (1) |
|  |  |  |  |
|  | 5.1.3 | Referring to something written or drawn in a particular way. | (1) |
|  |  |  |  |
| 5.2 | Any suitable sentence. | | (2) |
|  |  | |  |
| 5.3 | 5.3.1 | The three boys were great friends all through school. | (2) |
|  |  |  |  |
|  | 5.3.2 | We will only know tomorrow if we are going to Cape Town. | (2) |
|  |  |  |  |
| 5.4 | 5.4.1 | Literal: The pencil has no lead point (broken off).  Figurative: It is futile to write with a broken pencil, as it will not write. | (2) |
|  |  |  |  |
|  | 5.4.2 | Literal: The coins have not come out yet.  Figurative: His condition has stayed the same. | (2) |
|  |  |  | **[13]** |
|  |  |  |  |
|  |  | **TOTAL SECTION B:** | **30** |
|  |  |  |  |
| **SECTION C: EDITING AND REWRITING** | | |  |
|  |  |  |  |
| **QUESTION 6: REPORT** | | |  |
|  |  |  |  |
| Survey finds More People Eating and Working Simultaneously    It was reported that about 62% of U.S. consumers said they were often too  busy to sit down to eat, and about nine out of ten said they did other things  while preparing meals.  31% did not wash their hands when switching tasks during meal preparation.  91% typically watched TV while eating meals at home and 35% said they ate  lunch at their desk. While eating, they typically worked on the computer, read  and received phone calls. They also did calculations or cleaned their desks.  26% said they often ate while driving. 3% said they ate most of the time while  driving.  (10 x 2) | | | (20) |
|  |  |  |  |
|  |  | **TOTAL SECTION C:** | **20** |

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| **SECTION D: CREATIVE WRITING** |  |
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| **QUESTION 7: FRIENDLY LETTER** |  |
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| Learners will be assessed according to the following rubric. |  |
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| |  |  |  | | --- | --- | --- | | **Assessment Rubric** | | | | **CRITERIA** | **POSSIBLE**  **MARK** | **LEARNER’S**  **MARK** | | 1. Format, design layout | 4 |  | | 1. Interpretation of events | 4 |  | | 1. Content continuity and flow | 4 |  | | 1. Language structure, style and use | 4 |  | | 1. Spelling | 4 |  | | **Total** | **20** |  | | **[20]** |
|  |  |
| **TOTAL SECTION D** | **20** |
|  |  |
| **GRAND TOTAL:** | **100** |