

Province of the

**EASTERN CAPE**

EDUCATION

**SENIOR PHASE**

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| **GRADE 9** |

**JUNE 2010**

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| ENGLISH HOME LANGUAGE |

**MARKS: 100**

**TIME: 2 hours**

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| This question paper consists of 9 pages. |

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| **INSTRUCTIONS AND INFORMATION** | | |
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| 1. | This question paper consists of FOUR sections, namely:    SECTION A: COMPREHENSION (30)  SECTION B: LANGUAGE STUDY (30)  SECTION C: REPORT WRITING (20)  SECTION D: CREATIVE WRITING (20) |  |
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| 2. | Start each section on a NEW page and rule off on completion of EACH section. |  |
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| 3. | Leave a line open after each answer. |  |
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| 4. | Number the questions correctly according to the numbering system used in this question paper. |  |
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| 5. | Pay special attention to spelling and sentence construction. |  |
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| **SECTION A: COMPREHENSION (LO3; LO4; LO5 AND LO6)** | | | |  |
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| **QUESTION 1** | | | |  |
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| **Carefully read the text below before you answer the questions set on it.** | | | |  |
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| **CHOOSING A CAREER**  Some people are lucky when it comes to making a career choice. They know from an early age what they want to do when they leave school one day. However, most young people struggle to decide on their future career.  Today’s career advisers have a more holistic approach in aiding school leavers with this often intimidating decision. Their advice is: first, you must know your personal qualities. For example, if you are very shy and reserved, you may be unhappy in a job where you frequently have to speak in front of people. Second, you must have the ability to do what that particular career requires of you, and third, you must be interested in that particular career.  Wojciech Pribya, a career counsellor at Wits Technicon, has this advice: “Stop looking at a career as a job. Think of a career as a process, not a once-off decision. Change your mind-set from choosing a career into building a career”. And to lend substance to this advice, he quotes Neils Lindhard who said, “Until you know who you are, you cannot know what you can become.”  How do you know what you will be good at and whether you will enjoy doing it? The answer isn’t easy. Mervin Whetmore, director at the careers office at the University of Cape Town, suggests that students should be encouraged, “To follow their most profound interests after thorough self-assessment and research of their study options”.  That seems to be the starting point. Pribya advises that even though your views are important, you should also consider the views of those close to you − your parents, your friends and your teachers. Talk to them about your ideas and listen to what they have to say.  However, he warns that you should not decide on your career when you are too young because there is the risk of eliminating all other options too soon, thereby focusing only on certain criteria of the career.  There is also the concern about studying something that you will eventually not like. Pribya advises that in addition to gathering information on the career you are interested in, speaking to people working in the field to hear how they overcame the same or similar barriers could be of great use.  In a similar vein, Lesley Henning, head of guidance at St David’s Marist College in Johannesburg, devised a job-shadowing programme for learners in Grades 11 and 12 which provides school leavers with first-hand experience of careers they are interested in. | | | |  |

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| In the programme, which is run during the school holidays, learners are matched with people who are employed in the careers they are interested in, and they “shadow” those professionals throughout their working day. In this way, learners can see exactly what the job would entail and can ask any questions they may have about the career, for example, about the negative and positive aspects of the career. Henning says the programme has been very successful since its inception, and that in some cases, learners have reconsidered their initial career choices and had the opportunity to “test-run” other careers. Through exposure of this kind, learners gain excellent hands-on experience and make their CV look more attractive to prospective employers.  Another important aspect of career choice is goal-setting. You have to work out what your priorities are for the future and set short term and long term goals. A short-term goal is something you need immediately, for example, money to survive, while long-term goals look to the future and take into account possibilities such as pension, medical-aid, further study opportunities, providing for a family, and so on.  It will help a great deal if you have the support of your parents. However, do not be pushed into any career just because your parents want it or because it is an easier route to follow, for example, becoming a builder because your father is a builder, or becoming a doctor because you get good results in maths and science. Also, do not let your gender prevent you from considering a particular career option for yourself. If you are a woman, do not be steered away from maths and science by your peers or teachers. Women can be just as successful as men are in most fields.  On the question of the marketability of your choice, Pribya says, “In the past, students were recruited purely on their qualifications. Today you will be recruited on what you are able to do as well as what you can contribute to the organisation, such as your skills and strengths, and not just your qualification.” | | | |  |
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| **QUESTIONS:** | | | |  |
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| 1. | This passage is about careers. Write a definition of what a career is, based on what you have read. | | | (2) |
|  |  |  |  |  |
| 2. | Say whether the following statements are TRUE or FALSE and explain your  answer. | | |  |
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|  | 2.1 | According to the passage it is important that if you are good at art,  you must be an artist. | | (3) |
|  |  |  | |  |
|  | 2.2 | Lesley Henning does not want to disrupt learners’ school and extra-curricular programmes. | | (3) |
|  |  |  |  |  |
| 3. | According to the passage, what should you do as a starting point  towards choosing a career for yourself? | | | (2) |
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| 4. | Give TWO reasons why it is not advisable to choose your career when  you are still too young. | | | (4) |
|  |  |  |  |  |
| 5. | Write down your dream career and ONE personal quality which you  think is required by this particular career. | | | (2) |
|  |  |  |  |  |
| 6. | Explain the following underlined expressions/terms. | | |  |
|  | 6.1 | “first-hand experience” | | (2) |
|  | 6.2 | “hands-on experience” | | (2) |
|  | 6.3 | “marketability of your choice” | | (2) |
|  |  |  | |  |
| 7. | 7.1 | Focus on paragraph 8 to answer the following question:  Explain “job shadowing” (paragraph 8) as described by Lesley  Henning. | | (2) |
|  |  |  | |  |
|  | 7.2 | What do you think are the positive and the negative points of  “job shadowing”? Mention ONE positive and ONE negative  point. | | (2) |
|  |  |  |  |  |
| 8. | Which question was Whetmore responding to when he suggested  that studentsshould be encouraged to follow their most “profound  interest”? | | | (2) |
|  |  |  |  |  |
| 9. | Who is Mervin Whetmore? | | | (2) |
|  |  |  |  | **[30]** |
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|  |  |  | **TOTAL SECTION A:** | **30** |

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| **SECTION B: LANGUAGE STUDY (LO3; LO4; LO5 AND LO6)** | | |  |
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| **QUESTION 2** | | |  |
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| 2.1 | Visual Literacy: The following pictures give TWO different views of an incident in which a window was broken. | |  |
|  |  |  |  |
|  | SKMBT_C45010041012191 | |  |
|  | (Picture from: Spot On) | |  |
|  |  | |  |
|  | 2.1.1 | If you saw the incident from the point of view in Picture A, how would you explain to a teacher what happened? | (2) |
|  |  |  |  |
|  | 2.1.2 | If you saw the incident from the point of view in Picture B, how would you explain to a teacher what happened? | (2) |
|  |  |  |  |
|  | 2.1.3 | Having looked at both pictures, what would you say actually happened? | (2) |
|  |  |  | **[6]** |
|  |  |  |  |
| **QUESTION 3: PART OF SPEECH** | | |  |
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| Read the passage below and answer the questions which follow. | | |  |
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| **GRANNY (106) LEARNS TO USE COMPUTER**  NEW DELHI – She saw the introduction of cars and television, and now 106-year-old Rosakutty is getting into technology. She is familiarising herself with the computer mouse and keyboard. After watching her grandson tap away at the computer, curiosity got the best of Rosakutty. She enrolled at a government computer literacy class in Ernakulam, Kerela. She is the oldest student by more than four decades. A student in her class said Rosakutty was afraid to touch a mouse at first, but now she sends e-mails to her grandchildren. While India has a growing reputation as a high-tech centre, access to computers remains very low. | | |  |
|  | | |  |
| 3.1 | Write down the verbs contained in the first two sentences of the above news report. | | (3) |
|  |  |  |  |
| 3.2 | Look at the underlined words in the fourth sentence. Are they functioning as nouns, adverbs or adjectives? | | (1) |
|  |  |  |  |
| 3.3 | How long is a “decade”(sentence 5)? | | (1) |
|  |  |  |  |
| 3.4 | What is the function of the hyphen in the word “high-tech” (sentence 7)? | | (2) |
|  |  |  | **[7]** |
|  |  |  |  |
| **QUESTION 4: PUNCTUATION** | | |  |
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| Rewrite the following sentences placing *colons* and *semi-colons* in the correct places, and explain the function that it serves in each instance. | | |  |
|  |  | |  |
| 4.1 | After all the hard work I’ve done this term there is only one thing left to do relax. | | (2) |
|  |  |  |  |
| 4.2 | The boy doesn’t like me right now nevertheless I believe I can make him change his mind someday. | | (2) |
|  |  |  | **[4]** |
|  |  |  |  |
| **QUESTION 5: PREFIXES AND SUFFIXES** | | |  |
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| 5.1 | **What do the following prefixes and suffixes mean?** | |  |
|  |  | |  |
|  | 5.1.1 | para (e.g. paralegal) | (1) |
|  | 5.1.2 | com (e.g. compact) | (1) |
|  | 5.1.3 | graph (e.g. polygraph) | (1) |
|  |  |  |  |
| 5.2 | Create a word using one of the above choices and write a sentence that will show its meaning. | | (2) |
|  |  |  |  |
| 5.3 | **Rewrite the following sentences *correcting the mistakes* each one contains:** | |  |
|  |  |  |  |
|  | 5.3.1 | The three boys was great friends all threw school. | (2) |
|  |  |  |  |
|  | 5.3.2 | We will only no tomorrow if we is going to Cape Town. | (2) |
|  |  |  |  |
| 5.4 | **Read the following puns and identify the *literal* and *figurative* meanings in each.** | |  |
|  |  |  |  |
|  | 5.4.1 | To write with a broken pencil is pointless. | (2) |
|  |  |  |  |
|  | 5.4.2 | A small boy swallowed some coins and was taken to hospital . When his grandmother telephoned to ask how he was a nurse said, “No change yet.” | (2) |
|  |  |  | **[13]** |
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|  |  | **TOTAL SECTION B:** | **30** |

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| **SECTION C: EDITING AND REWRITING** | | |  |
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| **QUESTION 6** | | |  |
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| Imagine you are the sub-editor of a newspaper who has to correct the mistakes in a report that you have just received from a new staff reporter. Rewrite the report and underline your corrections. | | |  |
|  |  |  |  |
| SKMBT_C45010041012181 | | |  |
|  |  | (10 x 2) | (20) |
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|  |  | **TOTAL SECTION C:** | **20** |

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| **SECTION D: CREATIVE WRITING (LO3; LO4; LO5 AND LO6)** | | |  |
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| **QUESTION 7** | | |  |
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| Write a letter to a friend telling him or her about the career choice that you have made. Your letter must have between 160 − 180 words.  You will be assessed according to the following rubric. | | | (20) |
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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** |  | | | |  |
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|  |  | **TOTAL SECTION D:** | **20** |
|  |  |  |  |
|  |  | **GRAND TOTAL:** | **100** |