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|  | | | Province of the **EASTERN CAPE** EDUCATION | | | |
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| **SENIOR PHASE** | | | | | | |
|  | | | | | | |
|  | | | | **GRADE 9** |  | |
|  | | | | | | |
| **NOVEMBER 2011** | | | | | | |
|  | | | | | | |
| **ENGLISH FIRST ADDITIONAL LANGUAGE**  **MEMORANDUM** | | | | | | |
|  | | | | | | |
| **MARKS:** | **100** | | | | | |
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|  | | | | | | |
|  | | This memorandum consists of 8pages. | | | |  |

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| **SECTION A: COMPREHENSION** | | | | |  |
|  | | | | |  |
| **QUESTION 1** | | | | |  |
|  | | | | |  |
| 1.1 | Edwina van der Burg √ | | | | (1) |
|  |  | | | |  |
| 1.2 | October 2011 √ | | | | (1) |
|  |  | | | |  |
| 1.3 | All people in South Africa will be counted. √ | | | | (1) |
|  |  | | | |  |
| 1.4 | 11 √ | | | | (1) |
|  |  | | | |  |
| 1.5 | 1.5.1 | C. from 08h00 – 16:00 each day. √ | | | (1) |
|  |  |  | | |  |
|  | 1.5.2 | B. The count will include everyone, babies, children, old people, and visitors in a household. √ | | | (1) |
|  |  |  | | |  |
|  | 1.5.3 | D A person who dishonestly pretends to be someone else. √√ | | | (2) |
|  |  | | | |  |
| 1.6 | fieldworkers √ | | | |  |
|  |  | | | |  |
| 1.7 | They will handle mainly queries related to the verification of  fieldworkers. √√ | | | | (2) |
|  |  | | | |  |
| 1.8 | Tracy Daniels √ | | | | (1) |
|  |  | | | |  |
| 1.9 | She/he must have the fieldworker’s ID for the fieldworker to be tracked down. √√ | | | | (2) |
|  |  | | | |  |
| 1.10 | By contacting the call centre to verify the fieldworker’s ID number. √√ | | | | (2) |
|  |  | | | |  |
| 1.11 | **COLUMN A** | | | **COLUMN B** |  |
|  | 1.11.1 | | C | A piece of work that you must do √ |  |
|  | 1.11.2. | | A | A piece of information shown in numbers. √ |  |
|  | 1.11.3. | | D | Advice or information about how well or badly you have done something √ |  |
|  | 1.11.4. | | B | Naming and counting things one by one √ |  |
|  | (4 x 1) | | | | (4) |
|  |  | | | | **[20]** |

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| **QUESTION 2** | |  |
|  | |  |
| 2.1 | Jo’burg / Cape Town / eThekwini. √ (Give any 1) | (1) |
|  |  |  |
| 2.2 | The Municipal IQ economist √ | (1) |
|  |  |  |
| 2.3 | They have a bigger tax base than other cities. √√ /They have invested in infrastructure.  They have larger middle class/They have high manufacturing base/They have effective budgeting. (Any correct answer.) | (2) |
|  |  |  |
| 2.4 | Good − Water and electricity are provided in all the houses including temporal settlements. √  Poor – There are still people who are the using bucket system. √  (Any correct answer.) | (2) |
|  |  |  |
| 2.5 | Water √  Electricity √ | (2) |
|  |  |  |
| 2.6 | The way the city spends its budget. √√ | (2) |
|  |  | **[10]** |
|  |  |  |
|  | **TOTAL SECTION A:** | **30** |

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| **SECTION B: LANGUAGE IN CONTEXT** | | |  |
|  | | |  |
| **QUESTION 3** | | |  |
|  | | |  |
| 3.1 | 3.1.1 | Apr. √ | (1) |
|  | 3.1.2 | ID √ | (1) |
|  | 3.1.3 | Statistics South Africa √ | (1) |
|  |  |  |  |
| 3.2 | 3.2.1 | agents √ | (1) |
|  | 3.2.2 | needs √ | (1) |
|  | 3.2.3 | to √ | (1) |
|  | 3.2.4 | who √ | (1) |
|  | 3.2.5 | tracked √ | (1) |
|  |  |  |  |
| 3.3 | 3.3.1 | would be √ | (1) |
|  | 3.3.2 | anticipated √ | (1) |
|  | 3.3.3 | related √ | (1) |
|  | 3.3.4 | meant √ | (1) |
|  |  |  |  |
| 3.4 | 3.4.1 | metro √/city √ | (1) |
|  | 3.4.2 | bigger √ | (1) |
|  |  |  |  |
| 3.5 | 3.5.1 | budget √ | (1) |
|  | 3.5.2 | top √ | (1) |
|  |  |  |  |
|  | 3.5.3 | When will the Census 2011 Call Centre be ready to answer any queries relating to “the big count”? √√ | (2) |
|  |  |  |  |
|  | 3.5.4 | Karen explains that poor services delivery arises because the budget is not used. √√  OR  Karen explained that poor service delivery arose because the budget was not used. √√ | (2) |
|  |  |  |  |
| 3.6 | 3.6.1 | are not √ | (1) |
|  | 3.6.2 | I am √ | (1) |
|  |  |  |  |
|  | 3.6.3 | A legitimate fieldworker will be accompanied by the supervisor to the household. √√  OR  A legitimate fieldworker will be accompanied to the household by the supervisor. √√ | (2) |
|  |  |  |  |
| 3.7 | 3.7.1 | bigger √ | (1) |
|  | 3.7.2 | best √ | (1) |
|  | 3.7.3 | poorest √ | (1) |
|  |  |  |  |
| 3.8 | 3.8.1 | successfully √ | (1) |
|  | 3.8.2 | excellent √ | (1) |
|  |  | |  |
| 3.9 | The householder will not be informed to await further contact. √ | | (1) |
|  |  | | **[30]** |
|  |  | |  |
|  | **TOTAL SECTION B:** | | **30** |

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| **SECTION C: VISUAL LITERACY** | |  |
|  | |  |
| **QUESTION 4** | |  |
|  | |  |
| 4.1 | Flying kites √ | (1) |
|  |  |  |
| 4.2 | France √ | (1) |
|  |  |  |
| 4.3 | Yes – They are enjoying using kites. √  This is shown by their facial expressions or they are smiling. √ | (2) |
|  |  |  |
| 4.4 | Aeroplanes √  Helicopters √  Jet √  Hot air balloons √ (Give any 2) | (2) |
|  |  |  |
| 4.5 | A sheep, √  duck, and √  cockerel. √ | (3) |
|  |  |  |
| 4.6 | Eight minutes √ | (1) |
|  |  | **[10]** |
|  |  |  |
|  | **TOTAL SECTION C:** | **10** |

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| **SECTION D: SUMMARY** | |  |
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| **QUESTION 5** | |  |
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| * Count the total number of words. * Allow only 5 extra words if summary is too long. * The rest of the summary after 65 words, are then ignored. * Make sure that the learner followed the instructions. | |  |
|  | |  |
| 1. | Security is the focus area during Census 2011. |  |
|  |  |  |
| 2. | Security is important for both the participants and fieldworkers. |  |
|  |  |  |
| 3. | A fieldworker’s credentials are verified through a toll free number. |  |
|  |  |  |
| 4. | Fieldworkers will be recruited from the communities. |  |
|  |  |  |
| 5. | The public will be more willing to answer questions from a familiar person. |  |
|  |  |  |
| 6. | Fieldworkers will wear yellow clothing, bibs and identity cards with photographs. | (10) |
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|  | **TOTAL SECTION D:** | **10** |

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| **ASSESSMENT RUBRIC FOR THE SUMMARY** | | | | |  |
|  | | | | |  |
| **Criteria** | **5** | **4 − 3** | **2** | **1** |  |
|  | **7 − 8** | **5 − 6** | **3 − 4** | **1 − 2** |  |
| **Main ideas sub-topic, keywords.** | Able to select main idea and key words successfully. | Able to select main ideas and key words that display some relevance. | Able to select main ideas and key words that display limited relevance. | Unable to select the main idea and key words. |  |
|  | **7 − 8** | **5 – 6** | **3 − 4** | **1 − 2** |  |
| **Structural organisation: paragraphing and sentence construction.** | Able to integrate information logically. Correct sentence structure. | Able to integrate information logically. Mostly correct sentence structure. | Unable to integrate information logically. incorrect sentence structure. | Learner is incoherent and illogical. Unable to structure sentences. |  |
|  | **4** | **3** | **2** | **1** |  |
| **Language usage: vocabulary, punctuation, and spelling.** | A wide range of vocabulary. Language use correct. Spelling and punctuation mainly correct. | Shows a range of vocabulary. Some correct language structure, spelling and punctuation. | Shows limited use of vocabulary. Mostly incorrect language structure, spelling and punctuation. | Poor use of vocabulary, an inability to use language correctly. Very flawed spelling and punctuation. |  |
| **Followed instructions** | All of the above instructions followed. | Most of the instructions followed. | Some of the instruction followed. | Unable to follow instructions. |  |
|  | | | | |  |
| **TOTAL SECTION D: 20/2** | | | | | **10** |

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| **QUESTION 6** | | | | |  |
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| **ASSESSMENT RUBRIC FOR CREATIVE WRITING** | | | | |  |
|  | | | | |  |
| **Criteria** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |  |
|  | **4** | **3** | **2** | **1** |  |
| Correctness of format and appropriate length | Complete adherence to format. Appropriate length. | Good adherence to format. Fairly appropriate length. | Partial adherence to format. Inappropriate length. | Very limited adherence to topic far too long or short. |  |
|  | **8 – 10** | **6 – 7** | **3 – 5** | **1 – 2** |  |
| Structure, tone, style, register  spelling punctuation  Use of language | Appropriate structure and tone. Variation of sentence types. Good use of language grammar, spelling and punctuation with few errors. | Mostly appropriate structure and tone. Complete sentences. Few grammatical, spelling and punctuation errors. | Inappropriate structure and tone. Incomplete sentences. Few grammatical, spelling and punctuation errors. | Completely inappropriate structure and tone. Weak sentence structure. Numerous spelling, grammatical and punctuation errors. |  |
|  | **6** | **4 – 5** | **2 – 3** | **1** |  |
| Adherence to topic | Complete adherence to topic. Achieves purpose fully. | Adheres to topic with minor deviations. Achieves purpose partially. | Mentions the topic with no adherence to it. Purpose not achieved. | Completely off the topic. Purpose not achieved at all. |  |
|  | | | | |  |
| **TOTAL SECTION E:** | | | | | **20** |
|  | | | | |  |
| **GRAND TOTAL:** | | | | | **100** |