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|  | | Province of the **EASTERN CAPE** EDUCATION | | | |
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| **SENIOR PHASE** | | | | | |
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|  | | | **GRADE 9** |  | |
|  | | | | | |
| **NOVEMBER 2011** | | | | | |
|  | | | | | |
| **ENGLISH HOME LANGUAGE**  **MEMORANDUM** | | | | | |
|  | | | | | |
| **MARKS:** | **100** | | | | |
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|  | This memorandum consists of 7 pages. | | | |  |

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| **INSTRUCTIONS AND INFORMATION** | |  |
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| 1. | This marking memorandum is intended as a **guideline** for educators. It is by no means prescriptive, exhaustive or complete. |  |
|  |  |  |
| 2. | Teacher discretion is advised where various interpretations/answers are possible. |  |
|  |  |  |
| 3. | This memorandum cannot list all specific responses offered by individual learners. All valid, well-motivated and well-explained answers must be accepted. |  |

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| **SECTION A COMPREHENSION AND LANGUAGE** | | |  |
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| **QUESTION 1 COMPREHENSION** | | |  |
|  | | |  |
| 1.1 | 1.1.1 | ROYAL WEDDING DAY – is written in capital letters ✓ and the multiple exclamation marks. ✓ | (2) |
|  |  |  |  |
|  | 1.1.2 | Simile. ✓ | (1) |
|  |  |  |  |
|  | 1.1.3 | He means that foreigners will be **jealous/envious** of the English/British and their impressive ceremonies. ✓✓ | (2) |
|  |  | |  |
| 1.2 | “Idle rich” – the Royals are wealthy and lazy, they do not have to work like other citizens. ✓✓ | |  |
|  |  | |  |
|  | “Parasites” – implies that the Royal family lives off or exploits the British people. ✓✓ (2+2) | | (4) |
|  |  | |  |
| 1.3 | 1.3.1 | Lady Diana’s father. ✓ | (1) |
|  |  |  |  |
|  | 1.3.2 | Lady Diana’s father is leading her down the aisle to “give her away” in marriage to Charles. ✓✓ | (2) |
|  |  |  |  |
|  | 1.3.3 | To emphasise that the Queen is normally the focus of everyone’s attention, but not on this occasion. ✓✓ | (2) |
|  |  | |  |
| 1.4 | He worries about trivial/unnecessary things. ✓✓ | | (2) |
|  |  | |  |
| 1.5 | 1.5.1 | C. Sentimental | (1) |
|  |  |  |  |
|  | 1.5.2 | Contraction – the words “had” and “not” have been joined together and shorted. The apostrophe shows that there is a letter missing. ✓✓ | (2) |
|  |  |  |  |
|  | 1.5.3 | He was upstairs fetching some toilet paper for his grandma. ✓✓ | (2) |
|  |  |  |  |
| 1.6 | 1.6.1 | Opera. ✓ | (1) |
|  |  |  |  |
|  | 1.6.2 | New Zealand. ✓ | (1) |
|  |  |  |  |
| 1.7 | B. | Xenophobic | (1) |
|  |  |  |  |
| 1.8 | He has probably eaten a samoosa/curry pie/chilli-bite – something very spicy. ✓ | | (1) |
|  |  | |  |
| 1.9 | English trains are normally very dirty. ✓ | | (1) |
|  |  | |  |
| 1.10 | Cockneys, telly, gallon, Victoria Station, “Land of Hope and Glory”  (Any 2) ✓✓ | | (2) |
|  |  | |  |
| 1.11 | Adrian’s father brought alcohol and the adults began drinking. They became drunk and stopped behaving in a dignified manner. ✓✓ | | (2) |
|  |  | | **[30]** |

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| **QUESTION 2 VOCABULARY AND IDIOMATIC LANGUAGE** | |  |
|  |  |  |
| 2.1 | sanctuary ✓ | (1) |
|  |  |  |
| 2.2 | aisle ✓ | (1) |
|  |  |  |
| 2.3 | pageantry ✓ | (1) |
|  |  |  |
| 2.4 | Nuptials ✓ | (1) |
|  |  |  |
| 2.5 | ale ✓ | (1) |
|  |  |  |
| 2.6 | C ✓ | (1) |
|  |  |  |
| 2.7 | E ✓ | (1) |
|  |  |  |
| 2.8 | A ✓ | (1) |
|  |  |  |
| 2.9 | B ✓ | (1) |
|  |  |  |
| 2.10 | D ✓ | (1) |
|  |  | **[10]** |
|  |  |  |
| **QUESTION 3 LANGUAGE** | |  |
|  |  |  |
| 3.1 | we – pronoun ✓  to – preposition ✓  the – article ✓  heartily – adverb ✓  famous – adjective ✓ | (5) |
|  |  |  |
| 3.2 | Mrs O’Leary asked, ✓ “✓Can/May ✓ I ✓ borrow your ✓ old chairs for the street party?” ✓  **OR**  Mrs O’Leary asked: ✓ “✓Can/May ✓ I ✓ borrow your ✓ old chairs for the street party?” ✓ (6x½) | (3) |
|  |  |  |
| 3.3 | Some little cornish pastries ✓ were ✓ handed round by ✓ Mrs Singh. ✓  (4x½) | (2) |
|  |  | **[10]** |
|  |  |  |
|  | **TOTAL SECTION A:** | **50** |

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| **SECTION B: SUMMARY** | | |  | |
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| **QUESTION 4** | | |  | |
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| Use the following main points that the candidate should include in the summary, as a **guideline**. | | |  | |
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| * The upgraded Consumer Protection Act came into effect since 31 March 2011. * Consumers now have six months to return defective goods. * Online goods: terms of sale must be adhered to. You can return the goods. * The accepted rate for SMS competitions is now a maximum of R2. * The Act protects against telemarketers bothering you. You can request not to be contacted. * Companies cannot renew a contract automatically. You have the option to renew or cancel. * *Voetstoets* still applies but you have the right to know all the problems/defects with an item before you buy. | | |  | |
|  | | |  | |
| Use the holistic marking grid below to assess responses: | | |  | |
|  | | |  | |
| **LEVEL** | **MARK** | **DESCRIPTORS** | |  |
| 7 – Outstanding | 8 – 10 | Flawless. Concise. Logically presented. Excellent understanding of context requirements of question. Have all the above points. | |  |
| 6 – Meritorious | 7 | Most of the above qualities achieved. | |  |
| 5 – Substantial | 6 | Reads well. Have most of the above points. | |  |
| 4 – Adequate | 5 | At least half of the main points. Lacks flow. Some irrelevant information. | |  |
| 3 – Moderate | 4 | Moderate effort. Lacks flow. Much irrelevant information. | |  |
| 2 – Elementary | 3 | Lacks coherence. Not logically presented. Rambling. Lacks number of main points. | |  |
| 1 – Not achieved | 0 – 2 | No understanding of summarising. No salient points. | |  |
|  | | |  | |
| **PENALTIES:** | | |  | |
|  | | |  | |
| * 1 mark for omission of (or incorrect) word count. * 1 mark for every multiple of 5 words beyond 105. * 1 mark if summary is presented in point form and not in paragraph format. | | | **[10]** | |
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| **TOTAL SECTION B:** | | | **10** | |

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| **SECTION C: LANGUAGE IN CONTEXT** | |  |
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| **QUESTION 5 TEXTUAL EDITING** | |  |
|  | |  |
| 5.1 | Saterday – Saturday ✓  Embarrased – embarrassed ✓  Dissappointed – disappointed ✓ | (3) |
|  |  |  |
| 5.2 | cos – because ✓  Gonna – going to ✓  Bucks – money ✓ | (3) |
|  |  |  |
| 5.3 | My girlfriend and I. ✓ | (1) |
|  |  |  |
| 5.4 | I had to ask my girlfriend to lend me R50. ✓ | (1) |
|  |  |  |
| 5.5 | Didn’t | (1) |
|  |  |  |
| 5.6 | Like. ✓ | (1) |
|  |  | **[10]** |
|  |  |  |
| **QUESTION 6 ADVERTISEMENT** | |  |
|  |  |  |
| 6.1 | Pun. ✓ | (1) |
|  |  |  |
| 6.2 | The phrase “off to a flying start” means a vigorous start which gives you an advantage. The cheap flights offered by 1time will give people an advantage to start their New Year off well. The word “flying” also links to the fact that 1time is an airline which offers cheap flights. ✓✓ | (2) |
|  |  |  |
| 6.3 | Johannesburg. ✓ | (1) |
|  |  |  |
| 6.4 | “For as little as”/“from only”/“from a mere”. ✓ (Any 1) | (1) |
|  |  |  |
| 6.5 | It means flights within South Africa. | (2) |
|  |  |  |
| 6.6 | No✓, the offer is only available on the 1time ✓ website ([www.1time.co.za](http://www.1time.co.za)). Bookings must be made online. | (2) |
|  |  |  |
| 6.7 | Assonance. ✓ | (1) |
|  |  | **[10]** |
|  |  |  |
|  | **TOTAL SECTION C:** | **20** |

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| **SECTION D: TRANSACTIONAL WRITING** | | | | | | | | | | |
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| **QUESTION 7 DIARY ENTRY** | | | | | | | | | | |
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| The purpose of this task is to:   * Give learners the opportunity to communicate by means of a diary entry. * Determine appropriateness of content and ability to plan and format. * Assess learners’ language, style and editing abilities. | | | | | | | | | | |
|  | | | | | | | | | | |
| **RUBRIC TO ASSESS DIARY ENTRY (20 marks):** | | | | | | | | | | |
|  | | | | | | | | | | |
|  | | | **Code 7: Outstanding**  **80-100%** | **Code 6: Meritorious**  **70-79%** | **Code 5: Substantial**  **60-69%** | **Code 4:**  **Adequate**  **50-59%** | **Code 3:**  **Moderate**  **40-49%** | **Code 2:**  **Elementary**  **30-39%** | **Code 1:**  **Not achieved**  **0-29%** | | | |
| **CONTENT, PLANNING & FORMAT**  **12 MARKS** | | | **10-12**  -Total coherence in content & ideas, highly elaborated & all details support topic.  -Evidence of planning &/or drafting has produced a flawlessly presentable text.  -Has produced a highly appropriate format**.** | **8½-9½**  -Text is coherent in content & ideas, very well elaborated & all details support topic.  -Evidence of planning &/drafting has produced a well crafted & presentable text.  -Has applied the necessary rules of format very well. | **7½-8**  -Text is mostly coherent in content & ideas, elaborated & most details support topic.  -Evidence of planning &/or drafting has produced a presentable & very good text.  -Has applied the necessary rules of format. | **6-7**  -Text adequately coherent in content & ideas, some details support topic.  -Evidence of planning &/or drafting has produced a satisfactorily presented text.  -Has applied an adequate idea of requirements of format. | **5-5½**  -Text moderately coherent in content & ideas, some details support topic.  -Evidence of planning &/or drafting has produced a moderately presentable & coherent text.  -Has a moderate idea of requirements of format – some critical oversights. | **4-4½**  -Text not always coherent in content & ideas has few details which support topic.  -Inadequate for home language level despite planning &/or drafting. Text not well presented.  -Has vaguely applied necessary rules of format. | **0-3½**  -Text not coherent in content & ideas, has few details which support topic.  -Inadequate planning/ drafting. Poorly presented text.  -Has not applied necessary rules of format. | | | |
| **LANGUAGE, STYLE & EDITING**  **8 MARKS** | | | **6½-8**  -Text grammatically accurate and brilliantly constructed.  -Style, tone, register highly appropriate.  -Text virtually error free following proof reading. | **6**  -Text very well constructed & accurate.  -Suitable style, tone & register considering demands of task.  -Text largely error-free following proof-reading & editing. | **5-5½**  -Text well constructed & easy to read.  -Style, tone, register mostly appropriate.  -Text mostly error-free following proof-reading & editing. | **4-4½**  -Text adequately constructed. Errors do not impede flow.  -Style, tone, register fairly appropriate.  -Text still contains few errors following proof-reading & editing. | **3½**  -Text is basically constructed. Several errors.  -Lapses in style, tone & register.  -Text contains several errors following proof-reading & editing. | **2½-3**  -Text is poorly constructed & difficult to follow.  -Style, tone & register inappropriate.  -Text error-ridden despite proof-reading, editing. | **0-2**  -Text is poorly constructed & very difficult to follow.  -Style, tone & register do not correspond with topic.  -Text error-ridden and confused following proof-reading, editing. | | | |
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| **TOTAL SECTION D:** | | | | | | | | **20** |
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| **GRAND TOTAL:** | | | | | | | | **100** |