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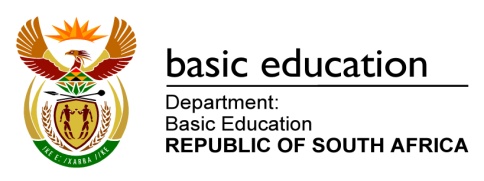
**ANNUAL NATIONAL ASSESSMENT**

**GRADE 9**

**ENGLISH HOME LANGUAGE**

**2012 EXEMPLAR TEST**

**MEMORANDUM**



**ANNUAL NATIONAL ASSESSMENT 2012**

**GRADE 9 ENGLISH HOME LANGUAGE**

**EXEMPLAR TEST**

**MEMORANDUM**

|  |  |  |  |
| --- | --- | --- | --- |
| **QUESTION** | **EXPECTED ANSWERS** | **MARKS** | **TOTAL** |
| 1. | A – The man felt uncomfortable and intimidated. | 1 | 1 |
| 2.1 | B – They only want to get something from the man. | 1 | 2 |
| 2.2 | B – She was forced to do grown-up things. | 1 |
| 3 | C – The old woman's village | 1 | 1 |
| 4.1 | C – The man’s fear of the woman telling the border police  about him. | 1 | 2 |
| 4.2 | B– Theman's fear of the women calling the border police. | 1 |
| 5.1 | C – The man's view of the situation | 1 | 2 |
| 5.2 | B – It gives insight into the man's mind. | 1 |
| 6. | She is desperate for money. Paragraph 5 says that there is money to be made from revealing information to the border police (‘There *was good money in it*.**'**). | 2 | 2 |
| 7. | If he had revealed his true feelings of disgust/dislike towards the old woman, he would have made her angry and uncooperative.  OR  If he showed dislike/disgust towards her, it would have upset her/made her dislike him. She might then report him to the border police. | 2 | 2 |
| 8.1 | Metaphor. It is based on the comparison of vultures trying to get everything out of a carcass, just like the two women are trying to get the most out of the situation with the young man. | 2 | 3 |
| 8.2 | A hag is an ugly, malicious and vindictive old woman, which tells you exactly how the man saw the old woman, therefore it is very effective. | 1 |
| 9. | Madam/Ma’am/Mama/Ma | 1 | 1 |
| 10. | See assessment rubric in Addendum A. | 12 | 12 |
| 11.1 | B – The influx of holidaymakers to Durban | 1 | 2 |
| 11.2 | C – Rubbish bins will be provided. | 1 |
| 12. | Yes.  ‘newly-purchased e-bikes’  ‘additional recycling bins have been placed around the city’  (Do not award marks if the answer is ‘Yes’ but the supporting quotes are absent.) | 2 | 2 |
| 13. | The writer has a positive view of Durban. The article promotes Durban as a holiday destination. | 2 | 2 |
| 14. | The helpers employed by the municipality to assist tourists are compared to 'buddies' (friends). The image portrays these helpers as friendly to visitors – which is the intention of the image. | 2 | 2 |
| 15. | No. Only claims are made for the increased bookings. No figures are given to prove the claim.  OR  No. Only opinions are given. No exact figures are given to support the opinion. | 2 | 2 |
| 16.1 | C – Electric bicycles | 1 | 1 |
| 16.2 | D – Metropolitan | 1 | 1 |
| 17.1 | Conference. OR Any other suitable word within the context. | 1 | 1 |
| 17.2 | fun; pleasurable; enjoyable; entertaining | 1 | 1 |
| 18. | To cope with lost children**,** the following measure has been put in place**:** identification wristbands for children. (1 mark for the comma. 1 mark for the colon.) | 2 | 2 |
| 19. | See assessment rubric in Addendum B. | 6 | 6 |
| 20. | See assessment rubric in Addendum C. | 10 | 10 |
| **TOTAL** | | **60** | |

**Addendum A: Assessment rubric for letter writing (Question 10)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assessment Criteria** | | | | |
| **MARKS: 12** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
|  | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| Originality of ideas | ⦁ Thoughts clearly and  logically articulated.  ⦁ Many original, creative  ideas.  ⦁ Realistic descriptions. | ⦁ Explanation fairly clear,  though not  comprehensive.  ⦁ Some original ideas and  descriptions. | ⦁ Explanations not  adequate.  ⦁ Few, mundane ideas.  ⦁ Limited descriptive  ability. | ⦁ Clarity lacking.  ⦁ No encouraging  ideas given.  ⦁ No evidence of  descriptive ability. |
|  | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| Use of informal register; voice of the writer (style); format | ⦁ Correct use of informal  register, style and  format.  ⦁ Language, salutation  and conclusion are  informal. | ⦁ Adequate use of informal  register.  ⦁ Adequate knowledge of  format.  ⦁ Language is generally  informal. | ⦁ Register not  considered.  ⦁ Limited knowledge of  format.  ⦁ Language used is  often inappropriate. | ⦁ Informal register  not used.  ⦁ No knowledge  of format.  ⦁ Incoherent  sentences. |
|  | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| Vocabulary,  grammar and language usage | ⦁ Wide range of  vocabulary; evidence of  figurative and/or  idiomatic use of  language.  ⦁ Only minor errors in  spelling.  ⦁ Sentence structure and  grammatical usage  virtually flawless. | ⦁ Adequate range of  vocabulary.  ⦁ Some evidence of  idiomatic use  of language.  ⦁ Some errors in spelling,  sentence structure and  grammatical usage. | ⦁ Limited vocabulary;  little evidence of  idiomatic use of  language.  ⦁ Many errors in  spelling, sentence  structure and  grammatical usage. | ⦁ Severely limited in  respect of  grammatical  usage, sentence  structure, spelling  and vocabulary. |

**Addendum B: Assessment rubric for paragraph writing (Question 19)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MARKS: 12 ÷ 2 = 6** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
|  | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| Planning, coherence, introductory sentences/concluding sentences/sentence structure, use of connectors | * Thorough planning. Effective introduction and conclusion. * Effective and correct sentence structure. * Logical and effective connectors used between sentences. | * Planning evident. Introduction and conclusion adequate for task. * Correct sentence structure. * Logical connectors used between sentences. | * Some evidence of planning, ineffective introduction; weak conclusion; little topical unity within sentences. * Some errors in sentence structure. * Few connectors between sentences. | * No evidence of planning; no introductory sentence, no conclusion; no topical unity; very flawed sentence structure; vitally no connectors used. |
|  | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| Originality in handling topic | * Handling of topic shows originality. | * Handling of topic shows some originality. | * Some attempt at originality but topic generally handled in mundane way. | * No originality. Muddled handling of topic. |
|  | **4 marks** | **3 marks** | **2 marks** | **1 mark** |
| Original and imaginative use of vocabulary, figurative language. Use of spelling, punctuation | * Excellent use of vocabulary; correct spelling and punctuation; mainly correct language usage. * Effective use of figurative language. | * Wide range of vocabulary; few errors in language usage, spelling and punctuation. * Figurative language used. | * Adequate vocabulary; some errors in language usage, spelling and punctuation. | * Limited vocabulary; errors in language, spelling and punctuation. |

**Addendum C: Assessment rubric for newspaper report (Question 20)**

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| --- | --- | --- | --- | --- |
| Assessment Criteria | | | | |
| **MARKS: 10** | **Level 4** | **Level 3** | **Level 2** | **Level 1** |
|  | **5-4 marks** | **3 marks** | **2 marks** | **1 mark** |
| Format and structure. Appropriate length | ⦁ Total adherence to  format and structure.  ⦁ Correct length. | ⦁ Good adherence to  format and structure.  ⦁ Appropriate length. | ⦁ Partial adherence to  format and structure.  ⦁ Inappropriate length. | ⦁ Limited or no  adherence to format  and structure.  ⦁ Too long or too  short. |
|  | **5-4 marks** | **3 marks** | **2 marks** | **1 mark** |
| Register, spelling, punctuation.  Use of language | ⦁ Fully appropriate  register.  ⦁ Clear and lucid use of  language with few  errors. | ⦁ Appropriate register.  ⦁ Complete sentences.  ⦁ Mostly correct use of  grammar, punctuation  and spelling. | ⦁ Partially appropriate  register.  ⦁ Incomplete sentences.  ⦁ A number of  grammatical, spelling  and punctuation  errors. | ⦁Inappropriate  register.  ⦁ Incoherent  sentences.  ⦁ Weak spelling,  grammar and  punctuation. |
|  | | | |  |