

DEPARTMENT OF BASIC EDUCATION  
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2012  
GRADE 9 ENGLISH HOME LANGUAGE  
MEMORANDUM  
(BRAILLE)

MARKS: 60

QUESTION	EXPECTED ANSWERS	MARKS	TOTAL
1.	B/The wedding dinner	1	1
2.1	C/He is a generous man.	1	2
2.2	B/They were easily offended.	1	
3.	C/The wedding dinner was held in the front room.	1	1
4.1	D/The importance of custom and tradition	1	2
4.2	A/The love between Ma-Lesane and her husband	1	
5.1	A/The guests' view	1	2
5.2	B/To produce children	1	
6.	They did not want to offend their neighbours, who would feel slighted or hurt if they were not personally formally invited/ according to custom.	2	2
7.	<p>Diketso's father would have been obliged to provide the meat. Food was the main consideration for the guests (see paragraph 1: '... the wedding dinner – the main item / 'What's a wedding without food?')</p> <p>OR</p> <p>The family would have suffered embarrassment as the community expected a meal (see above supporting evidence).</p> <p>OR</p> <p>The community would have been very critical of the family's failure to provide a meal. They took offence easily (see paragraph 3: 'the grown-ups would have</p>	2	2

	<p>complained had they not been personally invited.').</p> <p>OR</p> <p>There would not have been enough meat for all the guests. Many people attended the wedding, even the uninvited (see paragraph 1: '... people don't wait to be invited ... They just attend.').</p> <p>(1 mark for answer + 1 mark for supporting evidence)</p>		
8.1	<p>Simile. Accept second answer even if figure of speech is incorrectly identified.</p> <p>The news of the wedding is compared to an electric current.</p> <p>(1 mark identifying the figure of speech + 1 mark for indentifying the two things being compared)</p>	2	3
8.2	<p>It highlights how fast the news spread and how much excitement was caused by the news.</p> <p>OR</p> <p>The news spread quickly and widely.</p> <p>OR</p> <p>Everyone came to know the news in a short time.</p> <p>(Accept any reasonable answer conveying the speed with which the news spread and the interest it generated.)</p>	1	
9.	<p>got out of control</p> <p>OR</p> <p>became uncontrollable/unmanageable</p> <p>OR</p> <p>spread everywhere</p>	1	1
10.	<p>See RUBRIC on p. 5. Indicate the descriptors O (Originality) U (Use) V (vocabulary) and marks allocated to each on learners' scripts.</p>	12	12

11.1	A/Reading is a valuable and beneficial habit.	1	2
11.2	A/Reading gives you access to the world.	1	
12.	<p>No, implicit disagreement, his father had only had three years of schooling, yet he was knowledgeable/well informed.</p> <p>(If learners answer 'yes/ no' with no explanation, award no marks. If learners answer 'yes/ no' with irrelevant explanation, award no marks. If learners answer yes/implicit agreement with a relevant explanation award both marks.)</p>	2	2
13.	<p>He is critical/disapproving/has little respect for such people. He feels they are unappreciative of their good fortune/privileged status.</p> <p>OR</p> <p>Those who can read are considered to be fortunate or privileged. He disapproves of their rejection of their good fortune.</p> <p>OR</p> <p>He has no respect for them because they are lucky to be able to read, but choose to reject their good fortune.</p>	2	2
14.	<p>Reading is compared to a key that can unlock doors. Doors represent openings/access to opportunities.</p> <p>AND</p> <p>Reading provides knowledge and skills that give one access to many opportunities.</p> <p>(1 mark for identifying the two things being compared + 1 mark for explaining why the comparison is made.)</p>	2	2
15.	<p>Yes. The writer is proof of the benefits of reading: he is considered good enough to write for a newspaper/he has reading and writing expertise.</p> <p>OR</p> <p>Yes. The writer's argument is clear and effective: he substantiates all that he says by giving examples (his father) and other supporting evidence to strengthen his views.</p>	2	2

	<p>OR</p> <p>Yes. He clearly explains how reading can help children to become successful adults by referring to the many who have succeeded in life.</p> <p>OR</p> <p>No. All evidence provided is fictional (incidental) and no actual researched evidence is supplied. The writer is giving his own incidental experience of the benefits of reading rather than actual scientific evidence.</p> <p>(Do not award marks for 'Yes' or 'No' only, without motivation.)</p> <p>(Accept any of the above OR other reasonable answers, supported by textual evidence.)</p>		
16.1	C/e.g.	1	2
16.2	B/TV	1	
17.1	Accomplished/successful (Accept any one)  (Spelling must be correct as the answer is being transcribed from the given text.)	1	2
17.2	changed OR improved OR altered  (Accept any one of the above, or other reasonable answers relevant to the context of the article. Must be past tense)	1	
18.	Try the following: give children pocket money for reading books, newspapers and magazines.  (1 mark for the colon (: ) + 1 mark for the comma (, ). No negative marking.)	2	2
19.	See RUBRIC on p. 6. Use this rubric to mark out of 12 and convert to 6. Indicate the descriptors C (coherence), C (creative) U (use of vocabulary) and marks allocated to each on learners' scripts.	6	6
20.	See RUBRIC on p. 7. Indicate the descriptors F (format) R (register) and marks allocated to each on learners' scripts.	10	10

## QUESTION 10: ASSESSMENT RUBRIC: INFORMAL LETTER

Assessment Criteria				
MARKS: 12	Level 4	Level 3	Level 2	Level 1
MARKS	4	3	2	1
<b>Originality of ideas</b>	<ul style="list-style-type: none"> <li>• Thoughts clearly and logically articulated.</li> <li>• Many original, creative ideas.</li> <li>• Realistic descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explanation fairly clear, though not comprehensive.</li> <li>• Some original ideas and descriptions.</li> </ul>	<ul style="list-style-type: none"> <li>• Explanations not adequate.</li> <li>• Few, mundane ideas.</li> <li>• Limited descriptive ability.</li> </ul>	<ul style="list-style-type: none"> <li>• Clarity lacking.</li> <li>• No original ideas given.</li> <li>• No evidence of descriptive ability.</li> </ul>
MARKS	4	3	2	1
<b>Use of informal register; voice of the writer (style); format</b>	<ul style="list-style-type: none"> <li>• Correct use of informal register, style and format. No errors.</li> <li>• Language, salutation and conclusion are informal.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate use of informal register.</li> <li>• Adequate knowledge of format. (1 to 2 errors allowed).</li> <li>• Language is generally informal.</li> </ul>	<ul style="list-style-type: none"> <li>• Register not considered.</li> <li>• Limited knowledge of format. (3 or 4 errors allowed).</li> <li>• Language used is often inappropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Informal register not used.</li> <li>• No knowledge of format. 4 or more errors</li> <li>• Incoherent sentences.</li> </ul>
MARKS	4	3	2	1
<b>Vocabulary, grammar and language usage</b>	<ul style="list-style-type: none"> <li>• Wide range of vocabulary; evidence of figurative and/or idiomatic use of language.</li> <li>• Only minor errors in spelling.</li> <li>• Sentence structure and grammatical usage virtually flawless.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate range of vocabulary.</li> <li>• Some evidence of idiomatic use of language.</li> <li>• Some errors in spelling, sentence structure and grammatical usage.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited vocabulary; little evidence of idiomatic use of language.</li> <li>• Many errors in spelling, sentence structure and grammatical usage.</li> </ul>	<ul style="list-style-type: none"> <li>• Severely limited in respect of grammatical usage, sentence structure, spelling and vocabulary.</li> </ul>

NB: Although this is an informal letter, teenage slang, sms language and/or sloppy use of language are not acceptable.

### QUESTION 19: ASSESSMENT RUBRIC: A PARAGRAPH

MARKS: 12/2=6	Level 4	Level 3	Level 2	Level 1
MARKS	4	3	2	1
Coherence, introductory sentences/concluding sentences/sentence structure.	<ul style="list-style-type: none"> <li>• Effective introductory sentence and concluding sentence.</li> <li>• Effective and correct sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Introductory sentence and concluding sentence adequate for task.</li> <li>• Correct sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• Ineffective introductory sentence; weak concluding sentence;</li> <li>• Little topical unity within sentences.</li> <li>• Some errors in sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>• No introductory sentence, no concluding sentence.</li> <li>• No topical unity; very flawed sentence structure.</li> </ul>
MARKS	4	3	2	1
Creative handling of topic /Adherence to topic with suitable title	<ul style="list-style-type: none"> <li>• Handling of topic shows creativity.</li> <li>• With suitable title.</li> </ul>	<ul style="list-style-type: none"> <li>• Handling of topic shows some creativity.</li> <li>• With suitable title</li> </ul>	<ul style="list-style-type: none"> <li>• Some attempt at creativity but topic generally handled in mundane way</li> <li>• Inappropriate title.</li> </ul>	<ul style="list-style-type: none"> <li>• • No creativity.</li> <li>• Muddled handling of topic.</li> <li>• No title.</li> </ul>
MARKS	4	3	2	1
Use of vocabulary. Use of spelling, punctuation	<ul style="list-style-type: none"> <li>• Excellent use of vocabulary; correct spelling and punctuation; mainly correct language usage.</li> </ul>	<ul style="list-style-type: none"> <li>• Wide range of vocabulary; few errors in language usage, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Adequate vocabulary; some errors in language usage, spelling and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>• Limited vocabulary; errors in language, spelling and punctuation.</li> </ul>

NB: 1. If the content of the paragraph is limited to a single stimulus within

- the picture, it should be accepted.
2. Maximum mark = 6 (12 divided by 2).

## QUESTION 20: ASSESSMENT RUBRIC: A NEWSPAPER REPORT

Assessment Criteria				
MARKS: 10	Level 4	Level 3	Level 2	Level 1
MARKS	5-4	3	2	1
Format and structure. (headline, introduction, body and conclusion) Appropriate length	<ul style="list-style-type: none"> <li>• Total adherence to format and structure</li> <li>• Correct length.</li> </ul>	<ul style="list-style-type: none"> <li>• Good adherence to format and structure.</li> <li>• Appropriate length.</li> </ul>	<ul style="list-style-type: none"> <li>• Partial adherence to format and structure.</li> <li>• Inappropriate length: too long or too short</li> </ul>	<ul style="list-style-type: none"> <li>• Limited or no adherence to format and structure.</li> <li>• Too long or too short.</li> </ul>
MARKS	5-4	3	2	1
Register, spelling, punctuation. Use of language (no subjective or emotive language unless in quote)	<ul style="list-style-type: none"> <li>• Fully appropriate register.</li> <li>• Clear and lucid use of language.</li> <li>• Few errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Appropriate register.</li> <li>• Complete sentences.</li> <li>• Mostly correct use of grammar, punctuation and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Partially appropriate register.</li> <li>• Incomplete sentences.</li> <li>• A number of grammatical, spelling and punctuation errors.</li> </ul>	<ul style="list-style-type: none"> <li>• Inappropriate register.</li> <li>• Incoherent sentences.</li> <li>• Weak spelling, grammar and punctuation.</li> </ul>
TOTAL				60