



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2013

**ENGLISH HOME LANGUAGE
MEMORANDUM**

MARKS: 100

This memorandum consists of 8 pages.

INSTRUCTIONS AND INFORMATION

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.

SECTION A: COMPREHENSION (LO3; LO4; LO5 AND LO6)**QUESTION 1****MARKING GUIDELINES FOR COMPREHENSION**

- Where two or three facts/points are required and the learner gives a whole range, **only** the first two or three facts/points are marked.
- For multiple-choice questions **BOTH** the letter **AND** correct answer that is written out in full are accepted.
- For questions that require quotations from the passage, learners are **NOT** penalised for the absence of inverted commas.
- Where one-word answers are required and the learner provides a full sentence, a mark should be allocated as long as the correct word is highlighted or indicated in one way or another.
- For open-ended questions **no marks** are awarded if the learner only answers YES / NO / I AGREE / I DISAGREE without providing a reason. The reason/motivation must be considered.

- 1.1 The irony is that there is no lake and nothing is green. The lake has dried up and the area is now dry and barren (a wasteland). ✓✓ (2)
- 1.2 Metaphor. ✓ In the same way that the lake dried up and disappeared, so did the town and the people of the town. The people moved away. ✓ (2)
- 1.3 The Warden is in charge ✓ and the boys at the camp are not allowed any privileges, including resting in the shade. ✓ (2)
- 1.4 If you are bitten by a yellow-spotted lizard you will die. ✓ “You will die a slow and painful death” OR “There is nothing anyone can do to you anymore.” ✓ (2)
- 1.5 C yellow-spotted lizards ✓ (1)
- 1.6 He is the official in charge of the camp ✓ and it is his responsibility to ensure that the rules are followed and discipline is enforced. ✓ (2)
- 1.7 This camp is a juvenile detention centre for boys. ✓✓ (2)
- 1.8 It is part of their punishment. ✓ The warden and camp officials may see it as a form of character building and rehabilitation for the boys. ✓ (2)

[If a learner has read the book they may answer that the boys were digging for treasure (although the boys were not told that was the purpose).

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| 1.9 | 1.9.1 noun ✓ | (1) |
| | 1.9.2 Greek ✓ | (1) |
| | 1.9.3 Accept any suitable four or more letter palindrome, e.g.: deed, noon, peep, Anna, level etc. (No mark to be awarded if the learners provide “nurses run” or “rotator”). ✓ | (1) |
| 1.10 | We are told in the passage that Stanley had never been to a “camp” before and he probably thought it was going to be a holiday camp. / That is what he pretended it to be: a holiday camp. ✓ ✓ | (2) |
| 1.11 | Learner’s own response – yes/no with a <u>valid reason</u> . ✓ ✓ | (2) |
| 1.12 | C The bus had no air-conditioning and he was in handcuffs. ✓ | (1) |
| 1.13 | The teacher (Mrs Bell) used Stanley’s weight as a ratio to a thinner student. Stanley weighed three times as much as the other boy and the teacher wrote the ratio on the board. ✓ ✓ | (2) |
| 1.14 | He had stolen a pig from a Gypsy and she had put a curse on him and all his descendants. ✓ ✓ | (2) |
| 1.15 | They are used to create a compound word. ✓ | (1) |
| 1.16 | United States of America (USA). ✓ The story takes place in Texas which is a state in America (refer to paragraph 1). ✓ | (2) |

QUESTION 2: VOCABULARY AND IDIOMATIC LANGUAGE

- 2.1 convicted (refer to paragraph 11) ✓ (1)

2.2 hovers (refer to paragraph 2) ✓ (1)

2.3 stifling (refer to paragraph 8) ✓ (1)

2.4 hammock (refer to paragraph 2) ✓ (1)

2.5 wasteland (refer to paragraph 1) ✓ (1)

2.6

 - 2.6.1 C ✓ (1)
 - 2.6.2 D ✓ (1)
 - 2.6.3 E ✓ (1)
 - 2.6.4 B ✓ (1)
 - 2.6.5 A ✓ (1)

SECTION B: SUMMARY (LO3; LO4; LO5 AND LO6)**QUESTION 3**

Use the following main points that the candidate should include in the summary, as a guideline.

- (1) Make friends with learners who share your interests. (8 words) ✓
- (2) Always ensure that you complete your homework. (7 words) ✓
- (3) Be enthusiastic and get involved. (5 words) ✓
- (4) Follow a healthy diet to help you look good and concentrate. (11 words) ✓
- (5) Avoid bullies as far as you can. (7 words) ✓
- (6) Always be honest and do not lie, cheat or steal. (10 words) ✓
- (7) Choose your subjects carefully. (4 words) ✓

MARKING GUIDELINES FOR SUMMARY

- Learners are required to present the summary in the prescribed format. A summary presented as a paragraph and **NOT** as seven points as required must still be marked. Look for seven points only. Subtract one mark at the end of incorrect format.
- Marks are only allocated for facts/points provided that are presented in full sentences.
- Learners must be able to write the summary in their own words as far as possible.
- Learners must indicate the correct number of words.
- Marks are allocated as follows:
 - 7 marks for 7 facts/points
 - 3 marks for style to be awarded as follows:
 - 3 marks – excellent interpretation, good use of own words, at least 5 of the points covered;
 - 2 marks – good interpretation, mainly uses own words, at least 4 of the main points covered;
 - 1 mark – fair interpretation, some copying from the original, at least 2 of the main points covered.
- Marks are deducted as follows:
 - If the summary is too long, only five (5) extra words are permitted. The rest of the summary is ignored.
 - If the summary is too short, but contains all the required information, the learner is not penalised.
 - Deduct 1 mark for omission of (or incorrect) word count.
 - Deduct 1 mark if summary is presented in paragraph format and not point-form.

SECTION C: LANGUAGE IN CONTEXT (LO3; LO4; LO5 AND LO6)**QUESTION 4: READING STATISTICS**

- 4.1 Kwazulu-Natal ✓ (1)
- 4.2 $333 + 448 + 430 = 1211$ ✓ (1)
- 4.3 6 provinces ✓ (1)
- 4.4 Yes, the source of the information is the Department of Environmental Affairs. This is a government department and they would keep accurate records of this problem. ✓✓ (2)
[5]

QUESTION 5: LANGUAGE AND TEXTUAL EDITING

- 5.1 released – verb ✓
lead – adjective ✓
his – pronoun ✓ (3)
- 5.2 PSY said that ✓ he ✓ was ✓ thrilled with that ✓ level of success. (4 x ½) (2)
- 5.3 asociated – associated ✓ (sentence 5)
recieved – received ✓ (sentence 7) (2)
- 5.4 5.4.1 The commas are used to show extra information (in parenthesis). ✓ (1)
- 5.4.2 Dashes or brackets. ✓ (1)
- 5.5 5.5.1 The apostrophe is used to show ownership/possession. ✓ (1)
- 5.5.2 Contraction/omission ✓ own example: don't, can't etc. ✓ (2)
- 5.6 5.6.1 To show that it is the name of a song. ✓ (1)
- 5.6.2 The words could have been underlined or written in italics (Any 1) ✓ (1)
- 5.7 Compound sentence ✓ (1)
[15]

TOTAL SECTION C: 20

SECTION D: TRANSACTIONAL WRITING (LO4; LO5 AND LO6)**QUESTION 6: LONGER TRANSACTIONAL TEXT****INFORMATION**

- Learners are required to respond to **ONE** of the topics set.
- The body of the response must be 160–180 words in length.
- The language, register, style and tone must be appropriate to the context.
- Use the rubric below to assess the learner’s writing.
- A mark should be given for CONTENT, PLANNING AND FORMAT (maximum of 18 marks) and for LANGUAGE, STYLE AND EDITING (maximum of 12 marks). These two are added for a total mark out of 30.
- Please be aware that some learners may simply “lift” information from the comprehension passage and include it as part of their letter (6.1). Learners should not be credited for using descriptions taken directly from the passage.

TOTAL SECTION D: 30**GRAND TOTAL: 100**

SECTION D: QUESTION 7 – RUBRIC FOR ASSESSING TRANSACTIONAL WRITING (30 marks)

	Level 7: Outstanding 80–100%	Level 6: Meritorious 70–79%	Level 5: Substantial 60–69%	Level 4: Adequate 50–59%	Level 3: Moderate 40–49%	Level 2: Elementary 30–39%	Level 1: Not achieved 0–29%
CONTENT, PLANNING AND FORMAT 18 MARKS	<u>14½–18</u> <ul style="list-style-type: none"> - Total coherence in content and ideas, highly elaborated and all details support topic. - Evidence of planning and/or drafting has produced a flawlessly presentable text. - Highly appropriate format. 	<u>13–14</u> <ul style="list-style-type: none"> - Coherent in content and ideas, very well elaborated and all details support topic. - Evidence of planning and /or drafting has produced a well-crafted and presentable text. - Has applied the necessary rules of format very well. 	<u>11–12½</u> <ul style="list-style-type: none"> - Mostly coherent in content and ideas, elaborated and most details support topic. - Evidence of planning and /or drafting has produced a presentable and very good text. - Has applied the necessary rules of format. 	<u>9–10½</u> <ul style="list-style-type: none"> - Adequately coherent in content and ideas, some details support topic. - Evidence of planning and /or drafting has produced a satisfactorily presented text. - Has applied an adequate idea of requirements of format. 	<u>7½–8½</u> <ul style="list-style-type: none"> - Moderately coherent in content and ideas, some details support topic. - Evidence of planning and /or drafting has produced a moderately presentable and coherent text. - Has a moderate idea of requirements of format – some critical oversights. 	<u>5½–7</u> <ul style="list-style-type: none"> - Not always coherent in content and ideas, has few details which support topic. - Inadequate for home language level despite planning and /or drafting. Text not well presented, - Has vaguely applied necessary rules of format. 	<u>0–5</u> <ul style="list-style-type: none"> - Not coherent in content and ideas, has few details which support topic. - Inadequate planning/ drafting. Poorly presented text. - Has not applied necessary rules of format.
LANGUAGE, STYLE AND EDITING 12 MARKS	<u>10–12</u> <ul style="list-style-type: none"> - Grammatically accurate and brilliantly constructed. - Vocabulary highly appropriate to purpose, audience and context. - Style, tone, register highly appropriate. - Virtually error-free following proof-reading and editing. - Length correct. 	<u>8½–9½</u> <ul style="list-style-type: none"> - Very well constructed and accurate. - Vocabulary very appropriate to purpose, audience and context. - Suitable style, tone, register considering demands of task. - Largely error-free following proof-reading and editing. - Length correct. 	<u>7½–8</u> <ul style="list-style-type: none"> - Well-constructed and easy to read. - Vocabulary appropriate to purpose, audience and context. - Style, tone, register mostly appropriate. - Mostly error-free following proof-reading and editing. - Length correct. 	<u>6–7</u> <ul style="list-style-type: none"> - Adequately constructed. Errors do not impede flow. - Vocabulary adequate for purpose, audience and context. - Style, tone, register fairly appropriate. - A few errors following proof-reading and editing. - Length almost correct. 	<u>5–5½</u> <ul style="list-style-type: none"> - Basically constructed. Several errors. - Vocabulary limited and not very suitable for purpose, audience and context. - Lapses in style tone and register. - Several errors following proof-reading and editing. - Length – too long/short. 	<u>4–4½</u> <ul style="list-style-type: none"> - Poorly constructed and difficult to follow. - Vocabulary requires some remediation and not suitable for purpose, audience and context. - Style, tone and register inappropriate. - Error-ridden despite proof-reading, editing. - Length – too long/short. 	<u>0–3½</u> <ul style="list-style-type: none"> - Poorly constructed and very difficult to follow. - Vocabulary requires serious remediation and not suitable for purpose. - Style, tone and register do not correspond with topic - Error-ridden and confused following proof-reading, editing. - Length – far too long/short.

