



## basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

### ANNUAL NATIONAL ASSESSMENT 2014 GRADE 9 ENGLISH FAL EXEMPLAR QUESTIONS MEMORANDUM

QUESTION	EXPECTED ANSWERS	MARKS
1.1 - 1.3	C✓ OR To inform readers about a person who resembles Mandela.✓	1
2.1.1 – 2.1.2	Opinion ✓ – because the speaker expresses his own feelings about America with no evidence to support the view he holds.✓	2
2.1.3	D✓ – Mbatyothi has blood ties with Nelson Mandela.✓	2
3.1.1 – 3.1.3	C✓ – the crowd erupts.✓	1
3.2.1 – 3.2.3	B✓ – accept and deal with a challenging situation.✓	1
4.1	Mbatyothi is very unhappy that Idris Elba has portrayed the role of Nelson Mandela.✓✓  Accept any logical yet relevant answer.	2
4.2	B - Mbatyothi is very unhappy that Idris Elba's has portrayed the role of Nelson Mandela.✓✓	
4.3	No, he says in paragraph 6 that anyone can see that the movie needs an African person. ✓✓	
5.1.1 – 5.1.3	D – Mbatyothi also does charity work.✓	1
6	1. Mbatyothi's similarity to Mandela gives him little celebrity status.✓ 2. Mbatyothi is accepting and dealing with the death of Mandela.✓ 3. Mbatyothi is not related to Mandela but looks like him.✓ 4. Mbatyothi met with Mandela for the first time.✓ 5. The phrase "Young Madiba" is Mbatyothi's trademark.✓  <b>Any other summary sentence that makes sense and relates to the paragraph.</b>	5
7.1.1 & 7.1.3	B – an account of a person's life written by the person.✓	1
7.1.2	my personal life/ my life✓	
7.2.1 – 7.2.3	C – dis / discontinue✓	1
8.1	The reason for this is because he resembles Nelson Mandela.✓✓  <b>NB: Response will be written in learner's own words.</b>	2
8.2	The crowd erupts because Mbatyothi resembles Mandela.✓✓  <b>NB: Response will be written in learner's own words.</b>	

<b>8.3</b>	A – The crowd loves Mbatyothi because he resembles Nelson Mandela.✓	
<b>9.1 – 9.3</b>	B – Mbatyothi has a deep love for Nelson Mandela.✓	<b>1</b>
<b>10.</b>	10.1. incarceration✓ 10.2. , (comma)✓ 10.3. particular✓ 10.4. , (comma)✓ 10.5. Swart✓ 10.6. these✓	<b>6</b>
<b>11.1.1 – 11.1.2</b>	Mbatyothi says <u>that you</u> cannot go to America and play Obama.✓✓	<b>2</b>
<b>11.2.1 – 11.2.2</b>	In 2001, Mbatyothi said, <u>I</u> read Mandela’s celebrated 1964 speech from the dock at an audition.”✓✓	<b>2</b>
<b>12.1.1 – 12.1.3</b>	Mbatyothi is accepting the death of the man he imitates and admires.✓✓	<b>1</b>
<b>12.2.1 – 12.2.3</b>	Mbatyothi will recall that 20 years ago he campaigned at an ANC rally.✓	<b>1</b>
<b>13.1.1 – 13.1.3</b>	are/are coming/ come ✓	<b>1</b>
<b>14.1 – 14.3</b>	himself/ D – himself ✓	<b>1</b>
<b>15.1.1 – 15.1.3</b>	A / His picture was projected on a screen✓	<b>1</b>
<b>15.2.1 – 15.2.2</b>	A - When a picture is projected on a screen, the crowd erupts.✓	<b>1</b>
<b>15.2.3</b>	The crowd will erupt if his picture is projected on the screen.✓	
<b>16.1.1 – 16.1.3</b>	A / I am respected because of him.✓✓	<b>2</b>
<b>17.1.1 – 17.1.3</b>	by✓	<b>1</b>
<b>18.1.1 – 18.1.3</b>	charitable ✓	<b>1</b>
<b>19.1.1 – 19.1.3</b>	Although Mandela is dead, he will be remembered as a true hero / Mandela will be remembered as a true hero although he is dead.✓	<b>1</b>
<b>20.1 – 20.3</b>	audience✓	<b>1</b>
<b>21.1.1 – 21.1.3</b>	companies✓	<b>1</b>
<b>21.2.1 – 21.2.3</b>	cheer✓	<b>1</b>
<b>22.1 – 22.3</b>	C / The crowd erupts when his face is projected✓	<b>1</b>
<b>23.1.1 – 23.1.3</b>	Adjective✓	<b>1</b>
<b>23.2.1 – 23.2.3</b>	Exact and correct.✓	<b>1</b>

23.3.1 – 23.3.3	French✓	1
23.4.1 – 23.4.3	B ✓ To aid in the pronunciation of the word/ to help in the pronunciation of the word.✓	1
23.5.1 – 23.5.3	Two syllables✓	1
24.1.1 – 24.1.3	D / Internet✓	1
24.2.1 – 24.2.3	online retailers✓	1
24.3.1 – 24.3.3	B / 46664✓	2
24.4.1 – 24.4.3	A / trend✓	1
24.5.1 – 24.5.3	C / prison ID number✓	2
24.6.1 – 24.6.3	Collection✓ OR Products advertising a collection✓	1
25.1.1 – 25.1.3	A / SABC 3: 05:00 – 19:00 ✓	1
25.2.1	SABC 1 and SABC 3✓	1
25.2.2	Nelson Mandela✓	1
25.2.3	Programmes on Nelson Mandela✓ OR News✓  Accept both answers	1
25.3.1 – 25.3.3	Obituary✓	1
25.3.4 25.3.6	B / News ✓	1
26.1.1 – 26.1.3	Nelson Mandela✓	1
26.2.1 – 26.2.3	A / the classroom with chalkboard, teachers, learners, teachers' desk and books✓	2
26.3.1 – 26.3.3	learners✓	2
26.4.1 – 26.4.3	B / education allows children to have endless career choices✓	2
27.1.1 – 27.1.3	B / in life there are many challenges to deal with.✓	1
27.2.1 – 27.2.3	B / alliteration✓	1
27.3.1 – 27.3.2	Yes, crystal reflects how delicate life is and this is contrasted with splinters which show how easily your delicate life can be destroyed (shattered lives due to abuse/ poverty).✓ <b>or</b> No, some people who live happy comfortable lives (crystal) do not	2

	always experience hardships of life – abuse, poverty (splinters)✓ <b>Accept any relevant answer. Do not accept YES/NO only.</b>	
<b>27.4.1 – 27.4.3</b>	C / crystal stair✓✓	<b>2</b>
<b>27.5.1 – 27.5.3</b>	Sad/ A - Sadness✓	<b>1</b>
<b>27.6.1 – 27.6.3</b>	informal✓ OR B - informal register✓	<b>1</b>
<b>27.7.1 – 27.7.3</b>	caring / A - Caring✓	<b>1</b>
<b>28.1 – 28.3</b>	Refer to the rubric✓	<b>20</b>

**RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (20 marks)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<b>CONTENT, PLANNING &amp; FORMAT 13 MARKS</b>	<b>10½-13</b> -Specialised knowledge of requirements of the text. -Disciplined writing- learner maintains thorough focus, no digressions. -Text fully coherent in content and ideas, and all details support the topic. -Evidence of planning and/or drafting has produced a virtually flawless, presentable text. -Has applied all the necessary rules of the format.	<b>9½-10</b> -Good knowledge of requirements of the text. -Disciplined writing- learner maintains focus, hardly any digressions. -Text is coherent in content and ideas with all details supporting the topic. -Evidence of planning and/or drafting has produced a well-crafted and presentable text. -Has applied the necessary rules of the format.	<b>8-9</b> -Fair knowledge of requirements of the text. -Writing- learner maintains focus, with minor digressions. -Text is coherent in content and ideas, and details support the topic. -Evidence of planning and/or drafting has produced a presentable and good text. -Has applied most of the necessary rules of the format.	<b>6½-7½</b> -Adequate knowledge of requirements of the text. -Writing- learner digresses but does not impede overall meaning. -Text adequately coherent in content and ideas, and some details support the topic. -Evidence of planning and/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of the format.	<b>5½-6</b> -Moderate knowledge of requirements of the text. -Writing- learner digresses, meaning vague in places. -Text moderately coherent in content and ideas, and some details support the topic. -Evidence of planning and/or drafting has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of the format-some critical oversights.	<b>4-5</b> -Elementary knowledge of requirements of the text. -Writing- learner digresses, meaning obscure in places. -Text is not always coherent in content and ideas, and has basic details which support the topic. -Planning/drafting inadequate. Text not well presented. -Has vaguely applied the necessary rules of the format.	<b>0-3½</b> -No knowledge of requirements of the text. -Writing- learner digresses, meaning obscure in places. -Text is not coherent in content and ideas, and too few details support the topic. - Planning and drafting non-existent. Poorly presented text. -Has not applied the necessary rules of the format.
<b>LANGUAGE, STYLE &amp; EDITING 7 MARKS</b>	<b>6-7</b> -Text is grammatically accurate and well-constructed. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading and editing. -Length correct.	<b>5-5½</b> -Text is well constructed and accurate. -Vocabulary is mostly appropriate to purpose, audience and context. -Style, tone and register mostly appropriate -Text largely error-free following proof-reading and editing. -Length correct.	<b>4½</b> -Text is well constructed and easy to read. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone and register generally appropriate. -Text mostly error-free following proof-reading and editing. -Length correct.	<b>3½-4</b> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for purpose, audience and context. -Style, tone and register adequately appropriate. -Text still contains a few errors following proof-reading and editing. -Length almost correct.	<b>3</b> -Text is basically constructed. Several errors. -Vocabulary is limited and not very suitable for purpose, audience and context. -Lapses in style, tone and register. -Text contains several errors following proof-reading and editing. -Length too long/short.	<b>2½</b> -Text is poorly constructed and difficult to follow. -Vocabulary requires some remediation and not suitable for purpose, audience and context. -Style, tone and register inappropriate. -Text error-ridden despite proof-reading and editing. -Length too long/short.	<b>0-2</b> -Text is poorly constructed and muddled. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and register do not correspond with topic. -Text error-ridden and confused following proof-reading and editing. -Length far too long/short.

**Total: 20**