



This memo consists of 7 pages.

NOTE:

- **This marking memorandum is intended as a guide for markers.**
- **It is by no means prescriptive or exhaustive.**
- **Learners' responses should be considered on merit.**
- **Answers should be assessed holistically and marks awarded.**

INSTRUCTIONS TO MARKERS

- Incorrect spelling in one-word answers should not be marked wrong, unless the spelling changes the meaning of the word.
- Incorrect spelling and language errors in longer responses should not be penalised, because the focus is on understanding.
- For open-ended questions, no mark should be awarded for YES/NO or I AGREE/ I DISAGREE. The reason/substantiation/motivation is what should be considered.
- For FACT/OPINION questions, the mark should be split, i.e. 1 mark for FACT/OPINION and a mark for the reason/substantiation/motivation. The mark for the reason/substantiation/motivation should only be awarded if the FACT/OPINION part of the question is correct. One cannot award a mark for substantiation or an interpretation (FACT/OPINION) that was wrong in the first place.
- For questions which require quotations from the text, do not penalise learners for omitting the quotation marks or for an incorrect spelling within the quotation.
- When one-word answers are required and the learner gives a whole sentence, mark correct provided that the correct word is underlined/highlighted.
- When two/three facts/points are required and a range is given, mark only the first two/three.
- For multiple choice questions, accept BOTH the letter corresponding with the correct answer AND the answer written out in full. Only give one mark.

SECTION A Reading Comprehension	EXPECTED ANSWERS	MARK/S
1.1.1	C. (To encourage parents and schools to promote healthy eating habits) ✓	1
1.1.2	C. (To encourage parents and schools to promote healthy eating habits) ✓	1
1.1.3	The purpose of the article is to encourage parents and schools to promote healthy eating habits. ✓	1
1.2.1	D (Physical and psychological problems associated with being overweight) ✓	1
1.2.2	D (Schools profit from junk food.)	
1.2.3	A (The school adopted a programme to improve healthy living)	
1.3.1	To show that it is the name of a published report. ✓	1
1.3.2	To provide extra information or an explanation (parenthesis). ✓	1
1.3.3	It joins the two words to create a compound word. ✓	1
1.4.1	D (General Practitioner) ✓	1
1.4.2	B (and) ✓	1
1.4.3	B (vegetables) ✓	1
	No marks should be awarded for YES/NO/ or I AGREE/I DISAGREE. The reason/substantiation/motivation is what should be considered for 2 marks.	
	A substantial or well-motivated answer is awarded TWO marks.	
	A mediocre, yet relevant response is awarded ONE mark.	
1.5.1	Yes, as all children love junk food OR No, not all children love junk food or Tuck shops sell junk food because it is easy to make, quick to prepare, does not cost a lot.	2
1.5.2	Yes, being overweight makes them stand out from the crowd and “different” and this is what causes them to be targeted by bullies. OR No, overweight children are just as sociable as all other children and just because they are overweight does not mean that they will be bullied.	2
1.5.3	Yes, the profits generated by a school tuck shop can help the school in many ways and are an added source of income which will benefit the school. Or No, the school should not rely on the tuck shop for extra income. In some schools most children will bring their own lunch or perhaps cannot afford to bring tuck money to school every day.	2

1.6.1	D (When children get a healthy meal, they thrive.) ✓	1
1.6.2	When children get a healthy meal, they thrive. ✓	1
1.6.3	You can now buy a tuna and homemade mayo tramezzino, low-GI muffins, a grilled chicken burger, and fruit juices.	1
1.7.1	C (inability) ✓	1
1.7.2	A (malnutrition) ✓	1
1.7.3	C (valueless) ✓	1
1.8.1	A fact.✓ The percentages quoted are from an official report. ✓	2
1.8.2	Yes, the percentages quoted are from an official report. We are provided with the name of the report and the year in which it was published. ✓✓	2
1.9.1	Agree or Yes ✓ “Why on earth then are so many South African schools – places promising the growth and development of children – offering junk food at their tuck shops?” ✓	1 1 1
1.9.2	No ✓” Scandinavia has some of the best schooling outcomes in the world, a fact those in the know credit to nutrition.” OR “When children get a healthy meal, they thrive.”	
1.10.1	D (selling) ✓	1
1.10.2	C (a lack or a shortage of something) ✓	1
1.10.3	D (extra) ✓	1
1.11.1	The school encourages parents to pack healthier lunch boxes and rewards. OR They reward children with a sticker per healthy lunchbox. ✓	1
1.11.2	I always order hot chips because they’re my favourite. ✓	1
1.11.3	I like chicken but not fish. ✓	1
1.12.1	Food / foodstuff / provisions / nourishment ✓	1
1.12.2	Nourishment / food / diet / sustenance ✓	1
1.12.3	Lack / shortage / absence / insufficiency ✓	1
1.13.1	Yes (✓ <i>only if there is an appropriate reason</i>) Healthier learners will study better	1
1.13.2	Yes (✓ <i>only if there is an appropriate reason</i>) If they are hungry they will buy and eat healthy food.	1
1.13.3	Yes (✓ <i>only if there is an appropriate reason</i>) Tuck shops will still sell enough food.	
1.14.1	Health article because the content is about healthy eating at schools. ✓	1

1.14.2	It is an internet article because it says it is adapted from http://www.health24 etc	1
2.1.	John Berry said that they were passionate about changing the culture of eating. A mark for they✓ and another for no inverted commas✓.	1 1
2.2.1	A clause✓: The snack gives them a much-needed energy boost.	1
2.2.2	A phrase✓: - consisting of a drink of water and piece of fresh fruit, veg or nuts-	1
2.3.1	people: noun ✓	1
2.3.2	constantly: adverb ✓	1
2.3.3	for: preposition ✓	1
2.4.1	knives ✓	1
2.4.2	tomatoes ✓	1
2.4.3	food ✓	
2.4.4	quality ✓	
2.4.5	sandwiches ✓	
2.4.6	water ✓	
2.5.1	is ✓	1
2.5.2	gives ✓	1
2.5.3	doesn't ✓	1
2.6.1	Too – To ✓	1
2.6.2	need – needs ✓	1
2.6.3	there – their ✓	1
2.6.4	snax – snacks ✓	1
2.6.5	shall – should ✓	1
2.7.1	specially ✓	1
2.7.2	rarely ✓	1
2.7.3	reasonably ✓	1
2.8.1	The teachers notice✓ the children become✓ listless between breakfast and first break. (1 mark for changing both noticed and became)	1
2.9.1	C (to) ✓	1
2.9.2	C (as) ✓	

2.9.3	B (of) ✓	
2.10.1	Eat healthy food such as fruit, vegetables, fish and grains for concentration. ✓	
2.10.2	Eat a balanced diet of protective nutrients whilst exercising out of the sun. ✓	
2.10.3	Eating a good breakfast helps manage weight and hunger. ✓	
2.10.4	Tomatoes and apples fight cancer and reduce asthma and lung diseases. ✓	
2.10.5	Regular small healthy meals rich in fruit vegetables and nuts fight stress ✓	
3.1.1	C. (Seafood sushi) ✓	1
3.1.2	B. (Get people to eat at Ocean basket.) ✓	1
3.2	Use of “da” slang makes you smile/relax ✓, we all want the friendliest service ✓, we smile at the incorrect spelling so we relax ✓, the pun on sole the fish and soul the atmosphere and humanity attracts us. ✓. Any two would be acceptable.	2
3.3	Alliteration (famously known for fresh seafood cuisine) ✓.	1
3.4	Younger people ✓. People with a sense of fun and humour ✓ OR People who enjoy seafood/sushi ✓.	2
3.5	Yes and a reason such as I think it will cater for my type of people/age group etc OR No I do not like fish/ sushi, etc	2
3.6	Informal slang use of da for the, cos for because appeals to a younger sms generation. ✓. The humour of sole as only and provider of sole fish as well as soul pun helps you remember the advertisement ✓.	2
4.1.1- 4.1.3	A (Struggling to diet) ✓	1
4.1.4- 4.1.6	B (Despair) ✓	1
4.2.1- 4.2.3	The poet sees dieting as an enemy OR a terrible thing OR the poet is at war with diets ✓	1
4.3.1.1	Personification ✓	
4.3.1.2	Simile ✓	1
4.3.1.3	Alliteration ✓	
4.3.1.4	Euphemism ✓ to give up as in boxing where a towel is through into the ring	
4.3.1.5	Simile ✓	1

4.3.1.6	Simile✓	
4.3.1.7	Alliteration✓	1
4.3.1.8	Personification✓of hunger given human characteristics as in an enemy✓	2
4.4.1	Literally it means the back of one's heel. ✓ Figuratively it means one's weakness as in the weakness the strong Achilles had in his heel, hence Achilles' heel✓.	1 1
4.4.2	Literally it means as in boxing when the loser gives up a fight and throws his/her towel into the ring. ✓ Figuratively it means you give up at a task ✓	2
4.4.3	Literally it means the one who wins a competition or a battle here the one who eats healthily i.e. healthy food. ✓ Figuratively it means one is a winner if one is losing weight when that is your purpose! ✓	2
5.1	To make the reader smile and realise a donut is not healthy. ✓ OR Although people are aware that certain foods are not healthy, people still eat it. ✓ OR It is ironic✓	1
5.2.1	They are office workers / professionals / public servants (Any one) ✓	1
5.2.2	Office canteen / tea room / coffee break area. (Any one) ✓	1
5.3.1	(Marks awarded for NO inverted commas✓. AND capital letter for beginning of sentence✓	1 1
5.3.2	It is steam rising from her cup of tea/coffee. It shows that her drink is hot /steaming. ✓	1
5.4.1	His mouth is open / he has taken a big bite out of the doughnut / there are crumbs falling as he is eating/ he eats the unhealthy bits to get to the middle which is the empty area!	1
5.4.2	A (surprise) ✓	1
5.5	The man is dressed formally with a jacket and tie. The lady is also dressed smartly/formally.	2
5.6	No, as the man is still eating unhealthy food. OR Yes, the woman is not having a doughnut and she is slender/thin. ✓	1 1
5.7	C (irony) ✓	1
6.	Use the marking rubric to mark the essay.	

20 MARKS	CODE 7 Excellent 80 – 100%	CODE 6 Meritorious 70 – 79%	CODE 5 Substantial 60 – 69%	CODE 4 Adequate 50 – 59%	CODE 3 Average 40 – 49%	CODE 2 Basic 30 – 39%	CODE 1 Unacceptable 0 – 29%
	8 – 10	7 – 7½	6 – 6½	5 – 5½	4 – 4½	3 – 3½	0 – 2½
Content & Planning (10 marks)	<ul style="list-style-type: none"> • Impressive insight into the subject. • Challenging and mature ideas. • Evidence of planning results in an almost error-free, appropriate presentation. 	<ul style="list-style-type: none"> • Thorough interpretation of subject. • Interesting and imaginative ideas. • Evidence of planning results in a very well constructed and appropriate presentation. 	<ul style="list-style-type: none"> • Good interpretation of the subject. • Interesting and persuasive ideas. • Evidence of planning results in a well constructed and suitable presentation. 	<ul style="list-style-type: none"> • Adequate interpretation of the subject. • Average ideas, lacking depth. • Evidence of planning results in a satisfactory and suitable presentation. 	<ul style="list-style-type: none"> • Average content, lacking coherence. • Ideas are mostly relevant but repetitive. • Evidence of planning results in a moderately adequate presentation. 	<ul style="list-style-type: none"> • Content often incomprehensible, lacking coherence. • Few ideas and often repeated. • Evidence of planning results in a poor presentation. 	<ul style="list-style-type: none"> • Irrelevant content, no coherence. • Repetitive ideas. • No evidence of planning .Very poor presentation.
	4 -5	3½	3	2½	2	1½	0 - 1
Language, Style & Editing (5 marks)	<ul style="list-style-type: none"> • Evidence of critical language awareness. • Effective use of language and punctuation. • Evidence of figurative language. • Excellent word choice, highly appropriate. • Style, tone and register highly appropriate. • Virtually error free after proofreading and editing. 	<ul style="list-style-type: none"> • Evidence of critical language awareness. • Correct use of language and punctuation. • Able to use figurative language in the correct context. • Variation in word choice and correct usage of vocabulary. • Style, tone and register highly appropriate for the subject. • Mainly error-free after proofreading and editing. 	<ul style="list-style-type: none"> • Evidence of critical language awareness. • Language and punctuation mostly correct. • Word choice appropriate for essay. • Style tone and register mostly appropriate. • Mostly error-free after proofreading and editing. 	<ul style="list-style-type: none"> • Indication of critical language awareness. • Simple language and adequate punctuation. • Adequate word choice • Style, tone and register reasonably appropriate. • Some errors after proofreading and editing. 	<ul style="list-style-type: none"> • Limited critical awareness. • Average language use and punctuation often used incorrectly. • Basic word choice. • Style, tone and register lacks coherence. • Several errors after proofreading and editing. 	<ul style="list-style-type: none"> • No critical language awareness. • Poor language use and use of punctuation. • Limited word choice. • Inappropriate style, tone and register. • Text error-ridden despite proofreading and editing. 	<ul style="list-style-type: none"> • No critical language awareness. • Very poor language use and use of punctuation. • Inappropriate word choice. • Highly inappropriate style, tone and register. • Text error ridden despite proofreading and editing, confuses the reader.
	4 -5	3½	3	2½	2	1½	0 - 1
Structure (5 marks)	<ul style="list-style-type: none"> • Content well developed, coherent, imaginative detail. • Coherent sentences and paragraphs. • Length correct. 	<ul style="list-style-type: none"> • Content logically developed, coherent. • Variation in sentence types, logical connectors used between paragraphs. • Length is correct. 	<ul style="list-style-type: none"> • Content well developed, coherent. Imaginative detail. • Essay well paragraphed, coherent. • Length is correct. 	<ul style="list-style-type: none"> • Adequate content, lacks necessary detail. • Flawed sentence structure and paragraphing, still makes sense. • Length almost correct. 	<ul style="list-style-type: none"> • Evidence of some necessary ideas in content. • Flawed sentence structure and paragraphing, ideas still comprehensible. • Length: too short/long. 	<ul style="list-style-type: none"> • Writing deviates from topic, meaning sometimes unclear. • Elementary sentence structure and paragraphing. • Length too short/ long. 	<ul style="list-style-type: none"> • Writing deviates from topic. • Little awareness of appropriate expression. • Length completely too short/long.