



GRADE 9 ENGLISH FIRST ADDITIONAL LANGUAGE
EXEMPLAR MEMORANDUM

QUESTION	EXPECTED ANSWERS	MARKS
1. 1.1	B / To show that curiosity can get you into trouble.	1
1.2	B / ... show that curiosity can get you into trouble.	1
1.3	B / To show that curiosity can get you into trouble.	1
2. 2.1	D / Jason	1
2.2	Jason	1
2.3	C / Inquisitive	1
3. 3.1	B / scared.	1
3.2	B / scared.	1
3.3	Yes. Jason did not answer her and slipped deeper into the reeds behind his house. OR Yes. Jason did not answer because he thought his mother found out about the missing puppy. OR Yes. Jason slipped deeper into the reeds because he was scared his mother was going to scold him about the missing puppy.	2
3.4	Jason thought his mother found out about the missing puppy and he was scared to go home. OR Jason was scared his mother was going to scold him about the missing puppy.	2
3.5	A / Crying.	1
4.	D / Tony	1
5.	Yes. All children like presents OR Yes. The parents are caring and don't want him to feel left out/feel jealous/feel sad. OR No. It was not his birthday party therefore he does not deserve a present. OR	2

	No. Children must learn that they cannot always get what others have.	
6. 6.1	The puppy escaped. Jason looked for the puppy. Dad found the puppy. Dad brought the puppy back home. Dad gave the puppy as a present to Jason. Jason told the truth/admitted what had happened.	2
6.2	The dog could have been lost in the veld. The dog could have been picked up by another bypassing car/person. The dog could have been killed by a vehicle. The dog could have died later of hunger.	2
7. 7.1	A / Freshness	1
7.2	The new born calf is warm/fresh when it is born just like hot/fresh bread taken out of an oven.	1
7.3	Fresh OR warm	1
7.4	A calf is compared to a freshly baked loaf of bread .	1
7.5	C / Metaphor	1
7.6.1	Metaphor	1
7.6.2	The newly born calf is struggling to get onto its feet, falling over and getting up again. OR The newly born calf is wobbling like jelly when it is standing, almost falling over and cannot put one leg in front of the other.	2
7.7	A / alliteration.	1
7.8.1	Alliteration	1
7.8.2	It refers to the repetition of the 't' and indicates that the newly born calf is struggling to stand on its feet/falling over and getting up again/wobbling like jelly when standing/almost falling over and cannot put one leg in front of the other.	2
8. 8.1	C / To inform the people of the learnership jobs that were offered.	1
8.2	C/ ... inform people of the learnership jobs that were offered.	1
8.3	The aim of the story is to inform people of the learnership jobs that were offered.	1
9. 9.1	B / Job seekers	1

9.2	B / job seekers.	1
10.1	D / He was looking for a better job.	1
10.2	FALSE. "I have a job and am looking for something better," he said.	2
10.3	Sibiya has a job but he is looking for a better job that is to his advantage financially or with benefits. OR He wants to be a Metro officer/cop and is currently in a different field of work. OR Maybe he does not like his current job.	2
11.	Use of pictures Catchy caption Impressive title/use of "thousands" Exclamation marks	1
12. 12.1	B / Sibiya said he wanted to be a cop.	1
12.2	B / Sibiya said he wanted to be a cop.	1
12.3	B /Sibiya said he wanted to be a cop.	1
13. 13.1	C / saving money.	1
13.2	It is a savings fund for workers.	1
13.3	Yes. People should save for retirement. OR Yes. People must make provision for the future. OR No. The Government must look after all the old people. OR No. You can save more by investing your money.	2
13.4	D / suitable applicants will be selected.	1
13.5	By the end of the month suitable applicants will be selected.	1
13.6	queue (spelling must be correct)	1
14. 14.1	C / Metro Police had to ensure the safety and security of all the people in Durban	1
14.2	The Metro Police had to ensure the safety and security of all the people in Durban	1
15.	It will take some time (a long period). (NOT the end of the month) AND Applicants will have to complete IQ tests. Applicants will have to complete Physical Fitness tests. Applicants will have to be tested on the Road Traffic Act, Criminal Law and Procedures. There were thousands of applicants.	2

16. 16.1	Soccer	1
16.2	Cricket	1
16.3	Soccer	1
16.4	Tennis	1
17.	What an <u>awful</u> day! It was <u>John's</u> birthday <u>but</u> Mom would not let me go even though he is not a good friend of <u>mine</u> . She said that the area <u>where</u> he lives is too dangerous. It's not fair - my mother always <u>allows</u> my brother to go out at night.	6
18. 18.1.	Jason said that <u>he had only been playing</u> with the puppy.	2
18.2	Nancy said, " <u>I am very pleased</u> with the party arrangements".	2
19. 19.1.	By the time the cake was delivered I <u>had been waiting</u> for an hour.	1
19.2	B / By the time the cake was delivered, I had been waiting for an hour.	1
20.	A / You ought to obey her.	1
21. 21.1	The invitation to the party will be accepted. OR The invitation will be accepted.	2
21.2	The Metro Police have made 200 learnerships jobs available.	2
22. 22.1	C / because	1
22.2	A / Although Jason was guilty he spoke the truth.	1
23. 23.1	disobedient	1
23.2	C / not.	1
24. 24.1	Yesterday Dad <u>wanted</u> Jason to open the box.	1
24.2	Tomorrow the puppy <u>will look</u> up at him with sleepy eyes.	1
25. 25.1	would	1
25.2	adverb	1
25.3	D / verb	1

25.4	happily	1
25.5	friendliness/friendship	1
26.	See attached rubric.	20
27.	See attached rubric.	10

Section C: Rubric for story writing

Criteria	Level 4	Level 3	Level 2	Level 1
	5 marks	4 marks	2 - 3 marks	0 - 1 mark
Planning (5 marks)	Effective introduction and conclusion. Planning has produced a flawlessly presentable and well-crafted story.	Good introduction and conclusion. Planning has produced a good, presentable story.	Adequate introduction, weak conclusion. Planning has produced a moderately presentable story.	Ineffective or no introduction, no conclusion. Inadequate planning has resulted in a poorly presented story.
	5 marks	4 marks	2 - 3 marks	0 - 1 mark
Language (5 marks)	Effective and correct sentence structure. Highly appropriate register/style/tone. Effective use of wide range of vocabulary. Correct language usage, spelling and punctuation.	Correct sentence structure. Mostly appropriate register/style/tone. Fairly wide range of vocabulary. Few errors in language usage, spelling and punctuation.	Some errors in sentence structure. Inappropriate register/style/tone. Adequate vocabulary. A large number of errors in language usage, spelling and punctuation.	Poor sentence structure. Completely inappropriate register/style/tone. Limited vocabulary. Language usage, spelling and punctuation seriously flawed.
	8 - 10 marks	5 - 7 marks	2 - 4 marks	0 - 1 mark
Content (10 marks)	Complete adherence to the topic. Highly original and mature ideas.	Adheres to the topic with minor deviations. Ideas imaginative and effective.	Some adherence to the topic. Ideas fairly adequate. Gaps in coherence.	Completely off the topic. Very few ideas. Tedious or

	Outstanding achievement of purpose.	Purpose achieved.	Partial achievement of purpose.	repetitive. Purpose not achieved.
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TOTAL: 20

SECTION C: RUBRIC FOR ASSESSING AN ESSAY

	Level 5	Level 4	Level 3	Level 2	Level 1
	5	4	3	2	0 - 1
PLANNING AND PRESENTATION 5 MARKS	Planning has produced a virtually flawless and well-crafted essay. Highly effective introduction/ conclusion.	Planning has produced a very good & presentable essay. Good introduction/ conclusion.	Planning has produced a fairly good essay. Adequate introduction/ conclusion.	Planning has produced an inadequately presentable essay. Ineffective introduction/ conclusion.	Planning has produced a poorly presented essay inadequate for home language. No introduction/ conclusion.
	5	4	3	2	0 – 1
CONTENT 5 MARKS	Content outstanding, highly original. Ideas thought-provoking, mature. Exceptional, disciplined writing.	Content meritorious, original. Ideas imaginative, interesting, convincing. Disciplined writing. Learner maintains focus throughout.	Content appropriate. Ideas interesting, mostly relevant, fairly convincing. Learner maintains focus with minor digressions.	Content mediocre, adequately coherent. Few ideas. Learner digresses at times.	Content not always clear; lacks coherence Ideas tedious; often repetitive. Learner digresses.
	5	4	3	2	0 – 1
LANGUAGE, STYLE & EDITING	Critical awareness of impact of language. Language, punctuation effectively used.	Good awareness of impact of language. Language, punctuation correct.	Some awareness of impact of language. Language, punctuation mostly correct.	Limited awareness of impact of language. Language, punctuation limited	Very limited awareness of impact of language. Language & punctuation seriously flawed.

5 MARKS	Choice of words exceptional, mature. Style, tone, register highly suited to topic. Virtually error-free.	Choice of words varied & creative. Style, tone, register well suited to topic. Largely error-free.	Choice of words adequate. Style, tone, register suited to topic. Mostly error-free	Choice of words basic Style, tone, register almost appropriate. Contains several errors.	Choice of words elementary. Style, tone, register inappropriate. Error-ridden and confused.
	5	4	3	2	0 – 1
STRUCTURE 5 MARKS	Coherent development of topic. Vivid, exceptional detail. Sentences, paragraphs brilliantly constructed. Length correct.	Logical development of details. Sentences, paragraphs logical, varied. Length correct.	Several relevant details developed. Sentences, paragraphs fairly well-constructed. Length almost correct.	Some points, necessary. Details developed. Sentences, paragraphing might be faulty in places but essay still makes sense. Length – too long/short.	Off topic. Sentences, paragraphs constructed at an elementary level. Length - too long/short.

TOTAL: 20

Section C: Rubric for diary entry

Criteria	Level 4	Level 3	Level 2	Level 1
	4 - 5 marks	3 marks	2 marks	0 - 1 mark
Format, planning and length	Complete adherence to format. Planning has produced excellent	Good adherence to format. Planning has produced good	Partial adherence to format. Inadequate planning has	Very limited adherence to format. Little evidence of planning.

(5 marks)	writing. Appropriate length.	writing. Fairly appropriate length.	produced elementary writing. Inappropriate length.	
	4 - 5 marks	3 marks	2 marks	0 - 1 mark
Language/Style/ Register/Tone (5 marks)	Highly appropriate language/ register/style/tone. Vocabulary highly appropriate. Variation of sentence types. Good use of language, grammar, spelling and punctuation with few errors.	Mostly appropriate language/ register/style/tone. Appropriate vocabulary. Complete sentences. Few grammatical, spelling and punctuation errors.	Inappropriate language/ register/style/tone. Vocabulary limited. Incomplete sentences. Many grammatical, spelling and punctuation errors.	Completely inappropriate language/register/style/tone. Vocabulary requires remediation. Weak sentence structure. Text error-ridden.
	8 - 10 marks	4 - 7 marks	2 - 3 marks	0 - 1 mark
Content (10 marks)	Complete adherence to the topic. Ideas highly elaborated. Outstanding achievement of purpose.	Adheres to the topic with minor deviations. Most details support topic. Moderate achievement of purpose.	Mentions the topic with no adherence to it. Some details support topic. Partial achievement of purpose.	Completely off the topic. Few or no details support topic. Purpose not achieved.

TOTAL: [20 ÷ 2 = 10]

SECTION C: RUBRIC FOR ASSESSING A DIALOGUE

Assessment Criteria	Inadequate	Partial	Good	Excellent
	1 Mark	2 Marks	3 Marks	4-5 Marks
Writing a	Unable to write a coherent	Attempts to write a dialogue but is	Writes a competently presented	Writes a lively, evocative

dialogue (5 marks)	dialogue. Does not follow correct format and expression is so poor that reader can hardly make sense of text.	only partially successful. Some confusion about format of piece. Expression is clumsy.	dialogue. Good format used. Few errors of expression.	dialogue. Format is faultless, expression polished.
	1 Mark	2 Marks	3 Marks	4-5 Marks
Style of writing (5 marks)	Style not appropriate to the task. No evidence of sustained response. Writing undisciplined, poorly organised, fraught with mechanical error and very difficult to interpret.	Has attempted to apply a style suited to context but writing is not controlled, nor is style sustained throughout assessed passage. Writing is generally marred by errors of style and grammar, but is comprehensible.	Style of writing is consistent and appropriate within its context. Writing is reasonably well-constructed.	Style of writing is lucid, sophisticated; reveals a profound awareness of audience and purpose. Evidence of individual and original response. Writing is succinct, grammatically accurate and well-constructed.
	1 Mark	2 Marks	3 Marks	4-5 Marks
Style and register (5 marks)	Register inappropriate, poorly established and developed. Cannot control and manipulate language and diction to create appropriate style.	Register though sometimes appropriate is generally not controlled and consistent. Attempts to manipulate language and diction to create appropriate style but effects are often clumsy/ unsuccessful.	Register is generally consistent and appropriate to situation. Style suitably developed and consistent.	Adept manipulation of style and register. Interprets requirements of context and audience with sensitivity and insight. Style/ register consistently applied, always appropriate.
	1 Mark	2 Marks	3 Marks	4-5 Marks
Spelling words (5 marks)	Majority of words are incorrectly spelt. Many words bare no resemblance to their correct versions.	Many words are misspelt, though most are written phonetically and are comprehensible.	Most words are correctly spelt.	All words are correctly spelt in the writing assignment.

TOTAL: (20 ÷ 2) = 10

SECTION C: RUBRIC FOR ASSESSING A FORMAL LETTER

Assessment Criteria	Inadequate	Partial	Good	Excellent
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	1 mark	2 marks	3 marks	4 marks
Format (4 marks)	Format incorrect.	Attempt at correct format, but many mistakes.	Format generally correct.	Format completely correct.
	1 mark	2 marks	3 marks	4 marks
Language/ Register (4 marks)	Language and register completely inappropriate.	Attempt at correct language and register.	Language and register generally appropriate.	Language and register well used throughout.
	1 mark	2 marks	3 marks	4 marks
Communication (4 marks)	Does not communicate the message at all.	Attempts to communicate message, but omits important elements	Communicates all information, but not always clear.	All necessary information clearly communicated.
	1 mark	2 marks	3 marks	4 marks
Spelling (4 marks)	Spelling inaccurate and inconsistent.	Attempt at correct spelling, still many mistakes.	Spelling generally correct, only a few errors.	Spelling correct throughout.
	1 mark	2 marks	3 marks	4 marks
Creativity/ Originality (4 marks)	Ideas flat and derivative.	Partial attempt at Originality.	Reasonably creative and original.	Ideas exceptionally creative and original.

TOTAL: (20 ÷ 2) = 10