



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT 2013

GRADE 9 ENGLISH HOME LANGUAGE

EXEMPLAR MEMORANDUM

QUESTION	EXPECTED ANSWERS	MARK(S)
	SECTION A	
1. 1.1	B / Heritage Day	1
1.2	The writer/Paula McAveray wants to encourage and motivate South Africans to appreciate the history and heritage they have in their own country and their own lives. OR The writer/Paula McAveray wants to encourage and motivate South Africans to explore their heritage and history.	2
1.3	The writer/Paula McAveray wants to encourage and motivate South Africans in this article to appreciate the history and heritage they have in their own country and their own lives. OR The writer/Paula McAveray wants to encourage and motivate South Africans to explore their heritage and history.	2
1.4	A / South Africans must appreciate the history and heritage they have in their own country and their own lives.	1
1.5	C / To encourage and motivate	1
2. 2.1	D / Nambiti has a rich history.	1
2.2	Wild animals/cubs are prepared for reintroduction into the wild or into reserves.	2
2.3	D / ... it is too dangerous to walk around because of wild animals walking around freely.	1

3. 3.1	Quoting from another language / translating. (Do not accept only “quoting”).	2
3.2	C / It was used to emphasise what follows.	1
3.3	To indicate contraction of two words into one OR To indicate letter/s have been omitted OR To show letters have been left out	1
3.4	A / To notice the smallest detail.	1
3.5	B / To walk slowly and casually.	1
3.6	To emphasise or to draw attention to what follows. OR Draws attention to the previous statement. OR It reinforces the previous statement.	1
4. 4.1	Yes. It is important to be able to know/respect your past. OR Yes. It is important to be able to acknowledge what people do to protect wildlife. OR Yes. It is important to appreciate what the country has to offer.	2
4.2	No. It only appears to be gentle / harmless when it is playing. OR No. It has the look of a predator. OR No. It is a dangerous animal.	2
4.3	Yes. She feels that the bushveld gives her rest. OR Yes. She finds it makes her more energetic. OR Yes. It makes her peaceful.	2
4.4	Fact. It is an historical site. OR Fact. One can verify the information in history books.	2
4.5	False. The writer said that she left her comfort zone behind in the city and she was only visiting the Nambiti Private Game Reserve.	2

5. 5.1	D / The article encourages visits to game reserves.	1
5.2	The title "A taste for the wild" encourages South Africans to visit game reserves. OR The title wants to give South Africans/the reader an idea of what to expect at a game reserve. OR The title wants to give South Africans/the reader an idea of what to expect at the Nambiti Private Game Reserve. OR The title wants to promote the wild life found in South African game reserves.	2
6. 6.1	The article is about a game reserve. OR The article is about wild animals. OR The article is about being in the wild. OR The article is about our natural heritage.	1
6.2	The author makes us aware that visiting game reserves is a relaxing experience. OR Game reserves are places of rest. OR Game reserves are places where we can renew our energy.	2
6.3	C / wild animals	1
7. 7.1	The visitors could sue the management of the game reserve if an accident occurs. OR The visitors could sue the management of the game reserve if they are attacked by an animal. OR The owners will be held responsible if an accident occurs.	2
7.2	They have to be taught the necessary skills (for example, hunting), otherwise they will not be able to survive in the wild.	2
7.3	Yes. You can view wild life. OR Yes. You can relax. OR Yes. You can explore your heritage. <u>OR</u> No. Not everyone is interested in wild life. OR No. Wild animals can be dangerous. OR	2

	No. Some people prefer more entertainment. OR No. Some people prefer to socialise.	
8. 8.1	2012	1
8.2	2009	1
9. 9.1	C / Free State	1
9.2	There are not many game reserves in Gauteng. OR There are not many rhino in Gauteng. OR Rhino are held in big game reserves and there are very few game reserves in Gauteng. OR Gauteng does not have many game reserves and the rhino are protected and kept in a zoo rather than in game reserves.	2
10. 10.1	C / 2013; 2012; 2011; 2010	1
10.2	2013. The reason being that the statistics for 2013 are already similar to the statistics of 2011 and only 7 months of 2013 have passed. OR 2013. 59% of the total of rhino killed during 2012 has already been reached during 2013. By looking at the increase in the number of rhino being poached from year to year it is expected that more rhino will be killed during 2013 than ever before.	2

11. 11.1	A / It is about an appreciation of what is truly South African.	1
11.2	The poet chose this title because it is about an appreciation of what is truly South African.	2
11.3	Yes. The poem is about the history and heritage left behind by the older generation for the future/younger generation. OR Yes. The younger generation learns from the history and heritage left behind to build themselves a brighter future. OR Yes. You must always know your roots and where you come from in order to build yourself a brighter future.	2
12. 12.1	B / The poet has vivid memories of the scenic beauty of the farm.	1
12.2	Life on a farm.	1

12.3	On a farm. Quote: (1) “your grandpa was a farmer ...” OR (2) “his farm ran down the Fish River” OR (3) “with his hands deep in the good clods ...”	2
13. 13.1	C / Alliteration	1
13.2.1	Personification OR Metaphor	1
13.2.2	Personification: The folds of the mountain are compared to the wrinkled cheeks of a person OR Metaphor: The folds of the mountain are compared to wrinkled cheeks.	2

14. 14.1	C / She shows her disbelief at having to wait.	1
14.2	She shows her disbelief at having to wait.	2
15. 15.1	A / a shocking realisation.	1
15.2	A: (facial expression) Their eyes are big. OR Thandi’s arms are hanging down. AND B: They are too dumbstruck OR They are too shocked to say anything.	2
15.3	Her eyes are big and Thandi’s arms are hanging down because she is too shocked/dumbstruck about the fact that she has to wait ten years before she is eighteen/she can become a game ranger.	2
15.4	Shocked OR Dumbstruck	1

16. 16.1	Rhinos will become extinct even before the girl can become a game ranger. OR Rhinos need to be protected but it is not always possible and even though the girl wants to help, it is not possible for her because she is too young.	2
16.2	The girl/Thandi is too young to become a game ranger and the rhino will become extinct even before the girl can become a game ranger. OR Rhinos need to be protected but it is not always possible and even though the girl wants to help, it is not possible for her because she is too young and will have to wait another ten years before she is eighteen.	2

	SECTION B	
17. 17.1	World Wide Web	1
17.2	B / World Wide Web	1
17.3	Abbreviation	1
18. 18.1	The sites of the battles Elandsplaagte and Rorke's Drift are visited by us.	2
18.2	D / The sites of the battles Elandsplaagte and Rorke's Drift are visited by us.	1
18.3	We visit the sites of the battles at Elandsplaagte and Rorke's Drift.	2
19. 19.1	She said, "The tourist saw many animals."	2
19.2	She said that the tourists had seen many animals.	2
20. 20.1	Paula saw the elephants.	1
20.2	B / Paula saw the elephants.	1
21. 21.1	D / Adverb.	1
21.2	Adverb	1
22. 22.1	excited OR pleased OR delighted OR	1

	ecstatic OR elated OR enraptured OR exalted OR happy	
22.2	D / delighted	1
23. 23.1	Not only was she happy to be in the countryside but also delighted to see lions hunting in the wild.	2
23.2	Complex sentence	1
24. 24.1	A / Nambiti is an 11 000ha game conservancy co-owned and co-managed by the local Zulu community.	1
24.2	Nambiti is an 11 000ha game conservancy co-owned and co-managed by the local Zulu community.	1
25.	The game reserve <u>offers</u> day trips and camping <u>opportunities</u> . People can take <u>their own picnic baskets</u> <u>and/to</u> enjoy the scenery. When we went there we <u>saw</u> many animals.	5
	SECTION C	
26.	See attached rubric.	20
27.	See attached rubrics.	10

SECTION C: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE

	Level 5	Level 4	Level 3	Level 2	Level 1
PLANNING AND PRESENTATION 5 MARKS	5	4	3	2	0 - 1
	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.
CONTENT 5 MARKS	5	4	3	2	0 – 1
	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.
LANGUAGE, STYLE & EDITING 5 MARKS	5	4	3	2	0 – 1
	Critical awareness of impact of language. Language, punctuation effectively used. Choice of words exceptional, mature. Style, tone, register highly suited to topic.	Good awareness of impact of language. Language, punctuation correct. Choice of words varied & creative. Style, tone, register well suited to topic.	Some awareness of impact of language. Language, punctuation mostly correct. Choice of words adequate. Style, tone, register suited to topic.	Limited awareness of impact of language. Language, punctuation limited Choice of words basic Style, tone, register almost appropriate.	Very limited awareness of impact of language. Language & punctuation seriously flawed. Choice of words elementary. Style, tone, register inappropriate.

	Virtually error-free.	Largely error-free.	Mostly error-free	Contains several errors.	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 ASSESSING A DIARY – HOME LANGUAGE

Criteria	Level 4 4 - 5 marks	Level 3 3 marks	Level 2 2 marks	Level 1 0 - 1 marks
Format, planning and length (5 marks)	Extensive knowledge of requirements of text and format. Planning has produced excellent writing. Disciplined writing; learner maintains rigorous focus. Total coherence in content & ideas. Ideas highly elaborated & all details support topic.	Very good knowledge of requirements of text and format. Planning has produced good writing. Fairly disciplined writing; learner maintains focus. Text is coherent in content & ideas, very well elaborated & all details support topic.	Elementary knowledge of requirements of text and format. Inadequate planning has produced elementary writing. Writing reveals a narrow focus. Learner digresses. Text not always coherent in content & ideas. Few details which support topic. Inadequate for home language.	No knowledge of requirements of text and format. Little evidence of planning. Writing reveals a limited focus. Learner digresses. Text incoherent. Meaning obscure in places. Few details which support topic.

	Appropriate length.	Appropriate length.	Length – too long or short.	Inadequate planning/drafting. Far too long or too short.
	4 - 5 marks	3 marks	2 marks	0 – 1 marks
Language/Style/ Register/Tone (5 marks)	Highly appropriate register/style/tone. Vocabulary highly appropriate. Variation of sentence types. Highly appropriate use of language, grammar, spelling and punctuation with few errors.	Mostly appropriate register/style/tone. Appropriate vocabulary. Complete sentences. Few grammatical, spelling and punctuation errors.	Inappropriate register/style/tone. Vocabulary limited. Incomplete sentences. Many grammatical, spelling and punctuation errors.	Completely inappropriate register/style/tone. Vocabulary requires remediation. Weak sentence structure. Text is poorly constructed & very difficult to follow. Text error-ridden.
	8 - 10 marks	4 - 7 marks	2 - 3 marks	0 - 1 mark
Content (10 marks)	Complete adherence to the topic. Content outstanding. Highly original Ideas highly elaborated. Outstanding emotional response.	Adheres to the topic with minor deviations. Content sound. Reasonably coherent. Most details support topic. Good emotional response.	Little relevance to the topic Moderately coherent. Some details support topic. Very little emotion conveyed. Lapses into story-telling.	Completely off the topic. Few or no details to support topic. Mainly story-telling instead of emotional response.

TOTAL: (20 ÷ 2) = 10

SECTION C: RUBRIC FOR ASSESSING A DIALOGUE – HOME LANGUAGE

Assessment Criteria	Inadequate	Partial	Good	Excellent
	1 Mark	2 Marks	3 Marks	4-5 Marks
Writing a dialogue (5 marks)	Unable to write a coherent dialogue. Does not follow correct format and expression is so poor that reader can hardly make sense of text.	Attempts to write a dialogue but is only partially successful. Some confusion about format of piece. Expression is clumsy.	Writes a competently presented dialogue. Good format used. Few errors of expression.	Writes a lively, evocative 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	Majority of words are incorrectly spelt. Many words	Many words are misspelt, though most are written phonetically and	Most words are correctly spelt.	All words are correctly spelt in the writing assignment.

(5 marks)	bare no resemblance to their correct versions.	are comprehensible.		
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TOTAL: (20 ÷ 2) = 10

SECTION C: RUBRIC FOR ASSESSING A FORMAL LETTER – HOME LANGUAGE

Assessment Criteria	Inadequate	Partial	Good	Excellent
	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