



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 9

ENGLISH HOME LANGUAGE

SET 3: 2012 EXEMPLAR

MEMORANDUM

QUESTION	EXPECTED ANSWERS	MARKS	TOTAL
1.1	C/To ensure that emphasis is placed on the product only.	1	1
1.2	False. There is no evidence to suggest that it is pure – either chemically or in any other way.	2	2
1.3	The samples of the product are placed centrally against a white background so that they stand out (command attention) without any other distracting text.	1	1
1.4	<p>See 1.3 above.</p> <p style="text-align: center;">OR</p> <p>Bold, larger font in the first two lines of the advert.</p> <p style="text-align: center;">OR</p> <p>Caption in larger, bold print beneath the product itself.</p> <p style="text-align: center;">OR</p> <p>Using bold red lettering.</p>	1	1
1.5.	B/To show that Panado is tried and tested for its effectiveness.	1	1
1.6	<p>Yes.</p> <p>The evidence provided is credible: the research was published in a recognized survey (Top Brands Survey) and supported by a major newspaper. These companies have reputations to protect – will not be reckless in what is published.</p> <p style="text-align: center;">OR</p> <p>The product was compared to other major brands (Top Brands Survey) and was rated the best.</p>	1	1
1.7	GP= general practitioner/ medical doctor. This is the professional opinion of those who know about medicine (expert opinion). This would be more dependable/ carry	2	2

	more weight than the opinion of the general public.		
2.1	<p>True.</p> <p>Smokers are depicted as needing to "get unhooked". The implication is that they are "hooked" on smoking, i.e. addicted to smoking ("Hooked" is the informal word for "addicted")</p> <p style="text-align: center;">OR</p> <p>There is evidence of the excessive number of cigarettes needed per year by the average smoker ('over five thousand'). This suggests heavy dependence (addiction).</p>	2	2
2.2	'Get unhooked' implies that the smoker is hooked, i.e. the mind of the smoker is held hostage/ captive by smoking and cannot break free.	1	1
2.3	<p>Yes.</p> <p>The picture of the young girl's upper lip caught in a steel hook is frightening/ makes the reader recoil in horror. OR Extreme pain is suggested by the contrast of tender young lips against the unyielding steel of the large, sharp hook. The lip is being pulled away from the face without any resistance – resistance would cause further pain and damage.</p>	2	2
2.4	D/to urge smokers to seek help.	1	1

2.5	<p>Yes. It would frighten them. The excessive number of cigarettes needed per year per average smoker is a fate that awaits them if they do not stop smoking.</p> <p style="text-align: center;">OR</p> <p>Yes. The graphic depiction of the girl's lip being pulled by the large steel hook would frighten them - being young, they would be able to identify with the girl and relate to the implied pain and helplessness of the victim of smoking.</p> <p style="text-align: center;">OR</p> <p>No. Young people are generally rebellious and often reckless. They would not pay heed to the potential danger of long-term addiction suggested by the advertisement.</p> <p style="text-align: center;">OR</p> <p>No. The graphic depiction of the young girl's addiction would encourage smoking as an act of bravado/ tempting fate with a devil-may-care attitude of the average teenager.</p> <p style="text-align: center;">OR</p> <p>No. If young people are already addicted to smoking, it may just require too much of an effort on their part to heed this warning and actively seek assistance.</p>	2	2
2.6	<p>Yes.</p> <p>He speaks of them as being 'hooked', i.e. unable to break free of their addiction.</p> <p style="text-align: center;">OR</p> <p>The picture suggests that smokers cannot, by themselves, free themselves from their addiction, symbolized by the large steel hook securely pulling the girl's lip.</p>	2	2
2.7	<p>It frightens the potential and current smoker with the brutal depiction of the young girl's lip being pulled by the steel hook.</p> <p style="text-align: center;">OR</p> <p>It makes the reader recoil in horror at such a painful, violent</p>		

	<p>image of the tender lip of a young person being pierced and pulled by a steel hook.</p> <p style="text-align: center;">OR</p> <p>It would evoke sympathy for the smoker, depicted as a vulnerable young person, powerless to resist the steel hook symbolizing the addiction of smoking.</p>		
2.8	D/Smoking is a powerful addiction.	1	1
2.9	That smokers need to get 'unhooked' suggests they are 'hooked ' (addicted) to smoking. Addicts are unable, of their own will, to break free of their addiction.	2	2
3.1	C/Advertisements for T-shirts promoting anorexia have been banned.	1	1
3.2	<p>The slogan on the T-shirts could influence young girls to become anorexic .</p> <p style="text-align: center;">OR</p> <p>The slogan on the T-shirts could encourage girls to starve themselves to be thin.</p>	1	1
3.3	<p>False.</p> <p>The slogan, which glorifies being thin at any cost, has been banned because of its dangerous message to girls.</p>	2	2
3.4	<p>Opinion.</p> <p>The slogan glorifies the pursuit of a skinny physique at the expense of one's health as it elevates being thin above eating a healthy diet. This is not a fact but the popular opinion of the world of fashion (models such as Kate Moss) and is contrary to medical research (based on factual evidence).</p>	2	2
3.5	C/encourages girls to become too thin.	1	1
4.1	They disapprove strongly of the slogan.	2	2

	<p style="text-align: center;">OR</p> <p>They are highly critical of the slogan</p> <p style="text-align: center;">OR</p> <p>They think that the slogan poses such a real of distorting the the body image of girls that it should be banned.</p>		
4.2	B wanted the slogan to be removed completely.	1	1
4.3	Yes. Her position gives Moss tremendous influential appeal for girls. Her dangerous motto is therefore reckless/ irresponsible as it will endanger the health of young, gullible, impressionable girls.	2	2
4.4	True. 'watchdog' (paragraph 9)	2	2
4.5	'fuelling' (paragraph 2)	1	1
5.1	Being thin is so important to her that she considers food to be of secondary importance.	1	1
5.2	To do everything possible to be thin.	1	1
5.3	They disapprove so strongly that they banned the slogan.	1	1
5.4	She is a famous model and as such is an influential figure to young girls who look up to her. Her slogan is potentially dangerous as these impressionable young girls will emulate her motto.	2	2
5.5	<p>False.</p> <p>The function of such an authority is to monitor advertising to prevent false/ dangerous/ misleading advertising.</p> <p style="text-align: center;">OR</p> <p>Young girls ('some as young as 10') for whom the T-shirts carrying the offending slogan were meant, lack the maturity and knowledge to exercise free choice in an informed way.</p>	2	2
6.1	'Irresponsible' evokes disapproval and criticism of Zazzle (anger even). 'Danger' evokes fear and concern for the girls exposed to the potential health risk of following the slogan.	2	2

6.2	D 'Irresponsible' evokes anger while 'danger' evokes fear.	1	1
6.3	True – the article is about why the T-shirts have been banned.	2	2
6.4	D/ They could influence young girls to become anorexic.	1	1
6.5	'controversially' (paragraph 2)	1	1
7.1	D/would endorse anorexia.	1	1
7.2	It acts on valid complaints about poor/ false/ misleading advertising (as in banning the T-shirt slogan). OR It protects the consumer against false/ misleading advertising.	1	1
7.3	No. They removed the slogan after the first complaint ('initial complaint' –paragraph 10).	2	2
7.4	Yes. If such debate and controversy does not arise, society might become accepting of any and everything. People would cease to be critical and will not exercise their democratic rights in an informed way. OR Uncritical acceptance of products/ ideas/ policies/ rules/ laws, etc. can lead to exploitation and manipulation of consumers. On a deeper level it may eventually lead to a political dictatorship/ authoritarianism / tyranny even. (Accept any relevant, logically developed answer that shows the learner is applying critical thinking skills)	2	2
7.5	Teen Modelling.	1	1
8.1	See Rubric in Addendum A, p. 10	30	30
8.2	See Rubric in Addendum A, p.10	30	30
9.1	We are now at a crossroads.	1	1
9.2	Our situation is serious because this new bus transit system	1	1

	could change everything.		
9.3	figurative	1	1
9.4	nothing	1	1
9.5	C/Rude drivers.	1	1
9.6	Connotation.	1	1
9.7	Do not think of it this way.	1	1
9.8	who's	1	1
9.9	A track/ a dirt track	1	1
9.10	The leader spoke to his comrade about the matter <u>early in the morning.</u>	1	1
10.1	families	1	1
10.2	B/A short vowel sound in a word is followed by a double consonant.	1	1
10.3	Turkeys, the 'y' does not change to an 'i' because it is not preceded by a consonant.	2	2
10.4	brand new	1	1
10.5	between	1	1
10.6	excitement/commotion/ attention	1	1
10.7	The big event is happening.	1	1
10.8	Haven't you ever seen so much fuss? OR Have you never seen so much fuss?	1	1
10.9	A/He was timing the clock.	1	1
10.10	She is astounded (her eyebrows are up in the middle, eyes wide open as if she can not believe what she is seeing).	1	1
11.1	beaches	1	1
11.2	Beautiful articles are written by men about themselves.	1	1

11.3	C/who	1	1
11.4	stable/ settled/ established	1	1
11.5	D/ whether	1	1
11.6	eligible	1	1
11.7	I have been financially well-off.	1	1
11.8	cellular	1	1
11.9	You are trawling those internet dating sites again.	1	1
11.10	John said that <u>he was</u> a healthy 70 year old man who <u>ran</u> every day.	2	2
12.1	See Addendum A for rubric on p. 11	20	20
12.2	See Addendum A for rubric on p. 11	20	20
12.3	See Addendum A for rubric on p. 11	20	20
13.1	See Addendum A for rubric on p. 11	20	20
13.2	See Addendum A for rubric on p. 11	20	20

Addendum A.

RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks): DIALOGUE

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
CONTENT, PLANNING & FORMAT 18 MARKS	14½-18 -Extensive specialized knowledge of requirements of text. -Disciplined writing – maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Highly appropriate format.	13-14 -Very good knowledge of requirements of text. -Disciplined writing – maintains focus, no digressions. -Coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/or drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format very well.	11-12½ -Fair knowledge of requirements of text. -Writing – maintains focus, with minor digressions. -Mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format.	9-10½ -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	7½-8½ -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights.	5½-7 -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not always coherent in content & ideas, has few details which support topic. -Inadequate for home language level despite planning &/or drafting. Text not well presented. -Has vaguely applied necessary rules of format – some critical oversights.	0-5 -No knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING 12 MARKS	10-12 -Grammatically accurate & brilliantly constructed. -Vocabulary highly appropriate to purpose, audience & context. -Style, tone, register highly appropriate. -Virtually error-free following proof-reading & editing. -Length correct.	8½-9½ -Very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone, register considering demands of task. -Largely error-free following proof-reading & editing. -Length correct.	7½-8 -Well constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Mostly error-free following proof-reading & editing. -Length correct.	6-7 -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -A few errors following proof-reading & editing. -Length almost correct.	5-5½ -Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style tone & register. -Several errors following proof-reading & editing. -Length – too long/short.	4-4½ -Poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Error-ridden despite proof-reading, editing. -Length – too long/short.	0-3½ -Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic -Error-ridden and confused following proof-reading, editing. -Length – far too

Addendum B. HOME LANGUAGE (20 marks) DIARY ENTRY/INSTRUCTIONS

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
CONTENT, PLANNING & FORMAT 12 MARKS	<p>10-12</p> <ul style="list-style-type: none"> -Extensive specialized knowledge of requirements of text. -Exhibits a profound awareness of wider contexts in writing. -Disciplined writing – learner maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Has produced a highly appropriate format. 	<p>8½-9½</p> <ul style="list-style-type: none"> -Very good knowledge of requirements of text. -Exhibits a broad awareness of wider contexts in writing. -Disciplined writing – learner maintains focus, no digressions. -Text is coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format very well. 	<p>7½-8</p> <ul style="list-style-type: none"> -Fair knowledge of requirements of text. -Exhibits a general awareness of wider contexts in writing tasks. -Writing – learner maintains focus, with minor digressions. -Text is mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format. 	<p>6-7</p> <ul style="list-style-type: none"> -Adequate knowledge of requirements of text. -Exhibits some awareness of wider context in writing tasks Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format. 	<p>5-5½</p> <ul style="list-style-type: none"> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Exhibits rather limited knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights. 	<p>4-4½</p> <ul style="list-style-type: none"> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Exhibits a limited knowledge of wider contexts in writing tasks -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, has few details which support topic. -Inadequate for home language level despite planning &/or drafting. Text not well presented. -Has vaguely applied necessary rules of format . 	<p>0-3½</p> <ul style="list-style-type: none"> -No knowledge of requirements of text. -Exhibits no knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning obscure in places. -Text not coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING 8 MARKS	<p>6½-8</p> <ul style="list-style-type: none"> -Text grammatically accurate and brilliantly constructed. - Vocabulary is highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Text virtually error free following proof reading. -Length correct. 	<p>6</p> <ul style="list-style-type: none"> -Text very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone & register considering demands of task. -Text largely error-free following proof-reading & editing. -Length correct. 	<p>5½</p> <ul style="list-style-type: none"> -Text well constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Text mostly error-free following proof-reading & editing. -Length correct. 	<p>4-4½</p> <ul style="list-style-type: none"> -Text adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -Text still contains few errors following proof-reading & editing. -Length almost correct. 	<p>3½</p> <ul style="list-style-type: none"> -Text is basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style, tone & register. -Text contains several errors following proof-reading & editing. -Length – too long/short. 	<p>2½-3</p> <ul style="list-style-type: none"> -Text is poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short. 	<p>0-2</p> <ul style="list-style-type: none"> -Text is poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic. -Text error-ridden and confused following proof-reading, editing. -Length – far too

