



## basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

### ANNUAL NATIONAL ASSESSMENT 2015 GRADE 9 ENGLISH HOME LANGUAGE MEMORANDUM

**MARKS 100**

**This memorandum consists of 5 pages**

#### **NOTE:**

- This marking memorandum is intended to guide markers.
- Learner 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 memo specifies that spelling counts / unless the spelling changes the meaning of the word. Incorrect spelling and language errors in longer responses in comprehension texts should not be penalised, as the focus is on understanding.
- For open-ended questions no mark should be awarded for YES/NO / I AGREE/ I DISAGREE. The reason/substantiation/motivation is what should be considered and should support the answer.
- FOR FACT/OPINION questions the mark should be split, i.e. 1 mark for FACT/OPINION and a mark for the reason/substantiation/motivation.  
**NB.** 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 if the (FACT/OPINION) is wrong.
- Where one-word answers are required and the candidate 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. The number of options marked will depend on the mark allocation e.g. if two marks are allocated then the first two options ONLY must be marked.
- For multiple choice questions, accept EITHER the letter corresponding with the correct answer / the answer written out in full.

Questions	EXPECTED ANSWERS	Marks
1.	B. ✓ Promote ticket sales.	1
2.	D. ✓ The <i>Lion King</i> is a must-see production of wonder for audiences.	1
3.	The exclamation mark emphasises / highlights / stresses ✓ ✓ <b>(an emotion, statement, idea)</b>	2
4.	A. ✓ Between 12 noon and midnight	1
5.	<b>(Spunk refers to the following:)</b> He is brave / courageous / adventurous. / He is spirited / lively / energetic. / ✓ <b>(Any other suitable words)</b>	1
6.	D. ✓ The story of Simba's journey from lion cub to king of the pride.	1
7.	C. ✓ Adorable	1
8.	Fact ✓ because children under 3 years of age will not be admitted. ✓ / It is recommended for children over 5 years. ✓	2
9.	Against ✓ , he says "the despicable practice, ..." / "sadly lions are disappearing from Africa". ✓ <b>(Do not penalize the lack of quotation marks)</b>	2
10.	A. ✓ Interpretation	1
11.	The show is recommended for children over the age of five, but they must have a valid ticket. ✓ <b>( Accept if learners repeated children and did not use" they".)</b>	1
12.	<i>Mark only one correct</i> opponent / enemy / rival / competitor / adversary / contender / villain ✓	1
13.	Yes <b>(only if there is an appropriate reason)</b> because they will want to enjoy Africa's animals / music / beauty. ✓ ✓ OR No <b>(Only if an appropriate reason related to the text is given)</b> Tourists may not like Africa / May not be interested in Africa / animals. ✓ ✓	2
14.1	<b>Mark only one correct.</b> It is written in columns. / The paragraphs are indented. / There is a heading / Acknowledgement/ By-line at the end of the passage. / The article is adapted. The reference at the end of the text. ✓	1
14.2	The name of the musical as well as the characters is mentioned. / Opinion is expressed about the quality of the production, acting etc. / It is recommended. Mention made of synopsis, set design, musical score, costume, visuals. / The public is urged to book for the show. ✓ <b>(Accept any one).</b>	1
15.	✓ one mark for removing <b>both inverted commas</b> ✓ one mark for <b>was</b> The reviewer said that the musical <b>was</b> set against the majesty of the Serengeti Plains.	2
16.1	The two most iconic characters / fantastic performers ✓	
16.2	The two most iconic characters from the film are Timon and Pumbaa. ✓	2
17.1	verb (transitive) ✓	1
17.2	adverb of time / adverb ✓	1
17.3	article / indefinite article ✓ (Correct spelling)	1

18.	shows ✓ people ✓ / persons (Correct spelling)	2
19.	rides ✓ are ✓ (Correct spelling)	2
20.	1. peacefulness ✓ 2. bring / brought ✓ 3. most ✓ 4. one's ✓ 5. wrote / writes ✓ <b>(Answers may be provided in any sequence. Correct spelling)</b>	5
21.	eventually ✓ (Correct spelling)	1
22.	Sadly lions <b>were</b> disappearing from Africa. ✓ (Correct spelling)	1
23.	C. ✓ apostrophe	1
24.	1. Heading: The Lion King / The musical.(Any appropriate title) ✓ 2. The show opens with the song, "Circle of Life" / "opens like the film". ✓ 3. Nathaniel Logan McIntyre is Simba. ✓ 4. Simba goes from cub to adulthood returning later to reclaim the throne. ✓ 5. Two of the characters from the film are Timon and Pumbaa. ✓ <b>(Accept similar responses in any order. Only mark up to 55 words.)</b>	5
25.	C. ✓ Recycle your waste	1
26.	B. ✓ respect	1
27.	The reader is expected to feel shame, / disgust, / embarrassment, / horror / / guilt. ✓ <b>(Any one would be acceptable.)</b>	1
28.	Alliteration. ✓	1
29.	All people who: pollute. / throw their empty plastic bottles into water resources./ pollute beaches. ✓ (Accept any other suitable answer). Fish/Marine life etc. die from the pollution. / Sea life is dying. / Money is wasted cleaning the seas. ✓ <b>(Accept any other suitable answer.)</b>	2
30.	Yes, it is important to look after our earth/seas; etc.(No mark for the 'yes' if the reason does not correspond.) / <b>(if No is given the reason must be appropriate to the text.)</b> ✓ ✓	2
31.	You / Your addresses the reader and personalizes /talking to you/me/the reader ✓ making the accusation. / It makes the reader feel guilty/ ashamed. ✓ <b>(Accept any similar answer.)</b>	2
32.	C. ✓ People destroy the world and its animals.	1
33.	A. ✓ Sadness	1
34.	No, he says we "value lives like naught"! / No, humans do not care/look after/consider nature. ✓ ✓ <b>(No mark for the 'no'. Marks awarded only for the correct reason/substantiation.)</b>	2
35.1	Metaphor. ✓ A cauldron (pot) is holding the mind which is under severe stress/ strain. ✓	2
35.2	Rhetorical questions are used as the poet wants the reader to consider his/her impact on nature / consequences of people's actions. / The poet asks these questions to create an atmosphere of despair and anguish at the results of human actions. / The poet does not expect an answer to these questions. ✓ ✓ <b>(Accept any suitable answer.)</b>	2

36.	<b>Literal:</b> Fading means to disappear gradually. / The light is getting weaker. ✓	1
	<b>Figurative:</b> It means that tigers are becoming extinct. / They are dying out. / They are becoming fewer. ✓	1
37.	The purpose of the cartoon is to highlight the issue of rhino poaching in South Africa. / To stop poaching. ✓✓ <b>(Accept a similar answer).</b>	2
38.1	Father Christmas / The Game Ranger / Santa Claus / Santa / Rhino Activists/ Powerless authority /Father / Mother ✓	1
38.2	The veld / wild / a game farm / nature / the bush / wilderness / nature reserve / game reserve ✓ <b>(Any other suitable option.)</b>	1
39.1	He is sitting on the adult rhino's knee / lap. / He is looking at the adult rhino with trust./ He is looking into the adult's face and sitting still. ✓	1
39.2.	A. ✓ Sorrow	1
40.	Christmas / Festive season/Summer holidays/Hunting season. ✓	1
41.	To protect itself against poachers. / The rhino won't be able to protect its young./ The rhino has been disempowered by the removal of its horn. ✓✓ <b>(A substantial / well-motivated answer is awarded TWO marks.)</b> <b>(A mediocre, yet relevant response is awarded ONE mark.)</b>	2
42.	Probably been a victim of poaching. / It has been removed to save his/her life. / The horn has been cut off. ✓ <b>(Accept an interpretive answer)</b>	1
43.	The cartoon is about rhino-poaching which is a serious matter./ Their lives are endangered which is a serious conservation issue. ✓✓ <b>(Any other suitable answer.) A substantial / well-motivated answer is awarded. TWO marks. A mediocre, yet relevant response is awarded. ONE mark.</b>	2
44.	Use the marking rubric to mark the essay. Capture the learner's marks in the table provided on the question paper. 1. Read the whole piece and decide on a category for PLANNING and EDITING. 2. Re-read the piece and select the appropriate category for LANGUAGE, ORIGINALITY and STYLE. 3. Re-read the piece and select the appropriate category for PARAGRAPHING and COHERENCE. 4. In this category award marks for VOCABULARY, SPELLING, SENTENCE CONSTRUCTION, IDIOMATIC EXPRESSION and PUNCTUATION.	25

**GRAND TOTAL: 100**

**Assessment Rubric – Essay**

**Grade 9 Home Language**

**Total:25**

	<b>5</b>	<b>4-3</b>	<b>2-1</b>	<b>0</b>
<b>Planning and editing.</b>	Thorough planning and editing, resulting in an excellent essay.	Planning and editing evident resulting in a good essay.	Slight evidence of planning and editing resulting in a satisfactory essay.	No evidence of planning / editing.
<b>Originality in dealing with a descriptive topic, content development and style.</b>	<b>10-9</b> Exceptional originality in dealing with the topic. Excellent insight into the content. Excellent style, tone and register.	<b>8-6</b> Evidence of significant originality of thought and ideas in dealing with the topic. Subject content managed effectively. Style, tone and register highly appropriate.	<b>5-3</b> Slight evidence of originality in dealing with the topic. Some development of subject content evident. Style, tone and register lacks coherence.	<b>2-0</b> No originality. Topic and content muddled and confused. Topic and content muddled and confused. Highly inappropriate style, tone and register.
<b>Paragraphing and coherence.</b>	<b>5</b> Good paragraphing skills. Logical and effective linking between paragraphs. The introduction and conclusion striking.	<b>4-3</b> Correct paragraphing. Logical coherence between the paragraphs. The introduction and conclusion are good.	<b>2</b> An attempt made at paragraphing. Limited linking evident between paragraphs. Introduction and conclusion mediocre.	<b>1-0</b> No paragraphing. No link evident between paragraphs. No discernable introduction and conclusion.
<b>Vocabulary, spelling sentence construction, idiomatic language usage, punctuation</b>	<b>5</b> Excellent use of vocabulary. Correct sentence construction, no errors in language usage, spelling and punctuation. Evidence of excellent critical language awareness.	<b>4-3</b> Good use of vocabulary. Correct sentence structure, few errors in language usage, spelling and punctuation. Evidence of good critical language awareness.	<b>2</b> Average vocabulary usage. Sentence construction mostly correct. Evidence of errors in language usage, spelling and punctuation. Evidence of average critical language awareness.	<b>1-0</b> Limited vocabulary. Weak sentence structure, many language, spelling and punctuation errors. Evidence of below average critical language awareness.