



Province of the  
**EASTERN CAPE**  
EDUCATION

**SENIOR PHASE**

**GRADE 9**

**JUNE 2011**

**ENGLISH HOME LANGUAGE  
MARKING GUIDELINE**

**MARKS: 100**

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This marking guideline consists of 5 pages.

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**INSTRUCTIONS AND INFORMATION**

1. Teacher discretion is advised where various interpretations/answers are possible.
2. This memorandum cannot list all specific responses offered by individual learners. All valid, well-motivated and well-explained answers must be accepted.

**SECTION A: COMPREHENSION (LO3; LO4; LO5 AND LO6)****QUESTION 1**

1. 1.1 B (slang) ✓ (1)
- 1.2 'Hooked on' means to be addicted to or fascinated by. ✓✓ (2)
- 1.3 D (rural) ✓ (1)
2. 2.1 Low-tech suggests that you do not need an expensive/advanced cellphone to be able to use Mxit. ✓✓ (2)
- 2.2 Mxit was developed or "invented" in South Africa. ✓✓ (2)
- 2.3 Acronym. ✓ The initial letters of Mxit form a new word. ✓ (2)
3. 3.1 attraction/appeal/temptation/lure/magnetism ✓ (1)
- 3.2 It's cheap ✓ and works on even the most basic cellphones. ✓ (2)
4. Mxit is much cheaper ✓ and more private than Facebook. ✓ (2)
5. The messages are not delivered face-to-face. Therefore it is easier to say unkind things. Emotions are missed in these exchanges. ✓✓ (2)
6. He believes that teachers, parents and caregivers should focus more on teaching young people how to live with technology ✓ and to realise that technology is a vital part of young people's lives. ✓ (2)
7. Learner's own response. No mark for saying only yes/no. Mark awarded for yes/no only if valid reasons given. (3)
8. The journalist's intention is to explain the attraction and popularity of Mxit for South African teenagers. ✓✓ (2)
9. Learner's own response. Must describe their emotions/feelings. (2)
10. Simphiwe said that ✓ she ✓ had lost her ✓ cellphone the previous day. ✓ (4 x ½) (2)
- 11 11.1 strange/unusual ✓ (1)
- 11.2 relax ✓ (1)

**[30]****TOTAL SECTION A: 30**

**SECTION B: SUMMARY (LO3; LO4; LO5 AND LO6)****QUESTION 2****INSTRUCTIONS AND INFORMATION**

- (1) Use the internet to communicate and interact with other people. ✓ (10 words)
- (2) Do not be a cyberbully and treat people online with respect. ✓ (11 words)
- (3) Use the Internet for research and information. ✓ (7 words)
- (4) Do not use copyrighted material as your own. ✓ (8 words)
- (5) Do not download or share copyrighted information. ✓ (7 words)
- (6) Do not share personal information too easily. ✓ (7 words)
- (7) Do not lie and don't answer any uncomfortable questions. ✓ (9 words)

**INFORMATION**

- Award one mark per point.
- No mark awarded if the point is not a full sentence.
- Contractions count as two words.
- A summary presented as a paragraph must still be marked. Look for seven sentences only. Subtract one mark at the end for incorrect format.
- 3 marks for style to be awarded as follows:  
 3 marks – excellent interpretation, good use of own words, at least 5 of the points covered;  
 2 marks – good interpretation, mainly uses own words, at least 4 of the main points covered;  
 1 mark – fair interpretation, some copying from the original, at least 2 of the main points covered.

**[10]****TOTAL SECTION B: 10****SECTION C: LANGUAGE IN CONTEXT (LO3; LO4; LO5 AND LO6)****QUESTION 3: DICTIONARY WORK**

- 3.1 Teachers are always trying to encourage their learners to use correct English grammar and spelling. Now that these words have been added to the Oxford English Dictionary – they may feel that they have lost all hope. ✓✓ (2)
- 3.2 The word 'initial' refers to the first letter of the word and therefore it has the same meaning as abbreviation (shortening a word or phrase by using the first letters of each word). ✓✓ (2)
- 3.3 No, ✓ OMG was first used in 1917 and LOL was used in the 1960's but it had a different meaning. ✓✓ (No mark for just saying 'no') (3)
- 3.4 Noun ✓, adjective ✓ (2)

- 3.5 Brit. = British ✓  
 U.S. = United States, or American pronunciation. ✓ (2)
- 3.6 O.M.G. ✓ and omg. ✓ (2)
- 3.7 Text message/sms, Twitter, Facebook, BlackBerry Messenger, Mxit, online chat (any two suitable forms of electronic communication). ✓ ✓ (2)
- [15]**

#### QUESTION 4: CARTOON

- 4.1 The words "HI GWEN" are written in bold print/capital letters. ✓  
 The exclamation mark (!) at the end of the greeting. ✓ (2)
- 4.2 She seems to be distraught/panic-stricken. ✓ ✓ (2)
- 4.3 panic/startle/shudder ✓ (1)
- 4.4 onomatopoeia ✓ (1)
- 4.5 Shocked/surprised/startled/astonished/stunned ✓ (1)
- Irony implies the opposite of what is said. Gwen and the others are attending a workshop because they are addicted to using their cellphones. However when her cellphone rings she feels the need to answer it as it may be important. The rest of the group understand and they will use this opportunity themselves to make phonecalls/use their cellphones. They are not serious about changing their
- 4.6 behaviour. ✓ ✓ ✓ (3)
- [10]**

#### QUESTION 5: TEXTUAL EDITING

- Hello. How are you? ✓
- I have been trying to phone/call you. ✓
- I need to see you. ✓
- Phone/call me as soon as possible. ✓
- Speak to you later. ✓ (5)

**TOTAL SECTION C: 30**

**SECTION D: TRANSACTIONAL WRITING (LO4, LO5 AND LO6)****QUESTION 6: E-MAIL MESSAGE**

Use the following rubric to assess this question.

(30)

**TOTAL SECTION D: 30**

**GRAND TOTAL: 100**

## RUBRIC FOR ASSESSING E-MAIL MESSAGE (30 MARKS)

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not Achieved 0 – 29%</b>
<b>CONTENT, PLANNING and FORMAT  (18 MARKS)</b>	<u>14½ – 18</u>  Extensive specialised knowledge of requirements of the text. Disciplined writing – maintains rigorous focus, no digressions. Total coherence in context and ideas, highly elaborated and all details support topic. Evidence of planning has produced a flawlessly presentable text. Highly appropriate format.	<u>13 – 14</u>  Very good knowledge of requirements of text. Disciplined writing – maintains focus, no digressions. Coherent in content and ideas, very well elaborated and all details support topic. Evidence of planning and/or drafting has produced a well-crafted and presentable text. Has applied the necessary rules of format very well.	<u>11 – 12½</u>  Fair knowledge of the requirements of text. Writing – maintains focus, with minor digressions. Mostly coherent in content and ideas, elaborated and most details support topic. Evidence of planning and/or drafting has produced a presentable and very good text. Has applied the necessary rules of format.	<u>9 – 10½</u>  Adequate knowledge of requirements of text. Writing digresses but does not impede overall meaning. Adequately coherent in content and ideas, some details support topic. Evidence of planning and/or drafting has produced a satisfactorily presented text. Has applied an adequate idea of requirements of format.	<u>7½ – 8½</u>  Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. Writing – digresses, meaning vague in places. Moderately coherent in content and ideas, some details support topic. Evidence of planning has produced a moderately presentable and coherent text. Has a moderate idea of requirements of format – some critical oversights.	<u>6½ – 7</u>  Elementary knowledge of requirements of the text. Response to writing task reveals a narrow focus. Writing – digresses, meaning obscure in places. Not always coherent in content and ideas, has few details which support topic. Inadequate for Home Language level despite planning and/or drafting. Text not well presented. Has vaguely applied necessary rules of format – some critical oversights.	<u>0 – 5</u>  No knowledge of requirements of text. Response to writing task reveals a limited focus. Writing – digresses, meaning obscure in places. Not coherent in content and ideas, has few details which support topic. Inadequate planning/drafting. Poorly presented text. Has not applied the necessary rules of format.
<b>LANGUAGE, STYLE and EDITING  (12 MARKS)</b>	<u>10 – 12</u>  Grammatically accurate and brilliantly constructed. Vocabulary highly appropriate to purpose, audience and context. Style, tone, register highly appropriate. Virtually error-free following proof reading and editing. Length correct.	<u>8½ – 9½</u>  Very well constructed and accurate. Vocabulary very appropriate to purpose, audience and context. Suitable style, tone, register considering demands of the task. Largely error-free following proofreading and editing. Length correct.	<u>7 ½ – 8</u>  Well constructed and easy to read. Vocabulary appropriate to purpose, audience and context. Style, tone, register mostly appropriate. Mostly error-free following proofreading and editing. Length correct.	<u>6 – 7</u>  Adequately constructed. Several errors. Vocabulary adequate for purpose, audience and context. Style, tone, and register fairly appropriate. A few errors following proof-reading and editing. Length almost correct.	<u>5 – 5½</u>  Basically constructed. Several errors. Vocabulary limited and not very suitable for purpose, audience and context. Lapses in style, tone and register. Several errors following proofreading and editing. Length – too long/short.	<u>4 – 4½</u>  Poorly constructed and difficult to follow. Vocabulary requires some remediation and not suitable for purpose, audience and context. Style, tone and register inappropriate. Error-ridden despite proofreading, editing. Length – too long/short.	<u>0 – 3½</u>  Poorly constructed and very difficult to follow. Vocabulary requires serious remediation and not suitable for purpose. Style, tone and register do not correspond with topic. Error-ridden and confused following proofreading, editing. Length – far too long/short.