



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

ANNUAL NATIONAL ASSESSMENT

GRADE 9

ENGLISH HOME LANGUAGE

MEMORANDUM

TERM 1: 2012 EXEMPLAR



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TERM 1 MEMORANDUM

General marking note:

1. Give full marks for answers only, unless otherwise stated.
2. Accept any alternative correct solution that is not included in the memorandum.
3. The answers must be written in the spaces provided.

QUESTION	EXPECTED ANSWERS	MARK(S)
1.		
1.1	Personification	1
1.2	B Let the rain kiss you	1
1.3	Raindrops are compared to drops of silver (mercury). The image evokes/suggests/conveys the beauty of the raindrops OR the poet conveys his love of the beauty of the raindrops.	2
1.4	Rhythm	1
1.5	Metaphor. The raindrops are compared to silver drops (of mercury).	1
2.		
2.1	A Tender	1
2.2	A Tender	1
2.3	Tenderness	1
2.4	Tenderness or affection	1
2.5	A Tender	1
3.		
3.1	Open-ended. Accept answers; provided that they are supported by relevant references to the poem e.g. I no longer dislike the rain because	2

	the poet makes me see that it is beautiful/pleasant/soothing	
3.2	The poet's view of the rain is that it is soothing and welcome. OR He means that the reader should allow the rain to soothe/comfort/ induce relaxation.	2
3.3	B Enjoy the rain	2

3.4	The message of the poem is the soothing quality of the rain. The repetition has a similar effect of lulling the poet to sleep. That is what the poet encourages the reader to allow the rain to do. OR The repetition echoes the quality of a song/lullaby referred to in " <i>Let the rain sing you a lullaby</i> ". This reinforces the message of the poem - to allow the rain to soothe one to sleep.	2
3.5	"Song"	1
4.		
4.1	D The large number of participants at all the above.	1
4.2	The large number of participants at COP gatherings	1
4.3	C Every year a different city hosts COP	2
4.4	the large number of participants at COP gatherings.	1
4.5	COP gatherings attract large numbers of participants.	2
5.		
5.1	The purpose is to inform and educate the reader about the origins and processes of COP OR The purpose is to inform and educate the reader about the history of COP and its purpose.	2
5.2	The purpose is to inform and educate the reader about the origins and processes of COP OR The purpose is to inform and educate the reader about the history of COP and its purpose.	2
5.3	B Every year COP is held to reduce global warming.	2
5.4	The purpose is to inform and educate the reader about the origins and processes of COP OR The purpose is to inform and educate the reader about the history of COP and its purpose.	2

5.5	To inform and educate	2
6.		
6.1	D history and purpose of COP	2
6.2	False. It is the norm (practice/custom) for the Minister of International Relations of the host country to be the President of COP: “ The South African Minister ... as is <u>customary</u> for host_nations”	2
6.3	Yes. “Our national strategy is to reduce carbon emissions by 24% in nine years and 42% by 2025.” Specific targets are given and deadlines set.	2

6.4	Yes. The writer mentions that the South African Government is “striving” (trying hard) to address all interests in reducing global warming OR In Africa the opportunities for limiting global warming are still numerous (“plentiful” – par. 6).	2
6.5	C Governments have to please industries guilty of carbon emissions.	2
7.		
7.1	C Difficult	1
7.2	C Difficult	2
7.3	Difficult OR Challenging	1
7.4	Difficult OR Challenging	1
7.5	Difficult OR Challenging	2
8.		
8.1	noun	1
8.2	It indicates an example to illustrate/explain the meaning.	2
8.3	The second meaning. It relates to greenhouse gases and the COP17 article revolves around greenhouse gas emissions (specific mention is made in par. 2 and par.4)	2

8.4	B pronunciation.	1
8.5	Adjective	1
9.		
9.1	B A letter has been omitted	1
9.2	To indicate contraction of two words into one OR To indicate letter/s have been omitted OR To show letters have been left out	2
9.3	To indicate contraction of two words into one OR To indicate letter/s have been omitted OR To show letters have been left out	2
9.4	To indicate contraction of two words into one OR To indicate letter/s have been omitted OR To show letters have been left out	2
9.5	It is	1
10.		
10.1	A will limit greenhouse gas emissions.	2

10.2	C The government has to satisfy many sectors of the economy.	2
10.3	D A command	1
10.4	C Attending conferences, organizing transport and meals.	2
10.5	Delegates brainstorm ways to limit global warming that cannot be avoided.	2
11.		
11.1	B went	2
11.2	After the conference had ended, the delegates <u>went</u> home.	2
11.3	went	1
11.4	B went	1
12	See RUBRIC below.	10

13.		20
13.1- 13.5	See RUBRIC below.	

ASSESSMENT RUBRIC: INFORMAL LETTER

ASSESSMENT CRITERIA				
MARKS: 12	Level 4	Level 3	Level 2	Level 1
MARKS	4	3	2	1
Originality of ideas	Thoughts clearly and logically articulated. Many original, creative ideas. Realistic suggestions.	Explanation fairly clear, though not comprehensive. Some original ideas and suggestions.	Explanations not adequate. Few, mundane ideas. Impractical suggestions.	Clarity lacking. No encouraging ideas given. No evidence of realistic suggestion.
MARKS	4	3	2	1
Use of informal register; voice of the writer (style); format	Correct use of informal register, style and format. Language, salutation and conclusion is informal.	Adequate use of informal register. Adequate knowledge of format. Language is generally informal.	Register not considered. Limited knowledge of format. Language used is often inappropriate.	Informal register not used. No knowledge of format. Incoherent sentences.
MARKS	4	3	2	1
Vocabulary, grammar and language usage	Wide range of vocabulary; evidence of figurative and or idiomatic use of language only minor errors in spelling; sentence structure and grammatical usage virtually flawless.	Adequate range of vocabulary; some evidence of idiomatic use of language; some errors in spelling, sentence structure and grammatical usage.	Limited vocabulary; little evidence of idiomatic use of language; many errors in spelling, sentence structure and grammatical usage.	Severely limited in respect of grammatical usage, sentence structure, spelling and vocabulary.

NOTE: Although this is an informal letter, teenage slang or sloppy use of language are not acceptable, given the recipient of the letter.

ASSESSMENT RUBRIC: AN ESSAY

ASSESSMENT CRITERIA				
MARKS: 20	Level 4	Level 3	Level 2	Level 1
MARKS	4	3	2	1
Structure	Effective introduction and conclusion. Correct sentence structure. Logical and effective connectors used between paragraphs.	Adequate introduction and conclusion. Some lapses in sentence structure. Use of connectors fairly adequate.	Weak introduction and conclusion. Some errors in sentence structure. Few connectors between paragraphs.	No introduction and conclusion; very flawed sentence structure; vitally no connectors used.
MARKS	7-8	5-6	3-4	1-2
Content	Handling of topic shows originality.	Handling of topic shows some originality.	Some attempt at originality but topic generally handled in mundane way.	No originality. Muddled handling of topic.
MARKS	7-8	5-6	3-4	1-2
Language	Excellent use of vocabulary; correct spelling and punctuation; mainly correct language usage.	Wide range of vocabulary; few errors in language usage, spelling and punctuation.	Adequate vocabulary; some errors in language usage, spelling and punctuation.	Limited vocabulary; errors in language, spelling and punctuation.