



ANNUAL NATIONAL ASSESSMENTS 2010
GRADE 9 ENGLISH – FIRST ADDITIONAL LANGUAGE
FORM B

SURNAME	_____	GENDER (TICK <input checked="" type="checkbox"/>)	BOY	GIRL
NAME (S)	_____	PROVINCE	_____	
DATE OF BIRTH	_____			
SCHOOL NAME	_____			
EMIS NO.	_____	DISTRICT / REGION	_____	

Instructions to learners

1. Read all instructions carefully.
2. Answer all questions in the space provided.
3. The duration for this test is 2 hours.

Read the following passage and answer questions 1 – 11.

Young people must know the risks

1. In response to Warren Parker's argument that we need to motivate young people rather than suggest to them that HIV is inevitable, "ThethaNathi sowing the seed of fatalism" (*Letters*, August 22), LoveLife agrees.
2. Those who are familiar with LoveLife know that its main interaction with teenagers is through an immensely popular motivational programme which is implemented by 18 to 20 year old Ground Breakers in thousands of schools, NGO's and public clinics.
3. Our national surveys consistently find that optimistic and motivated young people report safer sexual behaviour. However we would be failing young people if we chose to ignore the tremendous risks they face growing up in South Africa today.
4. Parker is incorrect in saying there is no research evidence to back up the statement that teenagers have 50% chance of contracting HIV. While the epidemic is obviously too young to produce empirical evidence, demographic modelling by South African researchers such as Steinberg and Kramer show an increasing probability of HIV-infection for 15-year olds of about 50%. Similarly, the Medical Research Council has found that the probability of a 15-year old not reaching the age of 60 years is 50% - largely due to HIV infection.
5. There are encouraging signs that HIV rates of infection among young people are beginning to decline. We have a huge opportunity to change the projected course of the epidemic precisely because the vast majority of children under 15 years are NOT infected – and could stay that way. But we will only be able to seize that opportunity if we help them to confront and to overcome the risks to an otherwise bright future.

David Harrison
Chief Executive Officer, Love Life

Adapted from *The Star* of 26 August 2003

1. For whom is this newspaper article written? (1)

2. Draw a circle around the letter of the correct answer. (1)

The above newspaper article is about:

- A. An explanation of the work done by ThethaNathi and Lovelife.
- B. A report on the sexual behaviour of young people.
- C. A research report on HIV infection rates among the youth.
- D. A letter to a newspaper editor.

3. What is the main message carried by the newspaper article? (1)

4. Draw a circle around the letter of the correct answer. (1)

The title of this newspaper article "Young people must know the risks" suggests that young people should ...

- A. ignore the threat of HIV.
- B. adopt risky sexual behaviours.
- C. accept that they will be infected with HIV
- D. be informed of risky sexual behaviours.

5. Draw a circle around the letter of the correct answer. (1)

The newspaper article was written in response to ...

- A. a letter written to *The Star* newspaper by Warren Parker.
- B. a story reported in *The Star* newspaper by ThethaNathi.
- C. the work of Lovelife with youth infected with the AIDS virus.
- D. young people practising safer sexual behaviour.

6. Draw a circle around the letter of the correct answer. (1)

Who is the author of this newspaper article?

- A. ThethaNathi group
- B. The Star newspaper
- C. Member of LoveLife
- D. The CEO of LoveLife

7. Change the following sentence into direct speech. (1)

They said that the probability of a 15-year old not reaching the age of 60 was 50%.

8. Change the following sentence to the passive voice. (1)

People ignore tremendous risks they face.

9. Why should the programme mostly target the under 15 year olds? (1)

10. With which of Warren Parker's arguments does David Harrison agree? (1)

11. Draw a circle around the letter of the correct answer. (1)

Steinberg is a /an ...

- A. politician.
- B. analyst.
- C. researcher.
- D. reporter.

12. Imagine that Donald wrote the following message to his friend Wilson about Mary. He gives it to you to edit. Rewrite the paragraph using correct English, grammar and spelling. (5)

Mary is very un happy because she has to get rid of her parrot – even though the criture bit him by the face that she have to go to hospital.

13. Write the correct form of the underlined word in each sentence.

- a) Yesterday Mary explain why she got rid of the parrot. _____ (1)
- b) Wilson thought that Mary was the prettier of all the girls. _____ (1)
- c) The parrot will bit you if it experiences stress. _____ (1)

14. Fill in the missing word.

Mary is sick, she will surely get _____ after taking her medication. (1)

15. Write down the expression "isn't" in full. _____ (1)

16. Write down the abbreviated form of the word "Chief Executive Officer". _____ (1)

Study the following poem and answer questions 17 – 22.

- | | |
|-----|----------------------------------------|
| 1. | Like dragons on the evening hills |
| 2. | the grass fires flare and run, |
| 3. | And with their blue and pungent breath |
| 4. | they cloud the sinking sun. |
| 5. | They gobble up the golden grass |
| 6. | and woe betides the beast, |
| 7. | That lingers in their neighbourhood |
| 8. | on him too they will feast. |
| 9. | Daylight will show a blackened scar |
| 10. | wherever they have been, |
| 11. | Until the tender healing rain |
| 12. | veils everything in green. |

17. Draw a circle around the letter of the correct answer.

(1)

"grass fires flare and run" is an example of:

- A. Simile
- B. Assonance
- C. Rhythm
- D. Personification

18. Draw a circle around the letter of the correct answer.

(1)

Why will the animals die?

- A. It is almost night.
- B. The rain will be too late.
- C. The dragons are very hungry.
- D. Veld fires destroy everything.

19. Draw a circle around the letter of the correct answer. (1)

The veld fires are compared to ...

- A.. breath
- B. scars.
- C. dragons.
- D. beasts.

20. Draw a circle around the letter of the correct answer. (1)

What is the poem about?

- A. The rats and mice in the veld.
- B. The damage veld fires cause.
- C. The beautiful sight created by fires.
- D. A poet and her dragons.

21. "... **blue and pungent breath** (line 3) most probably refers to . . . (1)

22. Draw a circle around the letter of the correct answer.

The figure of speech that writers use in order to create pictures in people's minds is called: (1)

- A. Visualisation
- B. Imagery
- C. Metaphor
- D. Simile

Study the following picture and answer questions 23 to 27.



23. Draw a circle around the letter of the correct answer.

(1)

What is the man in the picture doing? He is ...

- A. resting.
- B. sitting .
- C. hiding.
- D. protesting.

24. Give a reason for the answer given in number 23.

(1)

25. Draw a circle around the letter of the correct answer..

(1)

What is the main message that the man is trying to convey?

- A. Freedom
- B. Dirty tricks
- C. The law
- D. The constitution

26. Insert “some” or “any” into the following sentences.

a) The man was wet because _____ rain had fallen. (1)

b) The man said that he didn’t have _____ rights. (1)

27. Why would this text have an impact to its target market? (1)

28. Read the passage below and identify seven reasons why Olga loved studying. Write your facts in the space below the passage. They must be in point form. (7)

Olga's success

1. Olga Muirveld always loved school. She was born in Poland but her family was forced to move to Germany during the Second World War. After the war, her family stayed in Germany so that she could complete her high school diploma. She loved the atmosphere of the academic environment.
2. When Olga moved to Canada, she was unsure how her German diploma would be measured against the Canadian school leaving certificate. She found that it was perfectly acceptable but she would need to improve her English. She enrolled for a course in English at a private academy and was delighted when she met new people and made some special friends. In addition, her English improved.
3. She was then allowed to enter university and begin a degree in commerce. She enjoyed the challenge of working with numbers and did very well indeed, graduating after four years.
4. Olga couldn't stop after one degree and decided to enroll for honours. She took great pleasure in the interaction with tutors and professors who encouraged her to think broadly.
5. Olga had to leave studying for a number of years after she completed her honours degree. She got a job and then got married and had children. She continued to work part-time while she raised her children with her husband. Life was tough but very rewarding. Often she felt as if all she had time for were her work and her family. However, she continued to read whenever she got a chance and developed an interest in the Canadian environment. When the children were all at school, she had a little more time to herself and began a course in Tree Identification at an Adult Education Centre in the evenings. She benefited enormously from the course which taught her to discriminate between a wide range of tree families.
6. In fact, the course about trees lead to a course in identifying flowers and this lead to another course on Birds. Olga was absolutely delighted to be able to improve her knowledge of the world around her.
7. When Olga's children left home, she and her husband had more time and were able to travel around Canada. They spent as much time as possible in parks where they could admire nature. Olga was very pleased that she had learnt to love studying as it had enriched her life so much.

Study the table below about number of children involved in accidents and answer questions 29 to 34.

	PEDESTRIANS				MOTORISTS			
Age group in years	0 - 3	4 - 7	8 - 11	12 - 15	0 - 3	4 - 7	8 - 11	12 - 15
Killed	99	324	111	921	1	81	111	117
Seriously injured	299	4873	1427	2479	41	500	2710	4020
Slightly injured	1026	1499	7098	4000	98	4861	1953	8169

29. Which age group has equal fatalities for pedestrians and motorists? (1)

30. Which age group has the least number of accidents involving seriously injured pedestrians? (1)

31. Draw a circle around the letter of the correct answer. (1)

What is the total number of children killed while walking and driving?

- A. 1455
- B. 1765
- C. 310
- D. 816

32. Draw a circle around the letter of the correct answer.

(1)

Which age group has the least number of children involved in accidents?

- A. 0-3
- B. 4-7
- C. 8-11
- D. 12-15

33. Draw a circle around the letter of the correct answer.

(1)

More children died in the age group ...than in the rest of the other age groups.

- A. 0-3
- B. 4-7
- C. 8-11
- D. 12-15

- Write two paragraphs in which you discuss how the world cup has impacted on ordinary South Africans. Choose either the positive or negative impact. Marks will be allocated for planning, logic, language use and punctuation.** (10)

[illegible]

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