



Province of the
EASTERN CAPE
EDUCATION

GRADE 9

NOVEMBER 2010

**ENGLISH HOME LANGUAGE
MARKING GUIDELINE**

MARKS: 100

This memorandum paper consists of 5 pages and a rubric.

INFORMATION

Teacher discretion is advised where various interpretations / answers are possible.

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

- 1.1 1.1.1 The English teacher / Mr Mc Court. (1)
- 1.1.2 First-person
He uses the word, 'I.' (2)
- 1.1.3 He is writing about the teacher's personal feelings about teaching and shows his feelings more closely. (or any other appropriate answer)
(1 idea = 2 marks) (2)
- 1.2 Ireland and USA / America (2)
- 1.3 English (1)
- 1.4 She marks their homework / She gives them homework. (1)
- 1.5 1.5.1 The learners are being compared to a swarm of bees, without the word "like" or "as" being used / a direct comparison. (2)
- 1.5.2 It has a negative connotation as we think of someone being overwhelmed / It also emphasises him standing alone against a huge group / A negative attitude. (Any 1 successful idea) (2)
- 1.6 Yes or No
Any valid / applicable reason (2)
- 1.7 Any 2 appropriate qualities
And valid or applicable reasons. (4)
- 1.8 It emphasises how separate or alienated the narrator feels from his learners. (1)
- [20]**

QUESTION 2: UNSEEN POEM

- 2.1 The kettle hisses / The kettle purrs now / cracking laughter / The kettle sings
(Any 2) (2)
- 2.2 "Sliding" (2)
- 2.3 actor /actress ... bomb / charge (2)
- 2.4 B anger (1)

- 2.5 2.5.1 Frustration/dissatisfaction (1)
- 2.5.2 He feels trapped inside because the house is small and overcrowded.
/ He is not allowed to laugh and play in the house / He cannot play
outside with his friends because it is winter.
(Or any reasonable answer.) (2)
- [10]**

TOTAL SECTION A: 30

SECTION B

QUESTION 3: LANGUAGE USAGE

- 3.1 3.1.1 New York City (1)
- 3.1.2 Verb (1)
- 3.1.3 Any unambiguous sentence that brings out the meaning. Use
discretion to ensure that the word was used as a noun. (2)
- 3.1.4 To emphasise (1); just how bored the kids are with spelling (1). (2)
- 3.2 3.2.1 is not (1)
- 3.2.2 have to (1)
- 3.3 I'm
won't
I'll (1)
To show a missing letter (1) (2)
- 3.4 3.4.1 Noun (2)
- 3.4.2 "a layer of a substance that forms inside or on something." (Learners
need not use quotation marks.) (2)
- 3.5 It is the head word. / So that it can be seen easily by the reader when using a
dictionary. (2)
- 3.6 They show how the words are used in a sentence. / To distinguish the
definitions from the examples. (2)
- 3.7 It is the name of a dictionary / book. / It is the title of a dictionary. (2)
- [20]**

TOTAL SECTION B: 20

SECTION C**QUESTION 4: SUMMARY WRITING**

7 FACTS –

Look for the meaning and not the exact words reflected in the alternatives given.

1. Believe in yourself.
2. Do not believe what the bully says about you.
3. Do not suffer in silence.
4. Talk to someone you can trust.
5. Try to stand up for yourself.
6. Attend a Lifeline course on assertiveness.
7. Read a self-help book to develop confidence.

MARKING INSTRUCTIONS:

- Award 1 mark for each correct point given (7)
- Note that learners need NOT use their own words
- Award 3 marks for language and cohesion, according to the grid below. (3)
- Consider each incomplete sentence as a language error.

MARK ALLOCATION	DESCRIPTORS
3	<ul style="list-style-type: none"> • Very good use of language with no more than 3 errors. • Good cohesion, logic and flow.
2	<ul style="list-style-type: none"> • Fairly good use of language with no more than 5 errors. • Points mentioned in a sensible manner.
1	<ul style="list-style-type: none"> • Poor language with more than 5 errors. • Points are disjointed or incorrect.
0	<ul style="list-style-type: none"> • Unintelligible. • Total misinterpretation. • Not attempted.

PENALTIES:

- NB! Count the number of words up to the maximum word limit of 80 and draw a double slash (//). Do not award marks to points given after the word limit has been reached.
- Each incomplete sentence must be treated as a language error.
- The mark awarded for language may not exceed the marks obtained for the content.
- Deduct 1 mark from the total if the summary is written in paragraph form. [10]

TOTAL SECTION C: 10

SECTION D: ESSAY WRITING**QUESTION 5****I Instructions to markers:**

- Candidates are expected to write ONE of the essays.
- Marking must be objective. Consider the point of view of the candidate and credit relevant ideas even if they do not agree with your own.
- Use the marking grid out of 40.

TOPICS:**5.1 'My plans for the next ten years.**

- Reflective/Descriptive/Expository essay
- Candidates are expected to describe their plans for the next ten years.
- The plans could include a further education, employment, personal goals, etc.

[40]**5.2 Door standing wide open**

- Narrative essay
- The candidate should create an appropriate setting
- Sequence of events should be logical
- Events should build to a climax.
- The conclusion should bring the story to a satisfying end/opens other possibilities.

[40]**5.3 My role model**

- Reflective/Descriptive/Expository essay
- The role model should be named or it should be clear who exactly the person is.
- The candidate should justify why he or she admires this person.

[40]**5.4 I am proud of my school**

- Reflective/Descriptive essay
- The essay should be positive.
- The pride that the candidate takes in the school should be justified by mentioning a number of different aspects.

[40]**5.5 Story about studies/exam preparations**

- Narrative essay
- The candidate's story should be convincing.
- Some ideas about what he/she has been doing should be included.

[40]**TOTAL SECTION D: 40****GRAND TOTAL: 100**

SECTION E: RUBRIC FOR ASSESSING AN ESSAY – ENGLISH HOME LANGUAGE (40 marks)

	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 AND PLANNING 28 MARKS	<u>22½ – 28</u> -Content shows impressive understanding of topic. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a presentable essay.	<u>20 – 22</u> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning and/or drafting has produced a fairly presentable essay.	<u>17 – 19½</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning and/or drafting has produced a reasonably presentable essay.	<u>14 – 16½</u> -Content shows an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning and/or drafting has produced an acceptably presentable essay for SAL.	<u>11½ – 13½</u> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning and/or drafting has produced a moderately presentable and coherent essay for SAL.	<u>8½ – 11</u> -Content not always clear, lacks coherence. -Very few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<u>0 – 8</u> -Content irrelevant. No coherence. -Ideas muddled, confused. -Non-existent planning/drafting. Poorly presented essay.
LANGUAGE, STYLE AND EDITING 7 MARKS	<u>6 – 7</u> -Evidence of critical language awareness. -Language, punctuation thoroughly controlled. -Uses appropriate figurative language. -Choice of words is all appropriate. -Style accurately reflects topic through choice of words. -Largely error-free following proof-reading and editing.	<u>5 – 5½</u> -Some critical language awareness. -Language, punctuation reasonably controlled; able to use appropriate figurative language. -Choice of words mostly appropriate. -Style appropriately reflects topic through choice of words. -Error-free to an extent following proof-reading, editing.	<u>4½</u> -Limited critical language awareness. -Language and punctuation mostly correct. -Choice of words fairly limited but suited to text. -Style reasonably appropriate and suits topic requirements. -Reasonably error-free following proof-reading, editing.	<u>3½ – 4</u> -Some awareness of impact of language. -Language somewhat simplistic, punctuation adequate. -Choice of words somewhat limited but adequately suited to topic. -Style somewhat consistent with topic requirements. -Still contains errors following proof-reading, editing.	<u>3</u> -Language limited and punctuation often inaccurately used. -Choice of words basic and limited. -Style lacking in coherence and not suited to topic. -Contains several errors following proof-reading, editing.	<u>2½</u> -Language and punctuation flawed. -Choice of words very limited. -Style does not correspond with topic. -Error-ridden despite proof-reading, editing.	<u>0 – 2</u> -Language and punctuation seriously flawed. -Choice of words muddled and confused. -Style flawed in all aspects. -Error-ridden and confused following proof-reading, editing.
STRUCTURE 5 MARKS	<u>4 – 5</u> -Coherent development of topic. Vivid detail. -Sentences, paragraphs all appropriately constructed conveying meaning clearly. -Length correct.	<u>3½</u> -Logical development of details. Coherent. -Sentences, paragraphs appropriately constructed and meaning is clear. -Length correct.	<u>3</u> -Few relevant details developed. -Sentences, paragraphs reasonably constructed in most cases and meaning is quite clear. -Length almost correct.	<u>2½</u> -Some points, necessary details mentioned. -Lapses in sentence and paragraph construction but overall meaning is maintained. -Length correct.	<u>2</u> -Some necessary points evident. -Sentences, paragraphs faulty but overall meaning maintained. -Length – too long/short.	<u>1½</u> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs lack basic construction for meaning. -Length - too long/short.	<u>0 – 1</u> -Off topic. -Sentences, paragraphs muddled, inconsistent. Length – far too long/short.