



Province of the
EASTERN CAPE
EDUCATION

SENIOR PHASE

GRADE 9

NOVEMBER 2016

ENGLISH HOME LANGUAGE P2

MARKS: 60

TIME: 2 hours



This question paper consists of 10 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of THREE sections:

- SECTION A: COMPREHENSION (25)
- SECTION B: LANGUAGE IN CONTEXT (30)
- SECTION C: SUMMARY (5)

2. Answer ALL the questions.

3. Number the questions correctly, according to the numbering system used in this question paper.

4. Pay special attention to spelling and sentence construction.

5. Write neatly and legibly.



SECTION A: COMPREHENSION (READING AND VIEWING)**QUESTION 1**

Read the text below and answer the set questions.

THE CLASSIC AMERICAN SNEAKER

1. Converse is an American shoe company which has been making canvas and rubber-soled shoes since the early 20th century. In 2007, Converse started producing a wide range of occupational safety shoes that resemble their regular athletic shoes.
2. In 1908, Marquis M. Converse, in his late 30s, opened the Converse Rubber Shoe Company in Massachusetts and began providing rubber-soled footwear for men, women, and children. By 1910 the company was producing 4 000 pairs of shoes daily.
3. The company's main turning point came in 1917 when the Converse All Star basketball shoe was introduced. This was a real innovation, considering that, at the time, the sport was only 25 years old. Converse tried to capture the basketball market, but the shoe was not particularly popular. Then in 1921, a basketball player named Charles H. "Chuck" Taylor adopted them as his preferred sports shoes. After a few changes the shoe got its current name with Chuck Taylor's signature on its ankle patch. Converse offered him a job – as a salesman and an ambassador to promote the shoes around the United States. He tirelessly continued this work until shortly before his death in 1969.
4. Converse steamed ahead through the 1920s and 1930s as the nation's interest in basketball surged. Converse and basketball became synonymous as the Converse Chuck Taylor All Star became the standard basketball shoes for professional, college, and high school teams across the country. When America entered World War II in 1941, Converse shifted production to manufacturing military boots, parkas, rubber protective suits, and ponchos for pilots and troops.

5. Also referred to as “Cons”, “Connies”, “Chuckers”, “Chucks”, “Chuckie T’s”, for decades the Chuck Taylor All Star basketball shoe only came in black or white. Under pressure from basketball teams it was decided in 1966 to add coloured and patterned shoelaces. Different materials started to appear, such as leather, suede, vinyl, denim and hemp.
6. In 1986, Converse released “The Weapon” basketball shoe, manufactured in colour schemes to match the colours of basketball teams. The unique aspect of this shoe was the leather construction throughout, including the inside heel, which was also heavily padded for comfort.
7. Converse lost much of its apparent near-monopoly from the 1970s onward, with the surge of new competitors such as Nike, Adidas and Reebok, who introduced radical new designs to the market.
8. In January 2001 the company subsequently changed hands. Manufacturing for the American market moved to a number of Asian countries, including China, Indonesia and Vietnam. Finally, on July 9, 2003, the company was taken over by its rival, Nike.
9. Since then, the design has had a few alterations. The fabric is no longer 2-ply cotton canvas but 1-ply “textile”. It is also fashionable to sometimes lace the Converse in a variety of ways - such as putting mismatching laces. No wonder Converse is considered very “cool” by most youths. Sixty percent of all Americans own or have owned at least one pair of Converse sneakers. Some are so enthusiastic about the sneakers that they have a vast, ever-growing collection. According to *The Guinness Book of World Records*, Joshua Mueller has the largest collection of “Chucks” (1546 pairs).

[Adapted from <http://chucksconnection.com/history1.html>]

1.1 In which country is Converse based?

Write down only the correct LETTER next to the corresponding question number.

- A USA
- B China
- C Vietnam
- D Indonesia

(1)

1.2 This text is likely to have been taken from ...

(Write down only the correct LETTER next to the corresponding question number.)

- A Chuck Taylor’s diary.
- B a dictionary.
- C a fashion magazine.
- D a Maths textbook.

(1)

1.3 Refer to the title of the article “The Classic American Sneaker”.

What does the word “classic” tell you about this sneaker?

(2)

- 1.4 State whether the following are TRUE or FALSE. Give a reason for your answer using your own words as far as possible.
- 1.4.1 Converse started making shoes in 2007. (2)
- 1.4.2 The popularity of basketball helped to increase the sales of Converse shoes. (2)
- 1.5 How did Chuck Taylor help to make Converse so popular? (2)
- 1.6 Refer to paragraph 4.
- 1.6.1 Identify the figure of speech in “Converse steamed ahead ...” (1)
- 1.6.2 Why did Converse stop manufacturing sports shoes during World War II? (2)
- 1.7 Refer to paragraph 6.
Why do you think “The Weapon” basketball shoe is padded for comfort? (2)
- 1.8 Refer to paragraph 7.
In your own words explain why things become so difficult for Converse in the 1970s. (2)
- 1.9 Refer to paragraph 8.
- 1.9.1 “... the company subsequently changed hands.”
Explain what “changed hands” means. (2)
- 1.9.2 What TWO things followed as a result? (2)
- 1.10 Give TWO facts the writer mentions to show how popular Converse sneakers still are. (2)
- 1.11 Explain the meaning of the following words/phrases as they are used in the passage:
- 1.11.1 turning point (paragraph 3) (1)
- 1.11.2 surged (paragraph 4) (1)



TOTAL SECTION A: 25

SECTION B: LANGUAGE IN CONTEXT**QUESTION 2: IDIOMATIC LANGUAGE**

The words and phrases in COLUMN A below use words related to **footwear** informally in different ways. Match them with their meanings in COLUMN B. Write down only the question number (2.1–2.5) and the letter (A–E) of the correct answer.

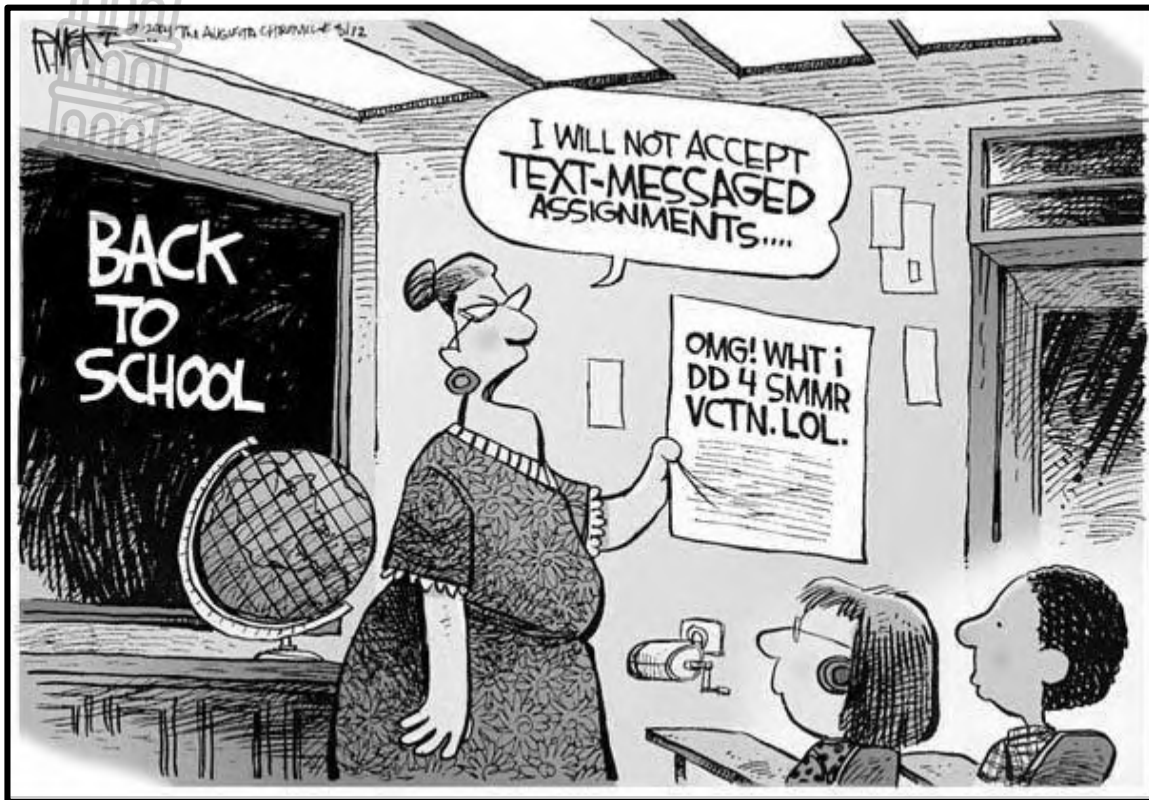
COLUMN A		COLUMN B	
2.1	To step into another person's shoes	A	Conceited/pleased with oneself
2.2	Too big for one's boots	B	To retire
2.3	To hang up one's boots	C	To tremble with fear
2.4	On a shoestring	D	To be in someone else's situation
2.5	To shake in one's shoes	E	By using very little money

(5 x 1) (5)



QUESTION 3: CARTOON

Study the cartoon below and answer the set questions.



- 3.1 3.1.1 Identify the setting of the cartoon. (1)
- 3.1.2 Give TWO reasons for your answer. (2)
- 3.2 How has the teacher been stereotyped? (2)
- 3.3 Rewrite the teacher's words in indirect/reported speech. (2)
- 3.4 Choose TWO of the abbreviations written on the page in the teacher's hand and write them out in full. (2)
- 3.5 What assignment were the learners given? (1)

[10]



QUESTION 4: ADVERTISEMENT

Study the advertisement below and answer the set questions.

ADVERTISEMENT A

- 4.1 Identify the figure of speech in “Bathroom Bizarre”. (1)
- 4.2 Identify and explain the TWO figures of speech in “pulling the plug on high prices”. (4)
- 4.3 How does the graphic in the advertisement support the company’s slogan? (2)

ADVERTISEMENT B

- 4.4 Why is the slogan “stops insects bugging people” an effective one? (2)
- 4.5 What part of speech is the word “repellent” as used in the wording “mosquito and insect repellent”? (1)

[10]

QUESTION 5: INFOGRAPHIC

Study the infographic below and answer the set questions.



- 5.1 Why can superfans of Converse shoes not wear their Chucks for 1/3 of the year? (1)
- 5.2 What percentage of superfans own more than four pairs of Chuck Taylors? (1)
- 5.3 What does the prefix “super” mean? (1)
- 5.4 What is a “superfan”? (1)
- 5.5 Which TWO words make up the neologism “infographic”? (1)



[5]

TOTAL SECTION B: 30

SECTION C: SUMMARY**QUESTION 6****INSTRUCTIONS AND INFORMATION**

Carefully read the text below. You are required to do the following:

- Summarise each of the seven points below **using your own words** as far as possible.
- Each point must be a full sentence.
- Number each point to match the number of the point in the passage.
- No point may be longer than TEN WORDS (70 words in total).
- Indicate the number of words used at the end of each point.

MARKS WILL BE DEDUCTED IF YOU IGNORE THESE INSTRUCTIONS.

School is almost over, but what are you going to do now? The excitement of being on holiday can quickly turn into boredom and frustration. Don't let this happen to you. Read on to find out how to make the most out of your summer vacation!

1. Throw away anything you don't need this season. Clear out your clutter (old clothes, books and papers) for a fresh, clean start this summer.
2. Get out your bike and go for a long ride. Grab a friend or two and go hiking. Go to the beach, lake, ocean for an afternoon of swimming and tanning. Go jogging or even just for a walk in the park.
3. Gather some friends and set up a tent somewhere. A yard, open field (if you're allowed), or a camp site are great places to set up camp. Make sure you have the necessary equipment.
4. Music will calm you down and relax you. Make a summer playlist of all your favourites to listen to while you exercise, go to the beach, or just relax at home.
5. The shopping malls are crowded with teenagers during summer. It's a great way to make new friends too. Hang out at the mall with your friends.
6. Take a nice bath, put on some pyjamas, and curl up on the couch with a good book and a snack. Watch a movie or two and spend some time with yourself.
7. Spend some time reading books that you like and are interested in at your local library. Novels, magazines, encyclopaedias, non-fiction books, etc. and lots more are all there for you to read for free.

[Adapted from <http://www.wikihow.com/Make-the-Most-of-Your-Summer-Vacation-for-Teens>]

(5)

TOTAL SECTION C: 5
GRAND TOTAL: 60



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GRADE 9

NOVEMBER 2016

**ENGLISH HOME LANGUAGE P2
MEMORANDUM**

MARKS: 60



This memorandum consists of 7 pages.

INFORMATION

1. This marking memorandum is intended as a **guideline** for educators. It is by no means prescriptive, exhaustive or complete.
2. Teacher discretion is advised where various interpretations/answers are possible.
3. 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**QUESTION 1****MARKING GUIDELINES FOR COMPREHENSION**

- Where two or three facts/points are required and the learner gives a whole range, ONLY the first two or three facts/points are marked.
- For multiple-choice questions, BOTH the letter AND correct answer that is written out in full are accepted.
- For questions that require quotations from the passage, learners are NOT penalised for the absence of inverted commas.
- Where one-word answers are required and the learner provides a full sentence, a mark should be allocated as long as the correct word is highlighted or indicated in one way or another.
- For open-ended questions **no marks** are awarded if the learner only answers YES/NO/I AGREE/I DISAGREE without providing a reason. The reason/motivation must be considered.

- 1.1 A (U.S.A.) ✓ (1)
- 1.2 C (a fashion magazine) ✓ (1)
- 1.3 They are admired by many people, and have a value that has continued for a long time. (2)
- 1.4 1.4.1 False. Converse started making shoes in 1908. ✓✓ (2)
- 1.4.2 True. As America became more interested in basketball so sales of Converse shoes increased. ✓✓ (2)
- 1.5 Chuck Taylor was a basketball player who was appointed as a salesman and ambassador to promote the shoes. ✓✓ (2)
- 1.6 1.6.1 metaphor ✓ (1)
- 1.6.2 Converse stopped manufacturing sports shoes and instead made items which would assist the war effort, like military boots, parkas, rubber protective suits etc. ✓✓ (2)
- 1.7 Basketball is a sport which involves running/jumping and the players would need support for their ankles and padding for their feet. ✓✓ (2)
- 1.8 Other companies (like Nike, Adidas and Reebok) also started producing sports footwear and their designs soon became more popular. ✓✓ (2)

- 1.9 1.9.1 Converse was sold to new owners/to be sold or passed from owner to owner/pass from one owner to another/to be sold by one company and bought by another. ✓✓ (2)
- 1.9.2 Manufacturing for the American market moved to a number of Asian countries. ✓
In 2003 Nike took over/bought the company. ✓ (2)
- 1.10 60% of Americans own or have owned at least 1 pair. ✓
People collect the shoes. ✓
They are versatile in terms of colours/design/style etc. ✓
Accept any two facts for two marks. (2)
- 1.11 1.11.1 The time when an important change starts, especially one that improves the situation ✓ (1)
- 1.11.2 To suddenly increase ✓ (1)
- [25]**

TOTAL SECTION A: 25




SECTION B: LANGUAGE IN CONTEXT

QUESTION 2: IDIOMATIC LANGUAGE

- 
- 2.1 D ✓ (1)
- 2.2 A ✓ (1)
- 2.3 B ✓ (1)
- 2.4 E ✓ (1)
- 2.5 C ✓ (1)
- [5]**

QUESTION 3: CARTOON

- 3.1 3.1.1 A class room. ✓ (1)
- 3.1.2 The blackboard/chalkboard, the globe on the desk, pencil sharpener on the wall, learners sitting in desks, teacher standing in front of the class. Accept any two suitable reasons. ✓✓ (2)
- 3.2 She is old/elderly. ✓
Her hair is in a bun/she has a conservative/old-fashioned hairstyle. ✓
She is dressed in a conservative/old-fashioned style. ✓
She is wearing glasses. ✓
She is shouting. ✓
Accept any two points for two marks. (2)
- 3.3 The teacher said that ✓ she would ✓ not accept text-messaged assignments. (2)
- 3.4 OMG! – oh my gosh/God ✓
wht – what ✓
dd – did ✓
4 – for ✓
smmr – summer ✓
vctn – vacation ✓
Accept any two for 2 marks.
(Do not accept LOL – laugh out loud as this is an acronym). (2)
- 
- 3.5 They had to write an essay about what they did in their summer holidays. ✓ (1)
- [10]**

QUESTION 4: ADVERTISEMENT

- 4.1 Alliteration ✓ (1)
- 4.2 Alliteration ✓ and a pun. ✓
Pulling the plug on high prices means that they are “defeating” high prices. When you are finished bathing, the plug is pulled out and the water goes down the drain. In the same way they are ensuring that high prices go “down the drain”. They make sure their prices are low/affordable. ✓✓ (4)
- 4.3 The graphic shows a plug pulled out in the centre of the logo. This reinforces the idea that high prices will be defeated. ✓✓ (2)
- 4.4 Mosquitoes and insects are bugs. The word “bugging” also means to annoy/irritate/bother someone. By using Tabard (insect repellent) you can stop mosquitoes and other insects bothering you. ✓✓ (2)
- 4.5 (common) noun ✓ (1)

[10]**QUESTION 5: READING STATISTICS**

- 5.1 For a $\frac{1}{3}$ of the year it is raining or snowing and superfans do not wear their Chucks in bad weather. ✓ (1)
- 5.2 19% ✓ (1)
- 5.3 over, above, better, more important than ✓ (1)
- 5.4 A superfan is a very/extremely devoted/dedicated fan (of Converse Chuck Taylors). ✓ (1)
- 5.5 information and graphic ✓ (1)

[5]**TOTAL SECTION B: 30**

SECTION B: SUMMARY

QUESTION 6

Use the following main points that the candidate should include in the summary, as a **guideline**.

- (1) Clean out your room. (3 words) ✓
- (2) Get outside/outdoors! (2 words) ✓
- (3) Go camping. (2 words) ✓
- (4) Listen to your favourite songs. (5 words) ✓
- (5) Go to the mall. (3 words) ✓
- (6) Stay indoors once in a while and be alone. (9 words) ✓
- (7) Become a member at your local library. (7 words) ✓

MARKING GUIDELINES FOR SUMMARY

- Learners are required to present the summary in the prescribed format. A summary presented as a paragraph and **NOT** as seven points as required must still be marked. Look for seven points only. Subtract one mark at the end of incorrect format.
- Marks are only allocated for facts/points provided that are presented in full sentences.
- Learners must be able to write the summary in their own words as far as possible.
- Learners must indicate the correct number of words.
- Marks are allocated as follows:
 - 7 marks for 7 facts/points
 - 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.
- Marks are deducted as follows:
 - If the summary is too long, only five (5) extra words are permitted. The rest of the summary is ignored.
 - If the summary is too short, but contains all the required information, the learner is not penalised.
 - Deduct 1 mark for omission of (or incorrect) word count.
 - Deduct 1 mark if summary is presented in paragraph format and not point-form. (10 ÷ 2) (5)

TOTAL SECTION C:	5
GRAND TOTAL:	60