

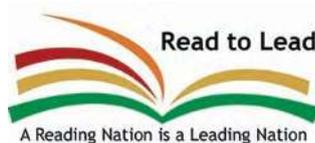
GRADE 9

# DIAGNOSTIC ASSESSMENT

## ENGLISH FIRST ADDITIONAL LANGUAGE



**basic education**  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA





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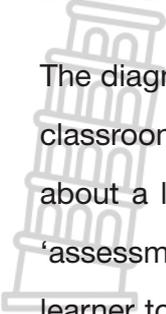
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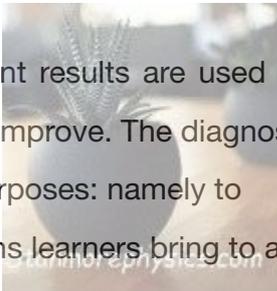


## 1. INTRODUCTION



The diagnostic bank of items aims to improve the relationship between assessment and classroom practice. Assessment for learning is the process of gathering information about a learner's learning from a variety of sources, using a variety of approaches, or 'assessment tools', and interpreting that evidence to enable both the teacher and the learner to determine where the learner is in his or her learning; where the learner needs to go; and how best to get there. Teachers can adjust instructional strategies, resources, and environments effectively to help all learners achieve grade-specific outcomes only if they have accurate and reliable information about what their learners know and are able to do at a given time

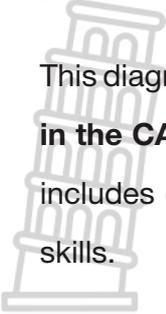
When findings of assessment results are used to improve classroom practice, learner performance in general can improve. The diagnostic assessment questions are designed to fulfil three assessment purposes: namely to

- 
- reveal the misconceptions learners bring to a class, as prior knowledge;
  - measure the conceptual gains of a class as a whole; and
  - identify concepts that are weak areas of understanding for the individual learner or for a class/grade.

A traditional multiple-choice question (MCQ) provides little information about the learner's understanding of the concept/skill tested. The Department of Basic Education (DBE) has embarked on the design of diagnostic assessments using MCQs that are designed to assist teachers to diagnose learner misconceptions using the Pearson distractor rationale model as a basis for the classification of learner misconceptions. The diagnosis is also linked to the CAPS learning outcomes and skills acquisition. This does not mean that there are only MCQ items in the booklet.

MCQs designed for the diagnostic questions included in this booklet, include a breakdown of learners' understanding through the incorrect responses. All distractors are written not only to focus the attention of the teacher on those learners who are able to identify the correct response, but also to assist the teacher in identifying and understanding the misconceptions captured in the incorrect responses.

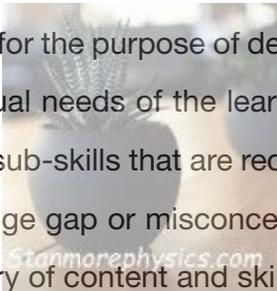
## 2. PURPOSE OF THE DIAGNOSTIC TEST ITEMS



This diagnostic resource should be used in conjunction with the requirements as stipulated **in the CAPS document and the Annual Teaching Plans (ATPs)**. The content therefore includes coverage from Term 1 to Term 4 and it focuses on certain selected topics and skills.

Once the teacher has identified the gaps in the conceptual knowledge/skill acquisition it will be easier to design targeted intervention programmes to bring learners on par for the transition to subsequent topics.

These diagnostic items should be used as a resource for teachers to assess the strengths and weaknesses of learners for the purpose of designing teaching and learning strategies that will address the individual needs of the learner. This would also enable the teacher to zoom in on the skills and sub-skills that are required by each topic content selected, in order to narrow the knowledge gap or misconception identified and to assist learners in the development and mastery of content and skills.



This assessment *should not be used for grading a learner*; as the intended purpose is to facilitate learning. The use of the items should instead promote formative assessment.

## 3. THE STRUCTURE OF THE DIAGNOSTIC TEST ITEMS

Items are framed to direct teachers to possible misconceptions which could be as a result of an earlier grade knowledge deficit, erroneous conceptual knowledge or lack of comprehension.

MCQs are constructed in such a way that each distractor provides information on whether the learner has mastered the skill/concept or whether there is a misconception. The distractors are graded according to four levels of understanding. Levels one, two and three enlighten the teacher about the nature of the misconception. Level four is the key (correct response), see Table 1 for further clarity.



Short questions are constructed to assess mental computations, knowledge recall and application of rules or theorems.

Longer responses are constructed so that thought processes, application of content areas and concepts across the subject are consolidated to arrive at the intended response.

#### 4. PROPOSED USE OF THE LANGUAGE ITEMS

4.1 A teacher may select a text type and use some of the items for that text at different intervals i.e. as a revision activity, formative task, etc.

4.2 Items may also be used as a baseline assessment if administered prior to teaching a particular lesson. A teacher may want to establish whether learners meet the basic skills and knowledge acquired from the previous grades. This will assist the teacher to know learners' level of proficiency.

4.3 Items may be used at the beginning of a phase to establish whether learners meet the conceptual knowledge for the new grade/phase.

4.4 Certain items, *per sub-skill* assessed, may be selected from a section to compile a shorter activity.

4.5 Items may be selected according to *levels of difficulty* and can be used to support learning according to the different cognitive level.

4.6 Diagnostic items can also be selected according to *cognitive levels*.

4.7 The teacher should decide when, where and how the assessment may be used to enhance teaching and learning.

#### 5. DESIGN

Table 1 lists and describes the types of errors that correspond to each of the four levels of understanding encapsulated in the Language MCQs. The distractor rationale as advocated by Pearson, 2004, forms the basis for diagnosing misconceptions. The taxonomies and cognitive levels as stipulated in CAPS (Grades R–9) are incorporated into the levels of understanding/diagnostic analysis to provide the teacher with holistic information about the level of performance.

When learner responses are analysed, the diagnostic distractors will reveal patterns in a learner's understanding of the content being tested. The teacher is thus guided towards an instruction that specifically addresses a learner's understanding of a concept in the specific content.

The three levels of difficulty are explained in Table 1 which are informed by both Barrett and Bloom's Taxonomies. Descriptors (verbs) that may be used for each of the difficulty levels are summarised.

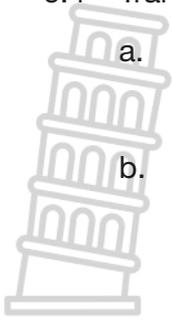
**Table 1: Levels of difficulty that incorporate the two Taxonomies**

Levels of difficulty	Bloom's Taxonomy	Descriptors from both taxonomies	Barrett's Taxonomy
Easy (lower order)	Remembering and Understanding	Label, list, name, relate, recall, repeat, state, classify, re-group, rearrange, assemble, collect, categorise, select, recognise, supply, separate, isolate	Literal comprehension/ Reorganisation
Moderate (middle order)	Application and Analysis	Predict, infer, guess, translate, summarise, interpret, understand, rewrite, apply, demonstrate, illustrate, investigate, diagnose	Inferential comprehension
Difficult (higher order)	Evaluating and Creating	Analyse, appraise, evaluate, justify, reason, criticise, judge, comment, appreciate, create, derive, combine, construct, devise, synthesise	Evaluation and Appreciation

## 6. MARKING GUIDELINES

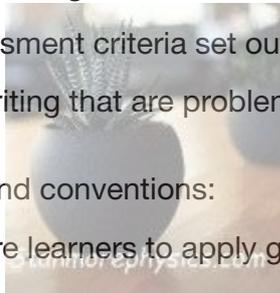
- 6.1 MCQs: One mark is allocated per item. However, the focus of these assessments is not on scoring the learner, but rather on what the learner is able to do or not do.
- 6.2 The marking guideline has columns indicating the item number, expected answer per item, the diagnosis or clarification, and the mark allocation. The mark allocation is merely a guide for the learner's response and should not be the focus of the task.
- 6.3 Open-ended (OE) items: These items require an opinion and a reason as a response. A scoring guide has been included to guide teachers in identifying scores of 0/1/2 or more. The teacher is assisted in identifying and understanding the misconception and the level of skill development required to improve cognition and performance.

6.4 Transactional and essay writing diagnostic rubric:



- a. The assessment criteria are Content, Language Construction and Format, Length and Planning;
- b. The competency descriptors have been developed according to grade levels and are useful in informing the teacher of how learners should be scored and awarded scores for each criterion; and
- c. The teacher would be able to collect and report data that reveals a learner's level of competency per criterion. The teacher would then be able to pay more attention to integrating language skills during the writing lessons.

The teacher is able to diagnose the strengths and weaknesses of the learners according to the assessment criteria set out in the rubrics. Teachers can then focus on those aspects of writing that are problematic



6.5 Language structures and conventions:

- a. These items require learners to apply grammar skills in context to demonstrate their level of knowledge and understanding of all language aspects assessed;
- b. This stems from the assumption that grammar is taught for constructing texts in their context of use where real language is required. As a result, the application of grammar is not restricted to the analysis of isolated sentences as it explains the way in which sentences are structured to construct whole texts that learners learn to read and write; and
- c. The marking guidelines provide insight on how to mark the test using scoring guides. The learners' performance levels would assist the teacher to identify learner's strengths and weaknesses and thus provide corrective measures and interventions for improved grammar usage.



**Table 3: Example of the Marking Guideline (for a MCQ)**

1. What is the main idea of the article?

No.	Expected answer	Level of understanding or error analysis
1. A	It is important to connect with many people on Facebook.	A superficial connection is made to the contents of Paragraph 1, but it does not relate to the purpose of the text.
B	Not all contacts on Facebook are friends that you know.	✓ Correct response
C	13-year olds like to boast about Facebook friends.	Related to the text, but not to the main purpose that is focused in the text as a whole.
D	The Internet is required to connect to Facebook.	The response is not text-based.

## 7. MODERATION

Internal moderation is important in assuring that the marking criteria/guideline is consistently applied, and that there is a shared understanding of the academic standards learners are expected to achieve. There should be processes in place for assuring comparability of marks for alternative assessments. Schools may therefore determine the format for moderation as a standardisation and quality-assurance measure.

Moderation should focus on the following aspects amongst others:

- a. Content coverage: The alignment of the assessment to the ATP content for the subject;
- b. Quality of individual items: The validity, fairness and practicability of each item within a test or task;
- c. Clarity of the instructions for specific items;
- d. Bias and clarity of diagrams and pictures;
- e. Ensuring that what is assessed, is in line with what the learner has been exposed to;
- f. The appropriateness of the language level of the learners for which it is designed;
- g. Coverage of cognitive skills: The consistency of the level of development of the learner regarding the cognitive levels of the test or task; and
- h. Technical criteria: sufficient time allocation per item/test/task, layout, correct numbering, the marking guideline matches the item, etc. must be considered.

## 8. DATA ANALYSIS AND UTILISATION

The teacher would be able to collect data on an individual learner, a class or for the entire grade and report at each level. Further data can be collected per topic/skill. The teacher is also able to use the class or grade test/task to identify the knowledge deficit. Since this is an exercise in assessment for learning (AfL), targeted interventions can be designed to address strengths and weaknesses. Teachers would be able to give feedback to parents on learning gaps, deficits and strengths per learner.

### 8.1 Purpose of the data analysis

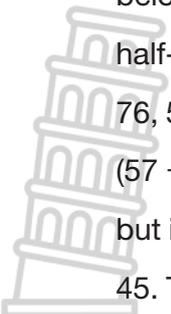
After administering a test/task the teacher can do his/her own diagnostic analysis to identify:

- a. the overall level of performance of the class/grade or school;
- b. individual learners or schools that need special intervention;
- c. groups of learners or schools who need special support; and
- d. sub-skills that require priority attention in teaching and learning.

### 8.2 Use of basic statistics for analysis

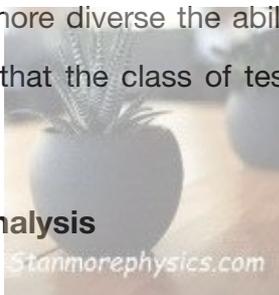
Basic statistics that can be used to summarise the data from a test include the following:

- a. *mean* (often called average) – calculated by adding the scores of all the learners and dividing the sum by the number of learners. The mean is one score that is used to summarise all the scores obtained by learners in a test/task. A high mean score represents high performance and a low mean score represents low performance. However, the mean score does not indicate how learner scores are spread from the highest to the lowest and thus is not adequate for identifying individuals who either over or under-perform;
- b. *median* (or middle score) – calculated by first arranging the scores from the highest to the lowest and then determining the score that divides the data into halves. Half of the learners who wrote a test will have scores above the median score and the other half will have scores below the median score. If the number of learners is an odd number the median will be a real score that sits half-way between the extreme scores, e.g. 76, 57, 49, 45 and 39 have 49 as the median score. However, if the number of learners is an even number the median will be a score that may not



belong to any of the learners calculated by adding the two adjacent scores that are half-way between the extremes and dividing their sum by two (2), e.g. the median of 76, 57, 49 and 45 is calculated by adding 57 and 49 and dividing the sum by two, i.e.  $(57 + 49)/2 = 106/2 = 53$ . As can be observed, 53 is not one of the four given scores but it is the median score that sits half-way between the extreme scores, viz. 76 and 45. The median does not show what the extreme scores are, i.e. the highest and the lowest scores;

- c. *maximum* is the highest score obtained by a learner in a test;
- d. *minimum* is the lowest score obtained by a learner in a test; and
- e. *range* is the difference between the maximum and the minimum scores. The larger the range, the more diverse the ability levels of the test takers. A relatively small range indicates that the class of test takers has a relatively homogeneous ability profile.



### 8.3 Available tools for data analysis

Tools that are available for analysis of data include pre-programmed computer software such as the SA-SAMS in schools, the Microsoft Excel programme and even hand calculators. The Microsoft Excel programme, which comes with almost every computer software, is a reasonably easy-to-use tool for performing item-level diagnostic analysis of test data. An Excel spreadsheet is arranged in columns and rows.

### 8.4 Preparing data for analysis on Excel

Excel makes available useful formulae to calculate basic statistics. To prepare for analysis of data from an administered test, do the following:

- a. mark the test and write the scores obtained by each learner next to the relevant question/item number in their books or scripts;
- b. enter learner names and other particulars (e.g. the gender of each learner) in the rows, one after another;
- c. enter test item numbers in the columns, one after another;
- d. enter the score of each learner on each item in the correct cell (i.e. where the relevant column and row meet);
- e. check if all data has been entered correctly (i.e. do thorough data cleaning);



- f. use correct formulae to calculate the statistics that you want to use to summarise and analyse the test data; and
- g. interpret the statistics in terms of what they suggest about performance of individuals in your class, performance of identifiable groups of learners (e.g. boys and girls) and performance in specific content areas.

## 8.5 Analysis and interpretation

To summarise the data, calculate the average percentage score, the median, maximum and minimum score percentages and you may do this separately for boys and girls. To make sense of the analysis, it is recommended that different colour codes be used to mark specific observations (Excel provides a wide range of colour codes) and also represent findings with appropriate graphs to enhance visual impressions to aid decision-making on where to focus improvement interventions. For instance, the following observations can be made from the analysis that has been done:

### a. Overall performance

Overall performance in this class, measured through the mean score, may be e.g. 54,4% which is relatively acceptable but still leaves room for improvement. The median score for the class may be 56% which means that half of the learners obtained scores above 56% and another half obtained scores below 56%.

### b. Performance spread

Although the mean and median scores were both above 50%, learner scores may range between 8% and 100% which is a fairly wide range that suggests diverse abilities in this class. This implies that intervention strategies will have to be diversified to the learning needs of different learners, i.e. a one-size-fits-all improvement strategy will not work in this class.

### c. Individual learner differences in performance

Individual learners who were identified to be particularly at risk have been indicated with e.g. red colour coding. They obtained scores below 40% and thus fall within the 'Not achieved' and 'Elementary achievement' levels. They require special attention in terms of teaching strategies and learning opportunities.

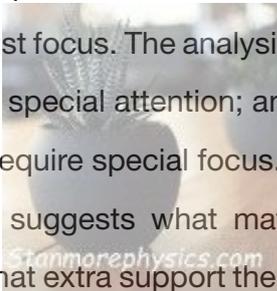
**d. Group differences in performance**



Analysis was done at two group levels, viz. boys and girls. All the summary statistics indicate that the boys performed much lower than the girls. Their mean score was 49,3% against the 60% mean score obtained by girls. The median score for the boys was 4% lower than that of the girls, viz. 52% against 56%. Boys' scores ranged between 8% and 88%, while the lowest score for the girls was 32% and the highest was 100%. It is evident that in this class boys require a different or more focused intervention than the girls.

**e. Performance in specific topics or skills**

The percentage scores per item indicate the items and, therefore, the topic or skill where interventions must focus. The analysis and diagnosis (from 8.5a – e) identifies:

- 
- i. learners who need special attention; and
  - ii. components that require special focus.

The analysis also suggests what materials will be required to improve the identified areas: what extra support the teacher will need (if necessary); whether additional time will be required; who else should be involved in the interventions and a host of other possibilities that the data analyser may see fit in their context.

**8.6 Diagnostic or error analysis**

Error analysis is the study of errors in learners' responses with a view to look for possible explanations for these errors. It provides specific information about the relative skill proficiency or misconception a learner has in his/her response, in order to understand what the learner can or cannot do. It is a multifaceted activity, for the teacher, because it involves analysis of the correct, partially correct and incorrect thought processes of the learners' individual responses and thinking about possible remediating interventions that might work well.

Understanding the errors learner or a group of learners make, will determine how learners are grouped in certain subjects in order to enhance effective teaching.

## 9. HOW TO ANSWER MCQS

### 9.1 The Structure of an MCQ

An example of the structure of the MCQ item is exemplified below. What direction does

the sun set?    STEM

A	East	}	DISTRACTORS
B	South		
C	North		
D	West	}	KEY

#### Explanation:

- A stem is the question or statement that requires a response.
- Distractors are incorrect options that are plausible.
- A key is the correct answer.

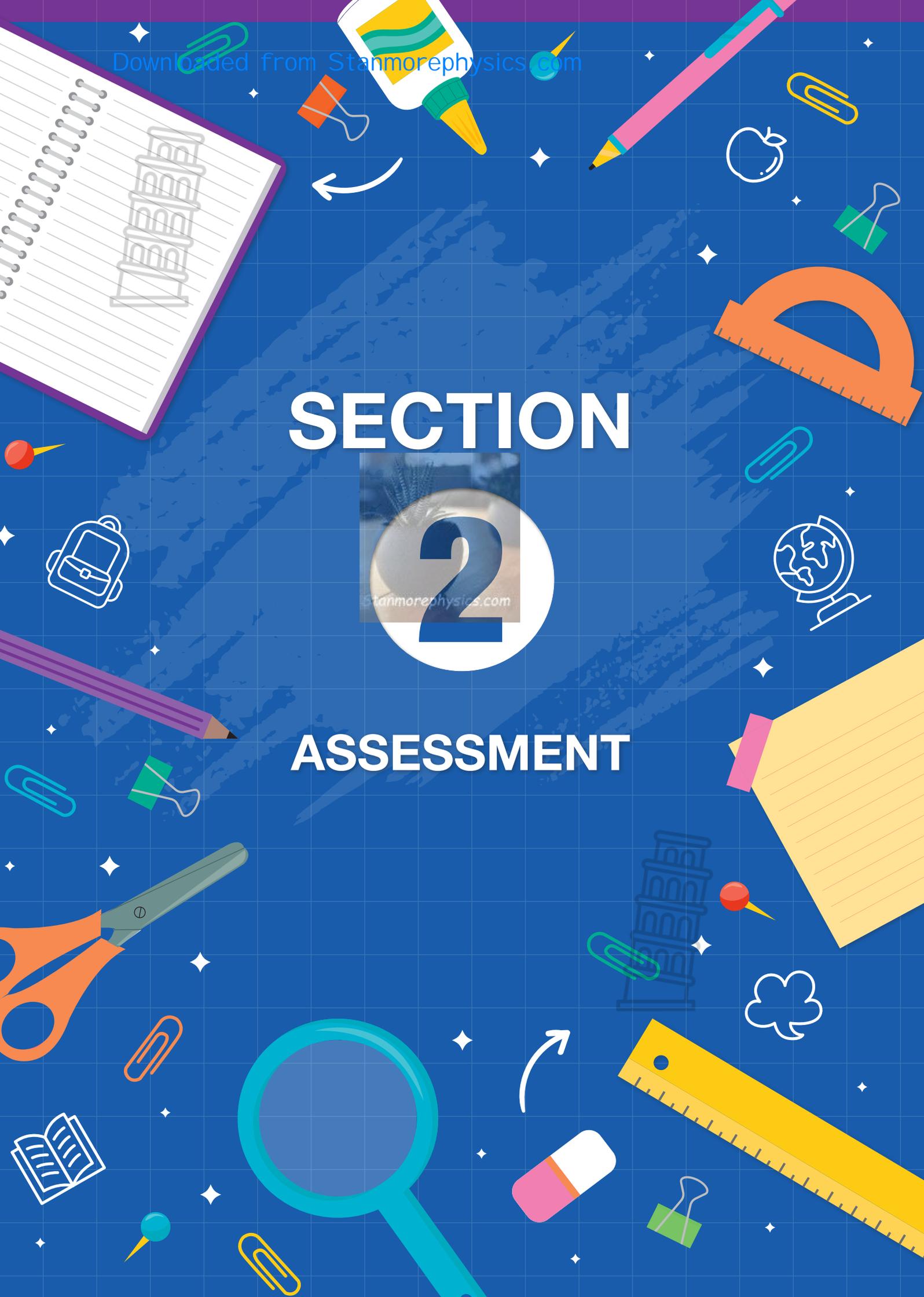
### 9.2 Strategies that learners should use when answering MCQs

- 9.2.1 Read the question carefully. Understand the question and be sure of what is expected of you. Underline the key words in the question. You may need to read the question more than once.
- 9.2.2 Try to answer the question before you check the options. You may be required to work out the answer before you are able to choose the correct option.
- 9.2.3 Read each option carefully. Delete the options that you are sure is incorrect, until you are left with the correct option.
- 9.2.4 Make sure that the option you have chosen matches what the question requires.
- 9.2.5 Often there will be an option that will obviously be wrong. Eliminate this option.
- 9.2.6 Two options may sound alike. However, one of the options may be partially correct; it may be a partial answer to the question. Re-read the question to make sure that the option fully answers the question.
- 9.2.7 If you are unsure of which options are incorrect, leave the question and move to the questions you are sure of. However, make sure that you come back to the question. Do not leave blanks. **Choose an option for every question.**
- 9.2.8 There will be only **ONE** correct option.

# SECTION



# ASSESSMENT



SKILL	CONTENT	STRATEGIES AND SUB-SKILLS
<b>READING AND VIEWING</b> 	<b>Comprehension:</b> Text type: Non-Literary (Newspaper article) <b>Context:</b> public ...topics sports, school, family, hobbies, etc	Key features of texts: <ul style="list-style-type: none"> <li>• Background and setting</li> <li>• Search for information</li> <li>• Literal meaning</li> <li>• Figurative meaning</li> <li>• Theme and message</li> <li>• Imagery</li> <li>• Identifies the main idea of the text.</li> <li>• Inferring the meaning of similar words</li> <li>• Inferring the meaning of unfamiliar words</li> <li>• Infers reasons for actions in the text</li> <li>• Identifies and explains the mood difference of something</li> <li>• Identifies and explains the contrast and difference of something</li> <li>• Uses different reading strategies in order to understand what is being read</li> <li>• Uses contextual clues to determine meaning, and makes inferences</li> <li>• Discusses specific details (sequencing of text)</li> <li>• Vocabulary development</li> <li>• Evaluates character actions</li> <li>• Predicts possible outcomes</li> <li>• Uses textual clues to infer attitude, tone and</li> <li>• Identifies and explains idioms and other figurative language</li> <li>• draws conclusion and gives own opinion</li> </ul>
	<b>Visual literacy:</b> Advertisement	<ul style="list-style-type: none"> <li>• Use reading strategies to understand what is being read</li> <li>• Persuasive techniques</li> <li>• Interprets the information – Identify product/ identify target market /</li> <li>• Discusses the purpose of the text</li> <li>• Interprets the writer’s intentional message</li> <li>• Identifies and discusses design features</li> <li>• Identifies and evaluates the effectiveness of manipulative language.</li> <li>• Provide synonym</li> </ul>
	<b>Comic strip</b>	<ul style="list-style-type: none"> <li>• Identifying elements of a comic strip</li> <li>• Infer setting and character relationships from visual and verbal contexts.</li> <li>• Inferring character emotions from visual and verbal clues</li> <li>• Discussing changes in character reactions in context</li> <li>• Identify and explain setting of the cartoon</li> </ul>

SKILL	CONTENT	STRATEGIES AND SUB-SKILLS
	<b>Summary</b>	<ul style="list-style-type: none"> <li>• Summarising main and supporting ideas in point form as per the required length</li> <li>• Provide readers with a clear overview of the main points of a text</li> <li>• Identifying relevant ideas in the text as per question requirements.</li> </ul>
<b>LANGUAGE STRUCTURE AND CONVENTIONS</b>	<b>Text type:</b> Informal letter / Diary	<ul style="list-style-type: none"> <li>• Functions of punctuation marks – capital letter, apostrophe, exclamation mark and</li> <li>• Conjunctions and sentence structure</li> <li>• Sentence conventions</li> <li>• Contraction rules</li> <li>• Subject and Verb agreement</li> <li>• Adjective</li> <li>• Prefix /suffixes</li> <li>• Homonym</li> <li>• Synonyms</li> <li>• Abbreviation</li> <li>• Plural rules</li> <li>• Parts of speech</li> <li>• Commonly confused words</li> <li>• Phrases and Clauses</li> <li>• Tenses</li> <li>• Active/Passive Voice</li> <li>• Type of sentences</li> </ul>

**QUESTION 1**

**TEXT A: Newspaper article**

Read the following text and answer the questions set.

**The Springboks arrive to a hero's welcome after another Rugby World Cup triumph**

By Mogomotsi Magome

1 Johannesburg - The Springboks returned to a hero's welcome on Tuesday after retaining their World Cup title with a narrow 12 – 11 win over the New Zealand All Blacks in the final in France last weekend. Thousands of supporters, from all walks of life braved the cold and wet weather to gather at O.R Tambo International Airport to welcome the Springboks, the first team to win the World Cup four times.

- 2 The crowd went into a frenzy<sup>1</sup> as captain Siya Kolisi entered the arrivals terminal hoisting the Webb Ellis trophy surrounded by the rest of his teammates. Many of the fans wore green and gold Springbok jerseys, waved South African flags, and held up placards bearing congratulatory messages for the squad.
- 3 Supporters wearing Springbok jerseys, or any South African colours were allowed to travel for free on the Gautrain train service to the airport, where traffic leading to the main terminals was jammed throughout the morning. A police band performed the National Anthem and other iconic South African songs, to welcome the squad back into the country.
- 4 The Springboks arrived the day after South African President Cyril Ramaphosa officially declared a public holiday for 15 December 2023 to honour the team's victory. 'We declare this day to be a day of hope, a day of celebration and unity, he said. A four-day victory parade starting on Thursday has been planned to celebrate the Boks' victory, with stops in the major cities of Johannesburg, Pretoria, Cape Town, and Durban, where supporters will get a glimpse of the Webb Ellis trophy.
- 5 Kolisi, who has become a cult figure<sup>2</sup> of sorts after leading the team to back-to-back World Cup titles in Japan and France, was among the players who received the loudest cheers from the fans. "This means a lot to the country because rugby always unites us even though the country is facing so many problems. It's a special moment for us," supporter Joseph Malherbe said.
- 6 The Springbok's win was not a surprise to many. They were big favourites before the tournament and have possibly ploughed the toughest path to the final in tournament history. After winning the World Cup, Kolisi said, "We have the privilege of doing what we love and inspiring people from all walks of life."
- 7 South Africa missed the first two editions of the Rugby World Cup because of apartheid era sanctions. The Springboks hosted the 1995 Rugby World Cup and won it on home soil in an unforgettable debut in the tournament, edging New Zealand in extra time in the final. Ever since 1995 the team has been making South Africans proud.

*Adapted from apnews.com/article, 09 November 2023*

### **Glossary**

Frenzy<sup>1</sup>: a period of uncontrolled excitement.

cult figure<sup>2</sup>: someone/public figure very popular and admired by people.

- 1.1 In which country was the 2023 Rugby World Cup held? (1)
- 1.2 Name the two teams that played in the Rugby World Cup final. (1)
- 1.3 Which word tells us that the Springboks had won the previous World Cup?  
(Paragraph 1) (1)
- 1.4 Explain how the Springboks made history by winning this Rugby World Cup.  
(Paragraph 1) (1)
- 1.5 What tells the reader that nothing could have stopped the supporters from welcoming the Springboks? (Paragraph 1) (1)
- 1.6 Who is the captain of the Springboks? (1)
- 1.7 Name the trophy that is awarded to winners of the Rugby World Cup. (1)
- 1.8 Quote one word from Paragraph 2 that indicates great excitement. (1)
- 1.9 One has to ... to get a free ride to the airport by Gautrain.  
Choose the phrase that best completes the above sentence.
- A wave the South African flag
  - B hold up congratulatory placards
  - C wear the Springbok jersey
  - D sing the National Anthem (1)
- 1.10 What does the reporter mean when he says, 'retaining their World Cup title with a narrow 12 – 11 win'? (Paragraph 1) (1)
- 1.11 How did President Cyril Ramaphosa honour the Springboks? (Paragraph 4) (1)
- 1.12 "This means a lot to the country because rugby always unites us even though the country is facing so many problems. It's a special moment for us."  
Which word best describes the mood of the quote?
- A patriotic
  - B discouraged
  - C cheerful
  - D despairing (1)

1.13 This was the first time that Siya Kolisi led the Springboks in the Rugby World Cup.

State whether the above statement is **True** or **False**.

Substantiate your answer with a quote from the text. (2)

1.14 In which country was the previous Rugby World Cup held? (Paragraph 5)

A South Africa

B Japan

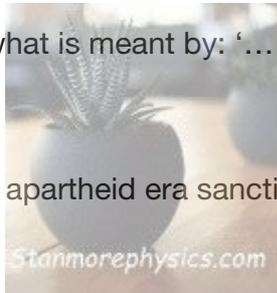
C France

D New Zealand (1)

1.15 Name any two major cities in which the Springboks will parade. (2)

1.16 Explain in your own words what is meant by: '... people from all walks of life.'

(Paragraph 1) (1)



1.17 Give one negative impact of apartheid era sanctions on South African rugby.

(Paragraph 7) (1)

1.18 What conclusion can be drawn from the support received by the Springboks?

A Sports can make someone rich.

B Sports can divide people from different nations.

C Sports can attract investors.

D Sports can unite people from different backgrounds. (1)

1.19 The purpose of the article is to ...

A educate and entertain the reader.

B inform and entertain the reader.

C motivate and entertain the reader.

D persuade and entertain the reader. (1)



1.20 Do you agree with the writer that Kolisi has become 'a cult figure'?

Support your answer. (2)

1.21 Which group of readers will enjoy reading this article?

- A People who like celebrations.
- B People who support the Springboks.
- C People who want a free ride on the Gautrain.
- D People who are uninterested in the Springboks. (1)

1.22 'The Springboks hosted the 1995 Rugby World Cup and won on home soil'

Indicate whether the underlined words are figurative or literal. (1)

(25)

## QUESTION 2

### Text B: Advertisement

Study the advertisement below and answer questions set.



Source from <https://images.app.goo.gl/> 24November 2023

2.1 Identify the target market of this product. (1)

2.2 Name the product being advertised.

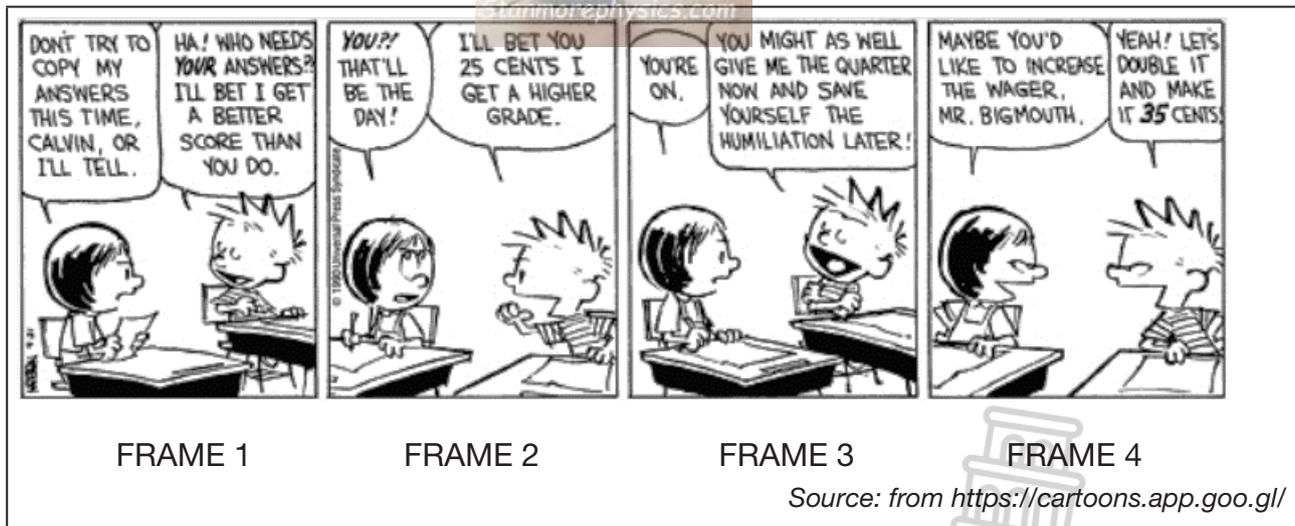
- A Tomatoes
- B Tomato Sauce
- C Gold
- D Farmland (1)

- 2.3 Identify one example of manipulative language used in the advertisement. (1)
- 2.4 What is the slogan of the advertisement?  
 A ALL GOLD  
 B THE ORIGINAL  
 C TASTES REAL GOOD  
 D CRAMMED FULL OF TOMATOES (1)
- 2.5 What impression of the product is created by the setting of the advertisement? (1)
- 2.6 Explain how the text supports the visual of the product being advertised. (2)
- 2.7 Provide a synonym for the word 'crammed'. (1)

**Text C: Cartoon**

Study the following cartoon and answer the questions set.

(The boy in the cartoon is Calvin and the girl is Susie.)



- 2.8 Why is Calvin confident in Frame 1? (1)
- 2.9 Give two visual cues that indicate that Calvin is confident. (Frame 2) (2)
- 2.10 Describe Susie's reaction to Calvin's proposal. (Frame 3) (2)
- 2.11 Explain the function of the apostrophe in the word 'don't'. (Frame 1) (1)
- 2.12 Identify the setting of the cartoon. (1)

(15)

**QUESTION 3**

**TEXT D: Information Text**

Read the passage below and summarise the tips for making flowers last longer.

1. List SEVEN points in full sentences.
2. Number your sentences from 1 to 7.
3. Write only ONE point per sentence.
4. Use your own words as far as possible.
5. Your summary should be 50 – 60 words in length.
6. Indicate the total number of words you have used at the end of your summary.
7. Do not provide a title for your summary.

### How to make flowers last longer

There's just something about fresh flowers. Having fresh flowers in the house or at your office can serve as an instant mood booster. Considering fresh bouquets don't always come cheaply — it's helpful to know how to make flowers last longer. Flowers have immediate and long-term effects on emotional reactions, mood, social behaviours and even memory for both males and females.

Prior to arranging your bunch, be sure to use a clean vase and fill it to about three-quarters full with warm water. Before filling it, double-check that all soapy remains have been rinsed away. Soap residue can shorten the life of the stems.

Most fresh flower bunches come with a packet of plant food. That said, if yours didn't — or if you plucked your stems from your backyard — you can always make your own. A fresh cut will help the stem to absorb water more readily and ensure that your stems stay hydrated. Hydrated flowers mean happy flowers, which in turn means longer vase life.

Remove any foliage that falls below the waterline. It's not only a cleaner look but it helps to prevent an even faster build-up of bacteria. Use adhesive tape to section off the top of your vase in a grid pattern. Once flowers are cut, any direct source of heat or light will lead to premature browning and wilting.

Once you get into the habit of changing the water daily, it's easy, even enjoyable to keep flowers alive for weeks. Keep the stems roughly two inches from the bottom of the vase at all times. If you notice that any of the flowers have hit their 'point of no return', remove them from the vase. Some varieties will begin to die sooner than others once they begin to wilt.

*Adapted from <https://www.womansday.com/28/-2/2-23>*

QUESTION 4

TEXT E: Diary

Read the passage below and answer the questions set.

Dear Diary,

1. Wow, what a day it's been! Life as a 15-year-old in South Africa is always an adventure. Today was a mix of emotions, from the excitement of hanging out with friends to the challenges of schoolwork.
2. This morning, I woke up to the sound of birds chirping outside my window, a typical South African morning. The sun was already shining brightly, promising a warm day ahead. I couldn't help but feel grateful for the beautiful weather we have here.
3. School was quite interesting today. In English class, we delved into a thought-provoking novel set in South Africa. The story provided a glimpse into the country's rich history and the struggles that many people faced during apartheid. It's both eye-opening and inspiring to learn about the resilience of our nation.
4. During break, my friends and I gathered under the big tree near the sports field. We chatted about everything from the latest music trends to our plans for the upcoming weekend. It's always nice to connect with friends and share our experiences.
5. After school, I had rugby practice. The coach is pushing us hard, but it's all in good spirits. Rugby is such a big part of South African culture, and being on the field with my teammates is where I feel a true sense of camaraderie.
7. Homework awaited me when I got home, and tackling maths problems felt like conquering a mountain. Still, I persevered, knowing that education is the key to unlocking a brighter future. Sometimes I wish I had more free time, but I understand the importance of putting in the effort now for the rewards later.
8. In the evening, the family gathered around the dinner table. We enjoyed a traditional South African meal, complete with braai (barbecue). The aroma of sizzling meat and the laughter of my family made for a perfect end to the day.
9. As I reflect on today, I'm grateful for the experiences that come with being a 15-year-old in South Africa. From the challenges of school to the joy of spending time with friends and family, each day is a step toward understanding my roots and shaping my identity in this diverse and vibrant country.
10. Until tomorrow, Diary
11. Yours, Keanu

Source: ChatGPT2023

4.1 'School was quite interesting today.' (Paragraph 3)

Which word means the opposite of 'interesting'?

- A exciting
- B boring
- C creative
- D dramatic

(1)

4.2 'After school, I had rugby practice.' (Paragraph 5)

Rewrite this sentence in the present tense.

(1)

4.3 It's nice to connect with friends.

Change the statement above to a question.

(1)

4.4 The weather are hot here.

Correct the subject - verb agreement in the sentence.

(1)

4.5 What is the plural form of the word diary? (Paragraph 1)

(1)

4.6 Keanu enjoys rugby.

Rewrite the sentence above in the passive voice.

(2)

4.7 Sometimes I wish I had free time.

Select the adjective from this sentence.

(1)

4.8 'We enjoyed a traditional South African meal, complete with a braai.' (Paragraph 8)

Add a prefix to the underlined word to create a word with the opposite meaning.

(1)

4.9 'Rugby is such a big part of South African culture.' (Paragraph 5)

Why is South African written in capital letters?

(1)

4.10 'I'm grateful for the experiences that come with being a 15-year-old in South Africa.'

Explain the use of the apostrophe in the underlined word.

- A It indicates a contraction.
- B It indicates ownership.
- C It indicates possession.
- D It indicates a plural.

(1)

- 4.11 'During break, my friends and I gathered under the big tree near the sports field.' (Paragraph 5). Use the homonym for 'break' in another sentence to show a different meaning. (1)
- 4.12 'Wow, what a day it has been!' (Paragraph 1)  
The exclamation mark in the sentence indicates ...  
A an emotion.  
B an instruction.  
C a sentence.  
D an interjection. (1)
- 4.13 Keanu said, "Sometimes I wish I had more free time."  
Rewrite this sentence in indirect speech. (2)
- 4.14 I really don't want to do my homework. I will persevere. (but)  
Join the two sentences by using the conjunction in brackets. (1)
- 4.15 Although it was early, the sun was already shining brightly, promising a warm day.  
Identify the adverbial clause in the above sentence.  
A the sun was already shining  
B Although it was early  
C promising a warm day  
D already shining brightly (1)
- 4.16 'In the evening, the family gathered around the dinner table.' (Paragraph 8)  
Identify the main clause in the sentence. (1)
- 4.17 Abbreviate the words 'South Africa'. (1)
- 4.18 'The coach is pushing hard, but it's all in good spirits'.  
Identify the type of the above sentence.  
A complex  
B compound  
C simple  
D complete (1)

(20)



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

## MARKING GUIDELINE ENGLISH FIRST ADDITIONAL LANGUAGE GRADE 9

### QUESTION 1: NEWSPAPER ARTICLE

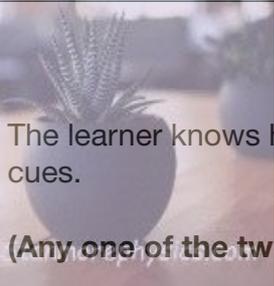
No.	Expected answer		Diagnostic analysis/clarification	Marks
1.1	France	✓	The learner is able to search for information in the text for the correct response.	1
1.2	Springboks All Blacks	✓	The learner is able to search for information in the text for the correct response. <b>(Give one mark for both teams.)</b>	1
1.3	'retaining'	✓	The learner is able to make inference.	1
1.4	They are the first team to win the world cup four times	✓	The learner is able to make inference.	1
1.5	Thousands of supporters braved cold and wet weather to gather at OR Tambo International airport to welcome the Springboks. <b>OR</b> Supporters came in numbers to welcome the Springboks all though it was a cold and rainy day.	✓	The learner is able to make inference.	1
1.6	Siya Kolisi	✓	The learner is able to search for information in the text for the correct response.	1
1.7	The Webb Ellis Trophy	✓	The learner is able to search for information in the text for the correct response.	1
1.8	'frenzy'	✓	The learner is able to make inference.	1

No.	Expected answer	Diagnostic analysis/clarification	Marks
1.9	A wave the south African flag	The learner relates to the question but does not give a suitable answer.	
	B hold up congratulatory placards	The learner relates to the question but does not give a suitable answer.	
	C wear the Springbok jersey	✓ Correct response	1
	D sing the National Anthem	The learner provides information from the text but not related to the question.	
1.10	It was a close win for the Springboks.	✓ The learner displays knowledge of figures of speech.	1
1.11	He officially declared a public holiday for the 15 <sup>th</sup> of December 2023.	✓ The learner is able to search for information in the text for a correct response.	1
1.12	A patriotic	✓ Correct response	1
	B discouraged	The learner is unable to identify mood.	
	C cheerful	The learner makes irrelevant inference.	
	D despairing	The learner is unable to identify mood.	
1.13	False. ✓ 'Kolisi, who has become a cult figure of sorts after leading the team back-to-back World Cup titles in Japan and France ... ✓"	The learner is able to make inference.  False without justification is not credited.	2
1.14	A South Africa	The learner uses information in the text, but not related to the question.	
	B Japan	✓ The correct response.	1
	C France	The learner does not understand the word 'previous' which shows a lack of vocabulary.	
	D New Zealand	The learner uses any information in the text, not related to the question.	
1.15	Johannesburg <b>OR</b> Pretoria <b>OR</b> Cape Town <b>OR</b> Durban	✓ ✓ <b>(Accept any two )</b>	1  1

No.	Expected answer	Diagnostic analysis/clarification	Marks
1.16	People from different backgrounds.	✓ The learner displays understanding of idioms.	1
1.17	South Africa missed the first two editions of the Rugby World Cup. <b>OR</b> South Africa could not take part in the first two editions of the Rugby World cup.	✓ The learner is able to search for information in the text for the correct response.	1
1.18	A Sports can make someone rich.	The learner is able to draw conclusions but out of context.	
	B Sports can divide people from different nations.	The learner is able to draw conclusions but out of context.	
	C Sports can attract investors.	The learner is able to draw conclusions but out of context.	
	D Sports can unite people from different backgrounds.	✓ Correct response	1
1.19	A educate and entertain the reader.	The learner is not able to evaluate the text correctly in order to identify the relevant purpose.	
	B inform and entertain the reader.	✓ Correct response	1
	C motivate and entertain the reader.	The learner is not able to evaluate the text correctly in order to identify the relevant purpose.	
	D persuade and entertain the reader.	The learners displays limited comprehension of the text.	

No.	Expected answer	Diagnostic analysis/clarification	Marks
1.20	<p>Yes, ✓ he was among the players who received the loudest cheers. ✓</p> <p><b>OR</b></p> <p>Yes, because he inspires devotion in the team.</p> <p><b>OR</b></p> <p>Yes, I agree because he is a charismatic leader. Most cult leaders are charismatic.</p> <p><b>OR</b></p> <p>No, I disagree because rugby is not a cult but a sporting activity.</p>	<p>The learner is able to give own opinion and justify it.</p> <p>(Do not award a mark for Yes or No without a valid motivation.)</p> 	2
1.21	<p>A People who like celebrations.</p>	<p>The learner cannot make an evaluation of the text.</p>	
	<p>B People who support the Springboks.</p>	<p>✓ Correct response</p>	1
	<p>C People who want a free ride on the Gautrain.</p>	<p>The learner relates to the text but does not give a suitable response.</p>	
	<p>D People who are uninterested in the Springboks.</p>	<p>The learner's response is not related to the context.</p>	
1.22	<p>figurative</p>	<p>✓ The learner understands figurative and literal language.</p>	1

No.	Diagnostic analysis/clarification		Marks	
<b>QUESTION 2: ADVERTISEMENT</b>				
2.1	People who like natural, preservative free sauces. <b>OR</b> People who enjoy tasty food.	✓  ✓	The learner demonstrates knowledge of target market.  (Accept any relevant answer)	1
2.2	A	Tomatoes	The learner can respond to visual texts but the response is irrelevant.	
	B	Tomato Sauce	✓ Correct response	1
	C	Gold	The learner understands the concept 'product' but the response is irrelevant.	
	D	Farmland	The learner can respond to visual texts but has limited knowledge of 'product' in an advertisement.	
2.3	'Crammed full of tomatoes' <b>OR</b> 'No preservatives, colourants, thickeners' <b>OR</b> TASTES REAL GOOD	✓	The learner demonstrates knowledge of manipulative language.	1
2.4	A	ALL GOLD	The learner has limited knowledge of what a 'slogan' in an advertisement is.	
	B	THE ORIGINAL	The learner has limited knowledge of what a 'slogan' in an advertisement is.	
	C	TASTES REAL GOOD	✓ Correct response	1
	D	FULL	The learner has limited knowledge of what a 'slogan' in an advertisement is.	
2.5	That the product is natural. <b>OR</b> full of goodness <b>OR</b> Fresh from the farm	✓	The learner shows understanding of setting.	1

No.			Diagnostic analysis/clarification	Marks
2.6	The text states that the product is 'Crammed ✓ full of tomatoes' and the picture shows a bottle filled to the brim with tomatoes✓. Thus showing how the text supports the visual.		The learner is able to relate text to visuals.	2
2.7	Filled/Stuffed	✓	The learner is able to infer the meaning of the word.	1
<b>QUESTION 3: CARTOON</b>				
2.8	Calvin is ready for the Maths test.  <b>OR</b> He is so sure that he is going to get a better mark than Susie/the girl.	✓	 <p>The learner knows how to interpret visual and verbal cues.  <b>(Any one of the two or relevant responses)</b></p>	1
2.9	Calvin is smiling/laughing in a way that indicates confidence. <b>OR</b> Calvin's hand gestures; stretched hand, demonstrate confidence. Mouth is wide open	✓  ✓	<p>The learner shows critical thinking skills. The learner is able to make inference based on visual clues.  <b>(Accept any two correct interpretation of visual clues)</b></p>	2



No.		Diagnostic analysis/clarification	Marks
2.10	<p>Susie reacted confidently and ✓ her words show that she is not intimidated at all. ✓</p> <p><b>OR</b></p> <p>Susie reacted adamantly and ✓ she is not convinced that Calvin will obtain a higher mark than hers. ✓</p> <p><b>OR</b></p> <p>Susie is not intimidated/ threatened/ shaken / ✓upset by Calvin’s proposed bet. ✓</p>	<p>The learner is able to analyse a cartoon to identify the message.</p> <p><b>(Award full marks only when the reaction is explained fully.)</b></p> 	2
2.11	<p>The apostrophe indicates a contraction.</p>	<p>✓ The learner understands the use of punctuation.</p>	1
2.12	<p>It is set in the classroom.</p> <p><b>OR</b></p> <p>It is set in the exam room.</p> <p><b>OR</b></p> <p>It is set in the lecture room / school hall.</p>	<p>✓ Accept one of the answers.</p>	1

**QUESTIONS 3**

**TEXT 4**

SUMMARY		
	<p><b>MARKING:</b>  <b>CONTENT:</b>                      1 mark per relevant and coherent point = 7 points</p> <p><b>LANGUAGE:</b>                      1 – 3 correct points = + 1 mark                      4 – 5 correct points = + 2 marks                      6 – 7 correct points = + 3 marks</p> <p><b>Do not minus marks for incorrect word count.                      Mark points up until the required word count and disregard the rest.</b></p>	7
		3
		any 7 points
	QUOTES (from text)	SUGGESTED FACTS (in own words)
1	Be sure to use a clean vase and fill it to about three quarters with warm waters. Double-check that all soapy remains have been rinsed away.	Use a clean vase. ✓
2	Most fresh flower bunches come with a packet of plant food.	Add a packet of flower food to the water or make your own. ✓
3	A fresh cut will help the stem to absorb water.	Trim or cut your stems. ✓
4	Remove any foliage that falls below the waterline.	Remove lower leaves to prevent building up of bacteria. ✓
5	Use adhesive tape to section off the top of your vase in a grid pattern.	Arrange your flowers in the vase ✓
6	Direct source of heat or light will lead to premature browning and wilting.	Avoid direct sunlight. ✓
7	Get into the habit of changing the water daily.	Change the water every other day. ✓
8	Keep the stems roughly two inches from the bottom of the vase at all times.	Cut stems to improve longevity. ✓
9	If you notice that any of the flowers have hit their 'point of no return', remove them from the vase.	Remove dead flowers from the vase. ✓
<b>(10)</b>		

No.	Expected answer	Diagnostic analysis/clarification	Marks
<b>Question 4: Language Structures and Conventions</b>			
4.1	A exciting	The learner does not understand the meaning of interesting.	
	B boring	✓ The correct response.	1
	C creative	The learner gives a meaning that could make sense outside the context of the sentence.	
	D dramatic	The learner does not understand the sentence.	
4.2	After school, I have rugby practice. <b>OR</b> I have rugby practice after school.	✓ The learner understands the use of present tense.	1
4.3	Is it nice to connect with friends?	✓ The learner displays understanding of the rules of sentence conventions.	1
4.4	The weather is hot here.	✓ The learner understands concord.	1
4.5	diaries	✓ The learner displays understanding of plural rules.	1
4.6	Rugby ✓ is enjoyed ✓ by Keanu. One mark given for starting the sentence with 'Rugby'. One mark given for the correct verb tense.	✓ ✓ The learner displays understanding of the rules of sentence conventions.	2
4.7	free	✓ The learner understands the use of adjectives.	1
4.8	<u>in</u> complete	✓ The learner has an understanding of the use of prefixes.	1
4.9	It is a proper adjective.	✓ The learner displays knowledge of parts of speech.	1
4.10	A It indicates a contraction.	✓ The correct response.	1
	B It indicates ownership.	The learner confuses ownership and contraction rules for the apostrophe.	
	C It indicates possession.	The learner confuses ownership and contraction rules.	
	D It indicates a plural.	The learner does not understand the use of the apostrophe.	

No.	Expected answer	Diagnostic analysis/clarification	Marks
4.11	Please break it in half. <b>OR</b> Break a piece off.	✓ Accept any other sentence showing the correct use of the homonym 'break'.	1
4.12	A an emotion.	✓ The correct response.	1
	B an instruction.	The learner confuses the use of the exclamation mark within the context of the sentence.	
	C a sentence.	The learner confuses the use of an exclamation mark with a full stop.	
	D an interjection.	The learner confuses the use of the exclamation mark within the context of the sentence.	
4.13	Keanu said that he sometimes wished ✓ he had ✓ more free time. <b>OR</b> Keanu said that sometimes he wished ✓ he had ✓ more free time.	 <p>✓ The learner displays understanding of the rules of sentence conventions.                      ✓ <b>(One mark given for <u>wished</u> and one mark for <u>had</u>.)</b></p>	2
4.14	I really don't want to do my homework, but I will persevere.	✓ The learner displays understanding of the use of conjunctions.	1
4.15	A the sun was already shining	The learner confuses the clause with a phrase.	
	B Although it was early	✓ The correct response.	1
	C promising a warm day	The learner does not understand the concept of a clause.	
	D already shining brightly	The learner confuses the clause with a phrase.	
4.16	the family gathered around the dinner table.	✓ The learner displays knowledge of types of clauses. <b>(Only accept the part of the sentence that can stand alone.)</b>	1
4.17	SA	The learner has knowledge of abbreviations.	1
4.18	A complex	The learner confuses compound and complex sentences.	
	B compound	✓ The correct response.	1
	C simple	The learner cannot recognise a simple sentence.	
	D complete	The learner does not understand the concept of simple, compound, and complex sentences.	







# DIAGNOSTIC ASSESSMENT

ENGLISH  
FIRST ADDITIONAL LANGUAGE

GRADE 9

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**GEC PILOT STUDY  
MARKING GUIDELINES 2023  
ENGLISH FIRST ADDITIONAL LANGUAGE  
GRADE 9**

- One mark per answer.
- There are no half marks.

Question 1



No.	Expected answer		
1.1	B	acne	✓
1.2	A	many years	✓
1.3	C	epidemic	✓
1.4	D	shyness and insecurities	✓
1.5	A	is not contagious.	✓
1.6	B	eventually	✓
1.7	D	Acne changes the texture of the skin.	✓
1.8	C	Most teenagers experience it at some stage.	✓
1.9	C	personification	✓
1.10	B	Scrubbing your face may irritate your skins and make acne worse.	✓
1.11	B	People believe and do strange things.	✓
1.12	C	Acne is caused by hair follicles.	✓
1.13	B	Blackheads are open pores, but whiteheads are closed pores.	✓
1.14	B	Do not give up.	✓
1.15	D	It creates a feeling of optimism.	✓
1.16	A	Acne will go away completely for most people.	✓
1.17	C	To provide extra information.	✓
1.18	A	Young people are desperate for a cure.	✓
1.19	B	hopeful	✓

No.	Expected answer		
1.20	B	teens	✓
1.21	A	reassured	✓
1.22	C	empathetic	✓
1.23	D	Be patient, it will pass.	✓
1.24	C	Acne seems like a disease for teenagers.	✓
1.25	D	To offer a message of hope.	✓



Question 2.1

No.	Expected answer		
2.1.1	C	bath soap	✓
2.1.2	D	Families who want protection from germs.	✓
2.1.3	A	To attract the attention of buyers.	✓
2.1.4	B	Better germ protection	✓
2.1.5	D	new fragrances	✓

- Do not penalise the learner for the same mistake more than once
- There are no half marks.
- 

Question 2.2



No.	Expected answer	Clarification	MARK
2.2.1	It is set in the kitchen. ✓ <b>OR</b> It is set in the dining room. ✓ <b>OR</b> It is set on the veranda. ✓ <b>OR</b> It is set on the patio. ✓	Award <b>1 mark</b> for the correct setting. Accept any one relevant setting.	1
2.2.2	A person and their cat. ✓ <b>OR</b> A person and their pet. ✓	Accept any relevant relation in context of the text.	1
2.2.3	anger ✓ <b>OR</b> pain ✓ <b>OR</b> anguish ✓ <b>OR</b> distress ✓ <b>OR</b> discomfort ✓	Award <b>1 mark</b> for the correct tone. Accept any one of the options.	1
2.2.4	The man is trying to get his cat to beg for a sausage. ✓ <b>OR</b> Garfield does not want to beg. He scratches the man and gets the sausage anyway. ✓	Award <b>1 mark</b> when the humour is explained. <b>OR</b> Accept Jon as the man. <b>OR</b> Accept the boys as the man. Accept either of the options.	1

2.2.5	<p>Garfield wants the sausage but does not want to do anything to get it. ✓  <b>OR</b>                  Garfield scratches/hurts the man to get the sausage. ✓  <b>OR</b>                  Garfield's responses is impatient. / aggressive/violent in Frame 2. ✓  <b>OR</b>                  Garfield comes as arrogant in Frame 3. ✓  <b>OR</b>                  Garfield's actions are negative actions or behaviour traits. ✓</p>	<p>Award <b>1 mark</b> if one reason is given.                  Award <b>2 marks</b> only if two reasons are provided.                  Accept any other relevant responses.</p>	2
2.2.6	<p>He got the sausage. ✓  <b>OR</b>                  He got what he wanted. ✓  <b>OR</b>                  He achieved his goal. ✓</p>	<p>Award <b>1 mark</b> for the correct reason.                  Accept any one of the options.</p>	1
2.2.7	<p>Cats don't like being taught to beg. ✓  <b>OR</b>                  Cats can't be taught tricks. ✓  <b>OR</b>                  Cats are impatient when they are hungry. ✓  <b>OR</b>                  Cats can sometimes resort to scratching/violent behaviour. ✓</p>	<p>Award <b>1 mark</b> for the correct answer.                   Accept learners' responses that are relevant.</p>	1
2.2.8	<p>No, probably not, because he was scratched/hurt by Garfield. ✓  <b>OR</b>                  Yes, he may try to make his cat beg again using a different reward or method. ✓  <b>OR</b>                  No, cats cannot be trained. ✓</p>	<p>Award <b>2 marks</b> for the correct response with full motivation.                   Accept either of the options.   <b>NO MARKS are awarded for yes or no answers.</b></p>	2





Questions 3

SUGGESTED POINTS: <u>Any 7</u> of the following or similar points		
3.1	You have to look after yourself. ✓	<p><b>CONTENT:</b> 1 mark per relevant and coherent point = 7 marks</p> <p>Do not penalise for spelling and grammar errors that do not change the meaning of the point.</p> <p><b>LANGUAGE:</b> <i>To avoid the anomaly that language marks exceed marks for points, allocate language marks as indicated below.</i></p> <p>1-3 correct points = + 1 mark 4-5 correct points = + 2 marks 6-7 correct points = + 3 marks</p> <p><i>Do not subtract marks for incorrect format or for quoting directly from the text or for incorrect OR missing word count.</i></p> <p><i>Mark points up until the required word count. If word limit is exceeded, read up to the last sentence and ignore the rest of the summary.</i></p> <p><i>Do not penalise for lack of planning. Mark planning if final is not done OR incomplete.</i></p>
3.2	Respect yourself and invest in your personal development. ✓	
3.3	Make good use of chances that you get to learn new things. ✓	
3.4	One should spend time with friends talking and building one's character. ✓	
3.5	Separating yourself from friends and family may lead to loneliness. ✓	
3.6	Appreciating your family and friends gives you a sense of belonging. ✓	
3.7	Have time to do things together with family and friends. ✓	
3.8	Try to avoid negative thoughts. ✓	
3.9	Don't focus on the past, rather focus on the future. ✓	
		<b>[10]</b>



Question 4

No.	Expected answer		
4.1	A	love	✓
4.2	B	complex	✓
4.3	D	disappearing	✓
4.4	C	common	✓
4.5	B	a phrase	✓
4.6	B	Nowadays, we communicate by e-mail because it is faster.	✓
4.7	A	older	✓
4.8	A	time	✓
4.9	B	The ballpoint pen was preceded by the fountain pen.	✓
4.10	D	I hope we are doing the right thing to replace letters.	✓
4.11	C	Handwritten cards and letters are precious possessions.	✓
4.12	C	short message service	✓
4.13	C	It shows possession.	✓
4.14	B	personal pronoun.	✓
4.15	A	tragedy	✓
4.16	B	In the past people wrote thank-you notes to friends and family.	✓
4.17	D	Steven Miller said that they did not know how long it would survive.	✓
4.18	B	All doctors have bad handwriting.	✓
4.19	D	It gives more information about the headline.	✓
4.20	D	continuing in existence	✓