GRADE 9
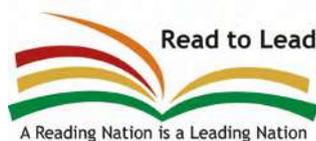
DIAGNOSTIC ASSESSMENT

ENGLISH
HOME LANGUAGE

basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
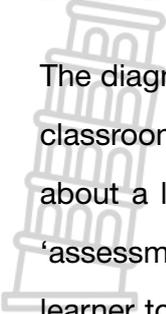A Reading Nation is a Leading Nation

NDP 2030

Contents

SECTION ONE

## SECTION TWO

SECTION

1

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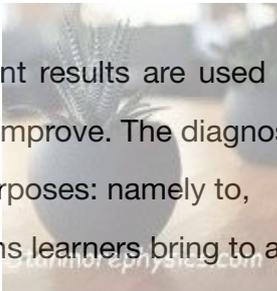
- reveal the misconceptions learners bring to a class, as prior knowledge;
- measure the conceptual gains of a class as a whole; and
- identify concepts that are weak areas of understanding for the individual learner or for a class/grade.

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:
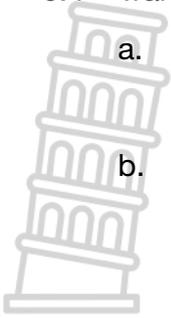
a. The assessment criteria are Content, Language Construction and Format, Length and Planning;

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.
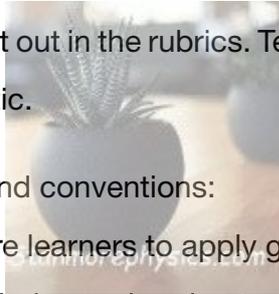
6.5 Language structures and conventions:

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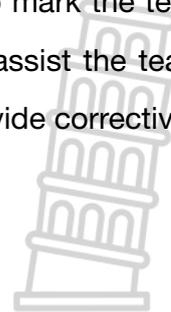
Table 3: Example of the Marking Guideline (for a MCQ)

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:
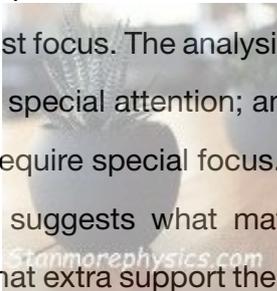
i.   learners who need special attention; and

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

B   South   DISTRACTORS

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

2

ASSESSMENT

SKILL	CONTENT	STRATEGIES AND SUB-SKILLS
READING AND VIEWING	**Comprehension:** Text type: Literary text/short story, Context: Public Moral lessons/ the greater world/ cultures & beliefs	• Key features of texts: • Storyline • Characters • Background and setting • Literal meaning • Figurative meaning • Theme and message • Imagery • Identifies the main idea of the text. • Inferring the meaning of similar words • Inferring the meaning of unfamiliar words • Infers reasons for actions in the text • Identifies and explains the comparison • Identifies and explains the contrast • Uses different reading strategies in order to understand what is being read • Uses contextual clues to determine meaning, and makes inferences • Discusses specific details (sequencing of text) • Vocabulary development • Evaluates character actions • Predicts possible outcomes • Uses textual clues to infer attitude, tone and • Identifies and explains irony, idioms and other figurative language
	Visual literacy: Visual X 2: Text type: Advertisement Context: Public -Appeal for donations for SPCA **Comic strip** Context: Personal- Hagar the Horrible - Family relationships/ fears& phobias	• Use reading strategies to understand what is being read • Persuasive techniques • Interprets the information • Discusses the purpose of the text • Interprets the writer's intentional message • Identifies and discusses design features • Identifies and evaluates the effectiveness of the layout • Identifying elements of a comic strip • Infer setting and character relationships from visual and verbal contexts • Inferring character emotions from visual and verbal clues • Discussing changes in character reactions in context • Identify and explain humour/irony in the cartoon

SKILL	CONTENT	STRATEGIES AND SUB-SKILLS
READING AND VIEWING	**Summary** Online article information text: Context: Public Environmental issues/electrical cars as the better option.	• Summarising main and supporting ideas in point form as per the required length • Provide readers with a clear overview of the main points of a text • Identifying relevant ideas in the text as per question requirements.
LANGUAGE STRUCTURE AND CONVENTIONS	Text type: online article/ blog Context: Personal & Public World Hunger Day	• Functions of punctuation marks – apostrophe and hyphen • Identifying idioms • Root words • Antonyms • Conjunctions and sentence structure • Synonyms • Plural rules • Parts of speech • Commonly confused words • Phrases and Clauses • Tenses • Active/Passive Voice • Figurative and Literal Language

SKILL	CONTENT	STRATEGIES AND SUB-SKILLS

QUESTION 1

Read the text below and answer the questions.

Text A

A Very Special Seed

1. Mr Stevens, a successful businessman, was growing old and decided it was time to choose a successor for his business. He knew that his own children had no interest in the company and were quite happy following their own interests and careers. He decided that he had to forgo traditional methods of choosing a suitable successor and had to try something different.

2. Later that day, he called all the young executives to his boardroom. Looking at the young, eager faces surrounding him, he was filled with hope that he would find the right person. He announced, "It is time for me to step down and choose the next CEO. I have decided to choose one of you. I am going to give each one of you a seed today – a very special seed. I want you to plant the seed, water it, and come back here one year from today with what you have grown from the seed. I will then judge the plants that you bring, and based on the success of your efforts, I will choose who will be the next CEO."

3. A hard-working and earnest executive, Jim, took his seed home, and relayed the exciting opportunity to his wife. She was excited to help him and together they planted the seed. Every day he would water it, hoping that it would show some signs of growth. He heard some of the other executives begin to talk about their seeds and the plants that were beginning to grow. Jim kept checking his seed, but nothing grew.

4. Weeks went by but there was still nothing in Jim's pot. By now, others were bragging about their plants, which had started to grow. They mocked Jim, calling him useless and unfit to be a CEO. Jim was disappointed because he felt like a failure, he was falling short of his dream of being chosen as CEO.

5. After six months, he just knew that he had killed his seed. Everyone else had trees and tall plants, but he had nothing to show for all his efforts. Nonetheless, Jim just kept watering and fertilising the soil and said nothing to his colleagues. He desperately wanted the seed to grow.

6. A year went by, and Mr Stevens asked the young executives to bring their plants to work for an inspection.

7. When Jim told his wife that he was not going to take an empty pot, she advised him to be honest about what happened. Jim felt sick to his stomach, it was going to be the most embarrassing moment of his life, but he knew that his wife was right. He took his empty pot to work.

8. When Jim arrived, he was amazed at the plants grown by the other executives. They were beautiful – in all shapes and sizes. Jim put his empty pot on the floor while many of his colleagues laughed at him.

9. When Mr Stevens arrived, he gazed at the men and the plants. "My, what great plants, trees and flowers you have grown," said Mr Stevens. "Which one of you will be appointed the next CEO?"

10. Mr Stevens then spotted Jim at the back of the room with his empty pot. He asked him to come to the front of the room and explain what had happened to his seed. Jim felt like a failure, but he nervously explained the story of his unsuccessful attempt at getting his seed to grow. Mr Stevens then asked everyone to sit down except Jim. He looked at Jim, and then announced to the young executives, "Jim is your next Chief Executive Officer!"

11. Everyone was astounded. Mr Stevens continued, "One year ago today, I gave everyone in this room a seed. But I gave you all boiled seeds; they were dead." A shocked gasp went through the room as the CEO continued with a disappointed expression, "It was not possible for them to grow yet all of you, except Jim, have brought me flourishing trees and blooming plants and flowers!"

12. "When you found that the seed would not grow, you dishonestly substituted another seed for the one I gave you. Jim was the only one with the courage and honesty to bring me a pot with my seed in it. Therefore, as the only honest one here, he is the one who will be the new Chief Executive Officer!"

Adapted from https://raycenter.wp.drake.edu/2013/02/22/a-very-special-seed-a-story-about-integrity/

1.1　Where does Mr Stevens discuss his plan to find a successor?

    A　in Jim's home

    B　in the office

    C　in the boardroom

    D　in Mr Stevens' garden　　　　　　　　　　　　　　　　　　　(1)

1.2　Why does Mr Stevens decide to choose a successor?

    A　He is not ready to retire.

    B　He wants to start gardening.

    C　He does not trust his children.

    D　He is growing too old to work.　　　　　　　　　　　　　　　(1)

1.3　'Every day, he would water it and watch to see if it had grown.' (Paragraph 3)

    What does the sentence above tell us about Jim's character?

    Jim is …

    A　indifferent.

    B　considerate.

    C　optimistic.

    D　stressed.　　　　　　　　　　　　　　　　　　　　　　　　(1)

1.4　Which word in Paragraph 4 indicates that Jim's colleagues are arrogant?

    A　bragging

    B　disappointed

    C　failure

    D　useless　　　　　　　　　　　　　　　　　　　　　　　　　(1)

1.5　When does Jim finally realise that his plant is dead?

    A　after a year

    B　six months later

    C　three weeks later

    D　after a few months　　　　　　　　　　　　　　　　　　　　(1)

1.6 'Jim felt sick to his stomach.' (Paragraph 7)

What is the meaning of the idiom in the above sentence?

A   Jim is looking for an excuse.

B   Jim is feeling angry.

C   Jim is feeling anxious.

D   Jim has a tummy ache.   (1)

1.7 Why does Mr Stevens ask his executives to plant the seeds?

A   He wants to deceive them.

B   He is testing their gardening ability.

C   He is testing their integrity and honesty.

D   He wants to see who brags the most.   (1)

1.8 Why do the other executives not qualify for the CEO position?

A   They are too hardworking.

B   They do not have the right qualifications.

C   The executives are very arrogant.

D   The executives are very untrustworthy.   (1)

1.9 Which sentence is an example of irony?

A   Jim is appointed even though his plant did not grow.

B   Mr Stevens would rather appoint his staff than his own children.

C   Jim's wife encourages him to take his dead seed to the office.

D   All the other executives have beautiful plants.   (1)

1.10 Identify the main conflict in the story.

A   Mr Stevens' children will be angry about his decision.

B   Jim could lose his promotion by telling the truth.

C   The other executives deserve to win but did not.

D   Mr Stevens is not honest about his intentions.   (1)

1.11 What indicates that Mr Stevens' decision is unexpected? (Paragraph 11)

   A   Everyone else has beautiful plants.

   B   All the men are astounded.

   C   Mr Stevens reveals that the seeds are dead.

   D   Mr Stevens embarrasses Jim.   (1)

1.12 Which sentence best illustrates the main idea of the story?

   A   Gardening is a difficult task.

   B   Cheating will get you nowhere.

   C   Being dishonest does pay.

   D   Always be humble.   (1)

1.13 Which statement best describes Mr Stevens?

   A   He is a poor judge of character.

   B   He is not easily fooled by people.

   C   He is influenced by his wife's opinion.

   D   He is unable to choose a good successor.   (1)

1.14 What atmosphere is the writer creating in Paragraph 9?

   a … atmosphere.

   A   suspenseful

   B   playful

   C   terrifying

   D   relaxed   (1)

1.15 Who are the two main characters of this story?

   A   Jim and his wife

   B   Mr Stevens and Jim

   C   Jim and the other executives

   D   Mr Stevens and the other executives   (1)

1.16 Do you think that Mr Stevens' final decision is fair?

Give a reason for your answer.   (2)

1.17 Do you think a that 'A Very Special Seed' is a suitable title for the story?Provide a reason

for your answer.   (2)

1.18 Discuss why Jim's wife could be considered a wise woman.   (2)

1.19 Contrast Jim's reaction in Paragraph 8 to those of his colleagues.   (2)

1.20 Based on your knowledge of the story, do you think that Jim will be a good CEO?   (2)

QUESTION 2

Text B: Advertisement

Study the advertisement below and answer the questions set.

Source: http://m.facebook.co.za

2.1   Identify the headline of the advertisement.

A   Project 'Warm Paws' needs the community to help by donating time or materials

B   The Marlborough SPCA wants to build an in-door dog shelter starting soon

C   Help Us Bring Our Poor Doggies In From The Cold

D   Raise a paw and volunteer for Project 'Warm Paws'   (1)

2.2   What is the slogan of the advertisement?

A   Warm Paw

B   SPCA Marlborough

C   Raise a paw

D   Poor Doggies   (1)

2.3   Explain why the picture of the dog is bigger than the other images in the

advertisement?   (2)

2.4   Give one way the community can assist the SPCA.   (1)

2.5   'Help us bring Our Poor Doggies in From the Cold'

What effect will the above words have on readers?

Give a reason for your answer.   (2)

Text C: Cartoon

Study the cartoon below and answer the questions set.

Note: Hagar is the leader of the fearsome Viking army.

Source: www.hagarthehorrible.net

2.6   Refer to Frame 1.

What is Hagar's wife's name?   (1)

2.7   How does Hagar feel in Frames 1 and 2?

Give a clue from Hagar's body language to prove your answer.   (2)

2.8   What does the enlarged font in Frame 3 tell you about the emotions of the people

knocking on the door?   (1)

2.9 Describe what is happening in Frame 4? (1)

2.10 What is the main conflict in the cartoon?

    A   Burglars have broken into Hagar's home.

    B   Hagar is terrified of the dentist.

    C   The taxman is after Hagar for unpaid taxes.

    D   Hagar does not listen to his wife. (1)

2.11 How has the cartoonist created humour in the cartoon? (2)

QUESTION 3

Summary

Read Text D and summarise the SEVEN advantages of driving electric vehicles according to the following instructions.

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 70 – 80 words in length.

6. Indicate the total number of words you have used in brackets at the end of your summary.

7. Do not provide a title for your summary.

Text D

Electric Vehicles are Better for Our World

1.   The cost of petrol is very high. It is far cheaper to charge your electric car than to spend money on petrol of a regular car. On average, to fill a tank for a small car can cost up to R800. This can amount to about R2 000 per month to travel, on average. All this money can be saved by using.an electric car.

2.   Global warming has become a serious threat in recent times. The long-term heating of the earth's surface due to human activities, primarily fossil fuel burning, has had a detrimental effect on the climate, resulting in an increase in natural disasters like flooding. Electric cars are environmentally friendly because they do not emit pollutants. Using electric vehicles can reduce CO_2 emissions on a large scale.

3.   The inflation rate and high cost of living already put a strain on most households. Driving an electric car puts cash back into the pockets of struggling consumers. Electric vehicles have lower maintenance or service costs.

4.   The motors have fewer engine parts that lead to less damage than a traditional non-electric vehicle, which means you save on running costs. These cars require no oil changes nor engine component replacements.

5.   Electric cars are extremely quiet. Combustion engines make petrol and diesel-powered cars noisier than their electric alternatives. Generally, the only sounds that an electric car makes are heard when you go around a tight corner, or you encounter some wind resistance on the road. When travelling at slow speeds, most electric cars will emit a noise to warn pedestrians of their presence to help increase safety for drivers and pedestrians alike.

Adapted from Camp's Creative Genius Blog -2023

QUESTION 4

Text E

Read the following text and answer the questions set.

KFC Add Hope commemorates World Hunger Day – Small change can drive big change!

1. Multiple disasters — floods, riots, and a pandemic have intensified the hunger crisis in SA. While big moves are in place to combat food insecurity, investing your small change can make a big change. Hunger is one of the timeless challenges humanity has faced throughout its history.

2. Globally, around 820 million people don't have enough to eat, and hunger ratios in this country are on an upward trajectory. Estimates suggest that on average 40% of South Africans, and one in five children, go to bed hungry every night.

3. "The pandemic-driven lockdowns led to tens of thousands of job losses in South Africa alone," says Andre Nel, Brand Purpose Manager at KFC. "When coupled with the overwhelming unemployment statistics and rising inflation, which has led to a shortage and an increase in the price of many staple foods – hunger has become a massive challenge. Although the struggle against hunger is not a new one, with the country's economic climate worsening, jobs being lost and livelihoods threatened, action must be taken to help those in need."

4. Brian Nel, CEO of Rise Against Hunger Africa (RAH), states that while the demand for support is widespread, most of the current need is coming from KwaZulu-Natal and the Eastern Cape. "Understandably the KZN floods and water shortages have all had a negative impact on food security in these regions, but overall, I believe unemployment and a weak economy are two of the main driving factors. The displacement of people and loss of additional jobs in the past 12 months has also had a huge impact on the hunger crisis."

5. "Necessity is the mother of all inventions," Nel agrees, "In many cases, feeding schemes are the saving grace for many people. We have seen a huge increase in the number of parents unable to pay fees for the schools their children attend. It can also result in many children not attending school and for many, not receiving their daily meal at school which is the only nutrition they receive. Quicker registration process and a subsidy for many schools would assist with this issue, but currently, feeding schemes, like RAH Africa, make a huge positive impact for thousands of children.

Adapted from: https://randburgsun.co.za/448133/kfc-add-hope-commemorates-world-hunger-day-small-change-can-drive-big-change/

4.1 What is the purpose of the apostrophe in the underlined word '… people don't have enough to eat' in Paragraph 2?

The purpose is to …

A form a possessive noun.

B show the omission of letters.

C indicate the plural of the word.

D show ownership. (1)

4.2 What is the root word of 'insecurity'? (Paragraph1)

A secure

B insecure

C security

D insect (1)

4.3 'Necessity is the mother of all inventions.' (Paragraph 5)

What is the meaning of the above idiom?

A Inventions create needs in our world.

B Necessity drives mothers to make a plan.

C Mothers provide what is necessary.

D Needs give rise to new creations. (1)

4.4 What is the function of the hyphen in 'pandemic-driven'? (Paragraph 3)

The hyphen …

A connects a clause to a phrase.

B attaches a prefix to a word.

C combines two phrases.

D creates a compound word. (1)

4.5 Choose the main idea of Paragraph 3.

A Hunger has become a massive challenge due to job losses and rising inflation.

B Hunger has become a massive challenge although it is not a new challenge.

C The pandemic-driven lockdowns are the sole cause of hunger becoming a massive challenge.

D An increase in the price of many staple foods is threatening the livelihoods of people. (1)

4.6 'Nel agrees that feeding schemes are a saving grace to many people.' (Paragraph 5)

What is the correct antonym for the underlined word?

A misagrees

B disagrees

C notagrees

D unagrees (1)

4.7 Many children do not attend school. They do not get a daily meal.

Choose the appropriate conjunction to join the two sentences.

A although

B before

C whether

D therefore (1)

4.8   Which sentence is punctuated correctly?

A   Two things are threatening the livelihoods of people: rising inflation and job losses.

B   Two things are threatening the livelihoods of people, rising inflation and job losses.

C   Two things are threatening the livelihoods of people "rising inflation and job losses".

D   Two things are threatening the livelihoods of people (rising inflation and job losses).

(1)

4.9   RAH is currently making a huge impact for children.

Which word is similar in meaning to 'currently', as used in the text?

A   formerly

B   presently

C   directly

D   electrically   (1)

4.10 Choose the correct plural form of the underlined word.

'…hunger ratios in this country are on the upward trajectory.' (Paragraph 2)

A   trajectory's

B   trajectories

C   trajectorys'

D   trajectorys   (1)

4.11 Choose the correct form of the word in brackets.

The pandemic-driven lockdowns led to (their/they're) job losses.   (1)

4.12 '…hunger has become a massive challenge.' (Paragraph 3)

What part of speech is the word 'hunger'?   (1)

4.13 Identify the independent clause in the following sentence.

Although the struggle against hunger is not a new one, action must be taken to help those in need. (1)

4.14 Provide an antonym for 'limited'. (Paragraph 4) (1)

4.15 Rewrite the following sentence in the present perfect tense.

The KZN floods and water shortages have all had a negative impact on food security. (2)

4.16 Change the sentence below to the passive voice.

'A quicker registration process and a subsidy for many schools would assist with this issue.' (Paragraph 5) (2)

4.17 'Feeding schemes are the saving grace for many people.' (Paragraph 5)

Explain the figurative meaning in the above sentence. (2)
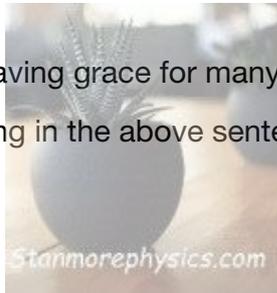
basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

MARKING GUIDELINE   **ENGLISH HOME LANGUAGE GRADE 9**

1. Comprehension: Literary Text
2. Visual texts: Cartoon and Advertisement
3. Summary: Information Text
4. Language Structures and Conventions: Information text

QUESTION 1
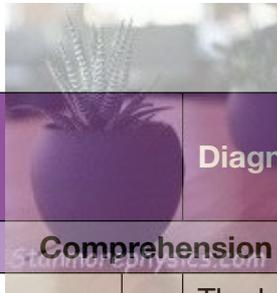
No.		Expected answer		Diagnostic analysis/clarification	Marks
			Comprehension		
1.1	A	in Jim's home		The learner confuses information about location of events.	
	B	in the office		The learner uses background knowledge associating a CEO with an office.	
	C	in the boardroom	✓	Correct response	1
	D	in Mr Stevens' Garden		The learner applies personal experience by associating the seed with a garden.	
1.2	A	He is not ready to retire.		The learner does not understand the word 'successor'.	
	B	He wants to start gardening.		The learner associates the seed with gardening in general.	
	C	He does not trust his children.		The response is not text-based.	
	D	He is growing too old to work.	✓	Correct response	1
1.3	A	indifferent.		The learner does not understand the word.	
	B	considerate.		The learner confuses Jim's actions with kindness.	
	C	optimistic.	✓	Correct response	1
	D	stressed.		Not text-based; the learner associates the plant not growing with stress.	

No.		Expected answer		Diagnostic analysis/clarification	Marks
1.4	A	bragging	✓	Correct response	1
	B	disappointed		Text-based but not relevant to the question.	
	C	failure		The learner assumes a sense of failure that Jim would be feeling.	
	D	useless		The learner attributes Jim's lack of success to feeling useless.	
1.5	A	after a year		The learner refers directly to the first time-frame from the passage	
	B	six months later	✓	Correct response	1
	C	three weeks later		The learner does not recognise the time references.	
	D	after a few months		Response is text-based but inaccurate.	
1.6	A	Jim is looking for an excuse.		Not text-based. The learner guesses.	
	B	Jim is feeling angry.		The learner misinterprets the idiomatic expression.	
	C	Jim is feeling anxious.	✓	Correct response	1
	D	Jim has a tummy ache.		The learner does not understand figurative language.	
1.7	A	He wants to deceive them.		The learner does not understand the word 'deceive'.	
	B	He is testing their gardening ability.		The learner associates the assignment with gardening.	
	C	He is testing their integrity and honesty.	✓	Correct response	1
	D	He wants to see who brags the most.		The learner fails to note the relevant textual information.	
1.8	A	They are too hardworking.		Not text based. The learner attributes the growth of the plants to hard work.	
	B	They do not have the right qualifications.		Not text-based. The learner makes assumptions based on outside experience.	
	C	The executives are very arrogant.		The learner does not recognise the criteria for Mr Stevens' choice.	
	D	The executives are very untrustworthy.	✓	Correct response	1

Grade 9 English Home Language   (33)

No.		Expected answer		Diagnostic analysis/clarification	Marks
1.9	A	Jim is appointed even though his plant did not grow.	✓	Correct response	1
	B	Mr Stevens would rather appoint his staff than his own children.		The learner confuses irony and preference.	
	C	Jim's wife encourages him to take his dead seed to the office.		The learner does not understand irony.	
	D	All the other executives have beautiful plants.		The learner confuses irony with contrast.	
1.10	A	Mr Stevens' children will be angry about his decision.		The learner makes an assumption based on personal opinion.	
	B	Jim could lose his promotion by telling the truth.	✓	Correct response	1
	C	The other executives deserved to win but did not.		The leaner misinterprets the meaning of 'deserved'.	
	D	Mr Stevens is not honest about his intentions.		The learner does not understand the concept of 'conflict'.	
1.11	A	Everyone else has beautiful plants.		The response is text-based but not relevant.	
	B	All the men are astounded.	✓	Correct response	1
	C	Mr Stevens reveals that the seeds are dead.		The learner cannot use contextual clues	
	D	Mr Stevens embarrasses Jim.		Not text-based. The learner attributes Jim's failure to embarrassment.	
1.12	A	Gardening is a difficult task.		The learner applies personal experience to the text.	
	B	Cheating will get you nowhere.	✓	Correct response	1
	C	Being dishonest does pay.		The learner fails to notice that the statement is in the positive form.	
	D	Always be humble.		Not text-based. The learner associates being humble with winning.	

No.		Expected answer		Diagnostic analysis/clarification	Marks
1.13	A	He is a poor judge of character.		The response demonstrates a failure to grasp the intent of Mr Stevens' test.	
	B	He is not easily fooled by people.		Correct response	1
	C	He is influenced by his wife's opinion.		The response is text based but, the learner confuses characters in the text.	
	D	He is unable to choose a good successor.		The error reflects an incomplete grasp of the text.	
1.14	A	suspenseful	✓	Correct response	1
	B	playful		The learner misinterprets the main tone and focuses on Mr Stevens' compliment.	
	C	terrifying		The response is not text-based.	
	D	relaxed		Not text-based. The learner focuses on the tone of his words, not his real intention.	
1.15	A	Jim and his wife		Text-based; focuses attention on a subset of characters, rather than the main characters.	
	B	Mr Stevens and Jim	✓	Correct response	1
	C	Jim and the other executives		Fails to recognise the importance of the role that Mr Stevens plays in the story.	
	D	Mr Stevens and the other executives		Fails to recognise that Jim is a major character.	

No.	Expected answer		Diagnostic analysis/clarification	Marks
1.16	**YES:** Mr Stevens chose the correct candidate based on a test of character. **OR** Mr Stevens wanted to ensure that an honest person (or a person of integrity) got the job. **OR** Mr Stevens has the right to appoint whoever he chooses as it is his business. **OR** Jim was honest. **OR** Jim did not lie. **NO:** He tricked the employees. **OR** He did not tell them he was testing them. **OR** It was an unfair test.	✓ ✓	The learner may answer YES or NO, with appropriate substantiation of the response. Note that no mark is awarded for simply stating YES or NO. Accept similar answers in The learner's own words.	2
1.17	**YES:** Mr Stevens used a seed to test his employees. **OR** The 'special seed' represented a test. **OR** That particular seed could not grow as it had been boiled. **OR** The boiled seed could not grow, but it had another value- it helped pinpoint an honest person. **OR** The seed plays an important role in the story. **NO:** The seed was not special because it was dead / boiled.	✓ ✓	The learner may answer YES or NO, with appropriate substantiation of the response. Note that no mark is awarded for simply stating YES or NO. Accept similar answers in the learner's own words.	2

No.	Expected answer		Diagnostic analysis/clarification	Marks
1.18	She encouraged him to tell the truth and he got the job. **OR** She gave Jim good advice and he was promoted. **OR** Because of her good advice, Jim's honesty was rewarded.	✓ ✓	Accept similar answers in the learner's own words. Award 1 mark for reference to her advice and 1 mark for the consequence.	2
1.19	He was amazed at their plants while they mocked his empty pot. **OR** He was gracious in his admiration; they were rude and unkind or brutal. **OR** He was amazed; they laughed. **OR** His response displays kindness; their actions are unkind.	✓ ✓	Accept similar answers in The learner's own words. NB. The correct answer must show a contrast; if there is no contrast no mark must be awarded.	2
1.20	**YES:** Jim is honest and will make a good CEO. **OR** Jim has integrity and will make a good manager. **OR** Jim is determined and does not give up. **NO:** He only got the promotion because his wife encouraged him to be honest. **OR** He took too long to realise the plant would not grow. **OR** Honesty is not the only quality needed to be a CEO.	✓ ✓	The learner may answer YES or NO, with appropriate substantiation of the response. Note that no mark is awarded for simply stating YES or NO. Accept similar answers in the learner's own words. Award 2 marks for a well-substantiated answer that correlates with the YES or NO response.	2

QUESTION 2

No.		Expected answer		Diagnostic analysis/clarification	Marks
		Advertisement			
2.1	A	Project "Warm Paws" needs the community to help by donating time or materials		The learner does not understand the elements of an advertisement.	
	B	The Marlborough SPCA wants to build an in-door dog shelter starting soon		The learner does not understand the elements of an advertisement.	
	C	Help Us Bring Our Poor Doggies In From the Cold	✓	Correct response	1
	D	Raise a paw and volunteer for Project "Warm Paws"		The learner confuses slogan with headline.	
2.2	A	Warm Paws	✓	Correct response	1
	B	SPCA Marlborough		The learner does not understand the term slogan.	
	C	Raise a paw		Related to text, but not relevant.	
	D	Poor Doggies		The learner retrieves information that is not related to the item.	
2.3		The dog is meant to draw the attention of the reader in order to gain sympathy for the plight of stray dogs to get donations. OR Animal lovers will immediately be drawn to the sad face of the dog and give donations.	✓ ✓	Give one mark for the image catching the reader's attention. Give one mark for indicating sympathy for the plight of stray dogs to get donations. Accept similar relevant responses.	2
2.4		The community can donate time OR materials.	✓	Give one mark for either 'time or materials' or both.	1
2.5		The reader will be glad to donate to Warm Paws so that stray dogs will get a warm shelter. OR The use of the words 'Poor Doggies' will make the reader feel sorry for the dogs and make them donate time or money.	✓ ✓	Give one mark for the expected feeling/s of the reader. Give one mark for the action taken as a result of that feeling. Accept any similar relevant answer to the context of the headline and poster in general.	2

No.		Expected answer		Diagnostic analysis/clarification	Marks
Question 2: Cartoon					
2.6		Helga	✓		1
2.7		**EMOTION:** Hagar is feeling anxious. **OR** afraid. **OR** worried. **VISUAL CLUE/BODY LANGUAGE** Hagar is sweating/perspiring. **OR** Hagar is pacing.	✓ ✓	Give one mark for Hagar's emotion and one mark for body language. Accept any similar relevant response.	2
2.8		They are angry. **OR** impatient. **OR** cruel. **OR** annoyed /irritated. **OR** determined/resolute/ purposeful.	✓	Accept any similar relevant response pertaining to the mood of the unknown people knocking on the door.	1
2.9		The word 'CRASH' indicates that the people knocking on the door have entered forcefully. **OR** They have broken down the door. **OR** They are breaking into the house.	✓	Accept any relevant answer which depicts a forceful entry.	1
2.10	A	Burglars have broken into Hagar's home.		The learner makes assumption based on the visual and misses the analogy of the dentist with criminals.	
	B	Hagar is terrified of the dentist.	✓	Correct response	1
	C	The taxman is after Hagar for unpaid taxes.		The learner retrieves irrelevant information from the text that is not related to the item.	
	D	Hagar does not listen to his wife.		Text based but not the main conflict	
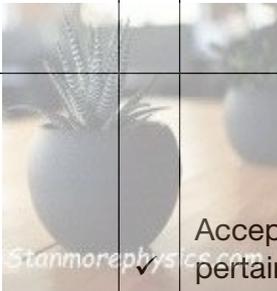
No.	Expected answer		Diagnostic analysis/clarification	Marks
2.11	Hagar is a fearsome Viking warrior, yet he is terrified of the dentist. **OR** The cartoonist makes the reader believe Hagar is being attacked, however, it turns out to be a harmless dentist appointment.	✓ ✓	Give one mark for mentioning Hagar's position or normal behaviour. Give another mark for his fear of the dentist. **OR** One mark for the attack scenario. Award another mark for the exaggeration or comparison of his fear of the dentist to the attack. Answer must show contrast between his usual behaviour and his reaction to the dentist. Accept similar relevant responses.	2

QUESTION 3

Summary		
SUGGESTED POINTS: <u>Any 7</u> of the following or similar points		
1.	Electric cars are cheaper than regular cars.✓	CONTENT: 1 mark per relevant and coherent point = 7 marks Do not penalise for spelling and grammar errors that do not change the meaning of the point. *LANGUAGE: To avoid the anomaly that language marks exceed marks for points, allocate language marks as indicated below.* 1 – 3 correct points = + 1 mark 4 – 5 correct points = + 2 marks 6 – 7 correct points = + 3 marks *Do not subtract marks for incorrect format or for quoting directly from the text or for incorrect **OR** missing word count. Mark points the points up until the required word count and disregard the rest. Do not penalise for lack of planning. Mark planning if final is not done OR incomplete.*
2.	Electric cars can save you money.✓	
3.	Electric cars are environmentally friendly.✓	
4.	Driving electric cars can reduce CO_2 emissions. ✓	
5.	Drivers of electric cars have lower maintenance and service costs.✓	
6.	Consumers can save money on the servicing of an electric car.✓	
7.	Electric cars have fewer parts to replace.✓	
8.	Electric cars are quieter than regular cars.✓	
9.	Electric cars emit a sound to warn pedestrians of their presence. ✓	
10.	Electric cars make roads safer for pedestrians and drivers.✓	

The **10** marks column applies to Question 3.

QUESTION 4

No.		Expected answer		Diagnostic analysis/clarification	Marks
		Language, Structures & Conventions			
4.1	A	form a possessive noun.		The learner does not understand the use of the apostrophe.	
	B	show the omission of letters.	✓	Correct response	1
	C	indicate the plural of the word.		The learner confuses singular and plural use.	
	D	show ownership.		The learner confuses functions of apostrophe.	
4.2	A	secure	✓	Correct response	1
	B	insecure		The learner does not understand prefixes.	
	C	security		The learner does not understand suffixes.	
	D	insect		Unrelated to the text.	
4.3	A	Inventions create needs in our world.		The learner confuses word order.	
	B	Necessity drives mothers to make a plan.		The learner uses personal experiences and assumptions on the role of mothers.	
	C	Mothers provide what is necessary.		The learner confuses mothers to be providers when in need.	
	D	Needs give rise to new creations.	✓	Correct response	1
4.4	A	connects a clause to a phrase		The learner confuses functions of the hyphen with the comma.	
	B	attaches a prefix to a word.		Response is unrelated.	
	C	combines two phrases.		The learner confuses compound words with phrases.	
	D	creates a compound word.	✓	Correct response	1

No.		Expected answer		Diagnostic analysis/clarification	Marks
		Language, Structures & Conventions			
4.5	A	Hunger has become a massive challenge due to job losses and rising inflation.	✓	Correct response	1
	B	Hunger has become a massive challenge although it is not a new challenge.		The learner may choose this sentence because it is the overall theme of the text.	
	C	The pandemic-driven lockdowns are the sole cause of hunger becoming a massive challenge.		The learner does not understand concept of multiple challenges.	
	D	An increase in the price of many staple foods is threatening the livelihoods of people.		The learner may believe that main ideas are always found at the beginning of paragraphs.	
4.6	A	misagrees		The learner confuses the use of the prefix 'mis-'	
	B	disagrees	✓	Correct response	1
	C	notagrees		The learner associates the meaning of the prefix with being 'not 'negative.	
	D	unagrees		The learner does not know the correct spelling of the word.	
4.7	A	although		The learner confuses the use of the conjunction to show contrast.	
	B	before		The learner believes that the second sentence provides a reason.	
	C	whether		The learner does not understand the use of conjunctions.	
	D	therefore	✓	Correct response	1

No.		Expected answer		Diagnostic analysis/clarification	Marks
		Language, Structures & Conventions			
4.8	A	Two things are threatening the livelihoods of people: rising inflation and job losses.	✓	Correct response	1
	B	Two things are threatening the livelihoods of people, rising inflation and job losses.		The learner does not understand the use of the comma.	
	C	Two things are threatening the livelihoods of people: "rising inflation and job losses".		The learner does not understand the use of inverted commas.	
	D	Two things are threatening the livelihoods of people (rising inflation and job losses).		The learner confuses the use of brackets.	
4.9	A	formerly		The learner confuses antonym and synonym	
	B	presently	✓	Correct response	1
	C	directly		Not text based	
	D	electrically		The learner associates the word with an electrical current.	
4.10	A	trajectory's		The learner does not understand the rules of plural.	
	B	trajectories	✓	Correct response	1
	C	trajectorys'		The learner confuses plural with apostrophe.	
	D	trajectorys		The learner partially understands the rules of plural.	
4.11		their	✓	Correct response	1
4.12		noun	✓	Correct response	1
4.13		Action must be taken to help those in need.	✓	Correct response	1
4.14		widespread	✓	Correct response	1
4.15		The KZN floods and water shortages have all been having a negative impact on food security.	✓	Correct response	1

No.	Expected answer		Diagnostic analysis/clarification	Marks
	Language, Structures & Conventions			
4.16	This issue would be assisted by a quicker registration process and a subsidy for many schools.	✓ ✓	Award one mark for starting the sentence with the object 'this issue', followed by the modal + auxiliary verbs 'would be' and one mark for changing the main verb 'assist' to past participle 'assisted' followed by the noun phrases 'A quicker registration process and a subsidy for many schools'.	2
4.17	'Saving grace' refers to rescuing or helping people.	✓ ✓	Accept any answer that reflects feeding schemes as 'helping and improving lives' or mitigating/ curbing /alleviating hunger problems.	2

DIAGNOSTIC ASSESSMENT

ENGLISH
HOME LANGUAGE
GRADE 9

Department of Basic Education
222 Struben Street, Pretoria, 0001
Private Bag X895, Pretoria, 0001
South Africa

☎ Tel: (012) 357 3000

🌐 www.education.gov.za

🖨 Fax: (012) 323 0601

f www.facebook.com/BasicEd

📞 Hotline: 0800 202 933

𝕏 www.twitter.com//dbe_sa

Marks obtained		
Question 1	25	
Question 2	15	
Question 3	10	
Question 4	20	
Total marks: 70		

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL ASSESSMENT

GENERAL EDUCATION CERTIFICATE (GEC)

2024 ANSWER BOOKLET

English Language

Subject: _____

Include language of test

Date: _____/_____/ 2024

School: _____

Grade 9   Class: _____

Name: _____

Surname: _____

Province: _____

Moderated Marks			
School	District	Province	DBE (National)

Instructions to the learner

1.   Complete the cover page in full.

2.   Write neatly and legibly, and answer all questions.

3.   Write the letter of the correct answer for all multiple-choice questions.

4.   If you made a mistake by writing e.g. C, draw a line through the letter C like this: $\cancel{C}$ Then, write the correct letter of your choice next to the cancelled like this e.g. $\cancel{C}$ A.

5.   Answer in full for the **non**-multiple choice questions.

Question 1

Number	Write the letter only.
1.1	
1.2	
1.3	
1.4	
1.5	
1.6	
1.7	
1.8	
1.9	
1.10	
1.11	
1.12	
1.13	
1.14	
1.15	
1.16	
1.17	
1.18	
1.19	
1.20	
1.21	

Number	Write the letter only.
1.22	
1.23	
1.24	
1.25	

Question 2.1

Number	Write the letter only.
2.1.1	
2.1.2	
2.1.3	
2.1.4	
2.1.5	

Question 2.2

2.2.1

2.2.2

2.2.3

2.2.4

2.2.5

2.2.6

2.2.7

Question 3

Question 4

Number	Write the letter only.
4.1	
4.2	
4.3	
4.4	
4.5	
4.6	
4.7	
4.8	
4.9	
4.10	
4.11	
4.12	
4.13	
4.14	
4.15	
4.16	
4.17	
4.18	
4.19	
4.20	