

# **PROVINCIAL EXAMINATION**

## **NOVEMBER 2023**

### **GRADE 9**

### **MARKING GUIDELINES**

**ENGLISH FIRST ADDITIONAL LANGUAGE**

## SECTION A

## QUESTION 1: COMPREHENSION

QUESTION		ANSWER	Marks	Level
1.1	1.1.1	False ✓	1	1
	1.1.2	False ✓	1	1
1.2	<i>Weekend Argus</i> ✓		1	1
1.3	1.3.1	C ✓	1	2
	1.3.2	A ✓	1	2
	1.3.3	B ✓	1	2
1.4	She hoped that the bullies would be punished by the law ✓ for their wrong treatment of others. ✓		2	3
1.5	1.5.1	Dragged by her hair ✓ /kicked ✓ /smacked. ✓ (Any ONE)	1	2
	1.5.2	Outside the school grounds. ✓	1	1
	1.5.3	Fifty/50 ✓	1	1
	1.5.4	Bullies could be taken for a prison visit ✓ or tour to warn ✓ them of what jail life is like/should they be charged for assault./Campaigns ✓ on anti-bullying should be intensified. ✓/Bullying should be included as a topic ✓ to be dealt with in the current curriculum in one of the compulsory learning ✓ areas like LO.  <b>Accept</b> any reasonable response that includes subjecting learners to some form of training as a pro-active measure.	2	3
1.6	1.6.1	To conscientise/educate/warn teenagers ✓ of the psychological damage ✓ bullying has on the victims.	2	3
	1.6.2	For counselling ✓ the traumatised 14-year-old teenager (her daughter)./She went to the social worker to report the threats her daughter had received.	1	3
1.7	1.7.1	Figuratively ✓	1	2
	1.7.2	It has increased drastically ✓ /it has spread widely ✓ /it has reached its maximum capacity ✓ /it is now a common practice. ✓	1	3

QUESTION		ANSWER	Marks	Level
	1.7.3	<p><b>Yes:</b> Learner discipline is the responsibility of the school, principals as the heads of schools account for the ill-discipline of the learners in their schools, therefore learner-on-learner bullying should be left on the principals' shoulders to curb, failure to do so, should result in consequences for principals. ✓✓ <b>Do not give a mark for 'yes', only. Other similar reasons must be considered.</b></p> <p><b>No:</b> Most bullying incidents take place outside the school premises. This should not be blamed on principals as it is no longer their jurisdiction. Parents should ensure their children's safety after school hours outside of the school premises. ✓✓ <b>Do not give a mark for 'no', only. Other similar reasons must be considered.</b></p> <p><b>NB:</b> A learner can score 1 or 2 marks depending on how well substantiated the response is.</p>	2	4
1.8	1.8.1	Euphemism	1	3
	1.8.2	She committed suicide/she killed herself.	1	3
	1.8.3	<p>Please report the incident to the teacher. ✓ You are not alone, so tell your parents. ✓ If anybody assaults you, you should have it reported to the principal and the police. ✓ Do not allow anybody to take advantage of you, do something to preserve your dignity. ✓</p> <p><b>(Any two sentences where advice is given about ensuring one's human rights and maintaining one's dignity.)</b></p>	2	4
	1.8.4	<p>A tragedy that could be avoided. ✓</p> <p><b>(Give a mark if the learner displays an understanding of the theme of the passage.)</b></p>	1	5
			<b>25</b>	

## SECTION A

## QUESTION 2: VISUAL LITERACY

QUESTION	ANSWER	Marks	Level
2.1	The teacher ✓ and the learners ✓	2	1
2.2	A school/classroom	1	1
2.3	A teacher is standing in front of the learners. ✓ The learners are wearing school uniform. ✓ There is a chalkboard and a duster behind the teacher. ✓ A learner has her hand up as one would do in a school setting. Learners are seated at school desks. There are posters suitable for learners on the walls. <b>(ANY TWO OF THE ABOVE)</b>	2	2
2.4	Her mouth is wide open ✓ and the words in her speech bubble are written in capital letters to show that she is shouting. ✓	2	3
2.5	2.5.1 C/scared ✓	1	3
	2.5.2 Her mouth ✓ and eyes ✓ are wide open to show that she is scared./Her hand gesture also indicates alarm. <b>(ANY TWO OF THE ABOVE.)</b>	2	2
	2.5.3 One character is carrying a knife and the other one is carrying a gun. ✓ Their facial expressions suggest that they are happy/comfortable being armed/bragging about their weapons.	1	3
	2.5.4 Two learners (on the right hand side) in the classroom are focusing on the characters that are carrying weapons and not on the teacher. ✓	1	3
	2.5.5 The teacher wants to know what profession the learners would like to follow when they complete their studies. ✓	2	3
	2.5.6 His response shows that his safety is threatened by the actions of the learners outside. ✓	1	4
		<b>15</b>	

## SECTION C

## QUESTION 3: SUMMARY

HOW PARENTS, TEACHERS AND CHILDREN CAN TAKE ACTION TO PREVENT BULLYING	
QUOTES	FACTS
1. "Teachers and administrators need to be aware that although bullying generally happens in areas ... it must be taken seriously."	1. Teachers and administrators must be observant and should take bullying seriously.
2. "Learners and parents need to be a part of the solution and be involved in safety teams as well as antibullying forums."	2. Learners and parents need to partake in antibullying task teams/councils.
3. "If parents discover that their children are being bullied ... they must let their children know they will help them and that they should try not to fight back."	3. Parents must observe their children for signs they might be bullied and offer support to overcome bullying.
4. "Parents need to educate their children and themselves about cyberbullying and teach their children not to respond or forward threatening emails."	4. Parents should educate children on cyberbullying and ensure that threatening emails are left unattended.
5. "It is important for learners to report any bullying to a parent or an adult they trust."	5. Report any form of bullying.
6. "It may be difficult to not bully back..."	5. Do not bully back.
7. "... avoid situations where there are no other learners or teachers."	7. Avoid being alone.
8. "Children learn behaviour through their parents or adults. Being exposed to aggressive behaviour may encourage children to bully."	8. Make your home a bully-free zone.

**DETAILED MARKING GUIDELINES FOR SUMMARY**

Do not penalise the learner if there is no word-count. You are required to verify the number of words used.

If the word limit is exceeded, read up to the last sentence above the stipulated upper limit and ignore the rest of the summary.

**Read the summary at least TWICE and look for the following:**

- Facts and obvious grammatical errors
- Direct quotes and incomplete sentences

**FACTS:**

- Tick the seven facts in context according to the rubric.
- Make a definite tick (✓) above the main idea.
- Mark only one fact per sentence.
- Do not award marks if main ideas are out of context.

**LANGUAGE**

- ❖ Award 7 marks for 7 facts (F)
- ❖ 3 marks for language (L)

<b>POOR GRAMMAR AND SENTENCE CONSTRUCTION</b>	<b>AVERAGE GRAMMAR AND SENTENCE CONSTRUCTION</b>	<b>GOOD GRAMMAR AND SENTENCE CONSTRUCTION</b>
<b>1</b>	<b>2</b>	<b>3</b>
The learner cannot express him/herself clearly.  The sentence has been poorly constructed and is not cohesively formulated.	The learner can express him/herself at a satisfactory level; using short and simple sentences.	The learner expresses him/herself clearly.  Sentences have been creatively constructed.

**TOTAL SECTION C: 10**

## SECTION D: LANGUAGE IN CONTEXT

## QUESTION 4

QUESTION		ANSWER	Marks	Level
4.1	4.1.1	E ✓ (article)	1	3
	4.1.2	D ✓ (preposition)	1	3
	4.1.3	B ✓ (contraction)	1	3
4.2	4.2.1	Nomawethu said that it is <u>necessary</u> ✓ to target young children.	1	3
	4.2.2	The team <u>works</u> hard daily. ✓	1	3
4.3	Brackets ✓		1	3
4.4	A ✓ (colloquialism)		1	3
4.5	Tshehlo said that ✓ it was ✓ great to see that Sasko cared ✓ about children and their wellbeing.		3	3
4.6	The project was ✓ the brainchild of the giant baker Sasko.		1	3
4.7	Acronym ✓		1	3
4.8	International Foreign (Award 1 mark for any suitable answer.)		1	3
4.9	Will this initiative have an impact on many children's lives? ✓		1	3
4.10	Companies ✓		1	3
4.11	Everything starts in Soweto as it is a hub, therefore, ✓ we want to do this at a national level.		1	3
4.12	Develop ✓		1	3
4.13	The prefix means to bring back or return the confidence of young children. ✓		1	3
4.14	D ✓ (simple sentence)		1	3
4.15	Young children are assisted by Sasko. ✓		1	3
			<b>20</b>	

TOTAL: 70