



education

Department:
Education
North West Provincial Government
REPUBLIC OF SOUTH AFRICA

PROVINCIAL ASSESSMENT

GRADE 9

ENGLISH HOME LANGUAGE
RESPONSE TO TEXT (TASK 5) MARKING GUIDELINES
JUNE 2024

MARKS: 70

TIME: 2½ hours

These marking guidelines consist of 8 pages.

NOTE:

These marking guidelines are intended as a guide for markers. Learners' responses must be considered on their merits.

GENERAL MARKING GUIDELINES

Wherever a learner has answered more than the required number of questions, mark only the first answer/response.

If a learner gives two answers, the first of which is wrong and the next one correct, mark the first answer and IGNORE the next.

If answers are incorrectly numbered, mark according to the marking guidelines.

If a spelling error affects the meaning, mark incorrect. If it does not affect the meaning, mark correct.

If the learner does not use inverted commas when asked to quote, DO NOT PENALISE.

For OPEN-ENDED QUESTIONS, no marks should be awarded for YES/NO or AGREE/DISAGREE. The reason/substantiation/motivation/justification is what should be considered.

NO MARKS should be awarded for TRUE/FALSE or FACT/OPINION. The reason/substantiation/motivation/justification is what should be considered.

QUESTION 1: READING COMPREHENSION

QUESTION NUMBER	POSSIBLE ANSWER(S)	MARK	LEVEL Barrett
1.1	The article was published on 6 October 2022 ✓ by Elizabeth Hartney. ✓	(2)	L1
1.2	Peer pressure ✓	(1)	L2
1.3	D ✓ (persuasion to do something)	(1)	L3
1.4	B ✓ (crying)	(1)	L2
1.5	“internal” ✓ (<i>award mark even if not quoted</i>)	(1)	L3
1.6	Danger of being harmed/endangered/hurt/dying/expose to danger/in a position to lose ✓ (<i>Any one of the above or accept other valid response in context</i>)	(1)	L3
1.7	Independent/indifferent/self-sufficient ✓	(1)	L4
1.8	Teens volunteering to help in their communities ✓ Motivating each other ✓ Developing in positive role-models themselves ✓	(3)	L2
1.9	Establishing a positive, supportive environment at home ✓ Being role-models of good, emotional self regulation ✓ Teaching the children to respect their values, no matter what ✓ Role-playing positive ways to solve problems ✓ Teach children how to cope with uncomfortable feelings ✓ Set appropriate boundaries ✓ Provide unconditional support ✓ Assist in avoiding risks ✓ (<i>Any 4 of the above-mentioned</i>) <i>If learners wrote answers next to one another, just tick the 1st one and ignore the rest, “List” implies that answers should be written underneath one another.</i>	(4)	L3
1.10	If parents support their children they will feel loved and secured ✓ which will make them less vulnerable for bad influences ✓ (<i>Accept any other valid response in context</i>)	(2)	L4
1.11	<u>Positive characteristic:</u> Sticking to your own values... can make you strong ✓/will secure that you are part of the correct crowd ✓/will ensure that you are not easily manipulated ✓ (<i>Any one</i>)		

	<p><u>Negative characteristic:</u> Sticking to your own values may result in you becoming an “outcast” for not blindly following the peers ✓/ you not being included in the popular group you want to be part of ✓/you being mocked/made fun of for standing up for what you believe in ✓ (<i>Any one</i>) (Accept any other valid response in context) There should be a positive <u>and</u> negative characteristic mentioned to be awarded the 2 marks If only a positive characteristic, award 1 mark only If only a negative characteristic, award 1 mark only</p>	(2)	L5
1.12	<p>Adults are also human, if not set in good ways with solid values and healthy boundaries ✓ the temptations will not be easy to be withstand ✓ (Any other relevant response in context)</p>	(2)	L4
1.13	<p>Adults stand a chance to lose touch with their family members ✓/ Family members can become strangers to one another ✓/ Children may feel rejected - no time spent as a family ✓/ If the adult is not present, there can be no support provided ✓ (Any one of the above or any other valid response in context)</p>	(1)	L3
1.14	<p><u>Agree:</u> When you had time to think and balanced all options, you can resist pressure much easier ✓ OR <u>Disagree:</u> Time and space will not assist, if someone is vulnerable to be pressured - it will happen - they will not be able to fight it successfully ✓ (Accept other relevant responses in context)</p>	(1)	L5
1.15	<p>Healthy boundaries... *create strong relationships ✓ *ensure both/all parties respect each other’s opinions/beliefs ✓ *prevent people from falling into a trap of simply agreeing to everything because of peer pressure and neglecting their own needs ✓ *are limits that define who we are and what we are willing to accept and what not ✓ *set guidelines for our physical and emotional “space” ✓ *create a healthy balance between our personal needs and the demands of our peers/the outside world ✓ (Any one of the above) (Accept other relevant response in context)</p>	(1)	L4

1.16	<p>NOT being able to say “no”...</p> <p>*can turn you into someone you don't want to be ✓</p> <p>*can leave you without boundaries ✓</p> <p>*can allow people to mistreat/misuse you ✓</p> <p>*can be the cause of being afraid of judgement by others ✓</p> <p>*can be the result of desperately seeking approval from others ✓</p> <p>*proves that you do not value yourself enough to let others know what you think/believe ✓</p> <p><i>(Any one of the above)</i></p> <p><i>(Accept other relevant response in context)</i></p>	(1)	L5
TOTAL QUESTION 1:		25	

QUESTION 2: VISUAL LITERACY

QUESTION NUMBER	POSSIBLE ANSWER(S)	MARK	LEVEL Barrett
2.1	<p>The two characters are Sam and Tommy. ✓</p> <p><i>(Both names should be correct to award the one mark)</i></p>	(1)	L1
<i>(From 2.2-2.7 learners can either refer to he/she or Tommy/ Sam in their answers)</i>			
2.2	<p>In the school bus. There is an aisle and seats on both sides of the aisle, windows of the bus is visible/the bus they got into is parked in Frame 2 ✓</p> <p><i>(The bus and the visual clue = 1 mark)</i></p>	(1)	L2
2.3	<p>Most probably on a Friday (afternoon after school) ✓</p> <p>She is referring to work on Sunday/He asks if she cannot catch up on her work Monday morning. ✓</p> <p><i>(The day of the week and the explanation must correlate)</i></p>	(2)	L3
2.4	<p>She has a serious/determined look on her face ✓</p>	(1)	L3
2.5	<p>“Have fun without me then.” ✓</p> <p><i>(Award the mark for these 5 words only, even if the 5 words are correct but not quoted, still award the mark)</i></p>	(1)	L2
2.6	<p>No he was not. His facial expression shows his dissatisfaction/he unwillingly has to accept her decision. ✓</p> <p><i>(Accept other relevant response in context)</i></p>	(1)	L3

2.7	Open-ended. I would have joined the party and make a plan to get the work done/I would have joined the party and take the punch for my work not being done the Monday ✓ OR I would have refused to go and rather do the right thing/I would have refused to go as I don't want to be in trouble on Monday/ I don't like not doing my homework because of social distractions ✓	(1)	L4
		[8]	
2.8	Peer pressure. ✓	(1)	L1
2.9	False ✓ (not half 50%, only 45%)	(1)	L3
2.10	42% ✓	(1)	L1
2.11	C ✓ (Uninvolved parents or overall lack of parental support)	(1)	L2
2.12	The following conclusion can be made. Where teenagers are coming from, only has a 25% impact on them using illegal drugs ✓	(1)	L4
2.13	Yes. According to the information provided, out of all the possible factors determining whether a teenager will try illegal drugs, peer pressure is the highest influencer at 82%. ✓ (Accept other relevant response in context) (The response can not be "no")	(1)	L3
2.14	Open-ended. Surprising: *How easy it is to get hold of illegal drugs 74% ✓ *Whether the parents drink or smoke 52% ✓ *Living in poverty 45% ✓ *Where a teenager is coming from 25% ✓ (Any one of the above or any other relevant response in context)	(1)	L4
		[7]	
	TOTAL QUESTION 2:	15	

QUESTION 3: SUMMARY WRITING

QUESTION NUMBER	POSSIBLE ANSWER(S)		MARK	LEVEL Barrett
3.	DIRECT QUOTES	OWN WORDS	(10)	L2
	1. "...parents should teach their teens to stand firm for what they believe in." ✓	1) Teach teens to say no when they feel uncomfortable. ✓		
	2. "A belief in themselves will help teen do what they feel is right." ✓	2) Help them believe in themselves. ✓		
	3. "...confidence allows them to have less fear of failure and provides them with the strength to walk away." ✓	3) Teach them not to fear failure and have the strength to walk away. ✓		
	4. "Teach them how to politely decline and proposal they do not feel comfortable with." ✓	4) They should politely say they are not interested/comfortable of they feel like it. ✓		
	5. "Hearing consequences out loud can get peers thinking and potentially change their minds." ✓	5) If threatened, ask questions out loud to win allies. ✓		
	6. "...modelling coping strategies will help teens to make healthier choices." ✓	6) Parents should model strategies on how to cope in difficult situations. ✓		
	7. Equipping teens with a variety of communication strategies empowers them." ✓	7) A good variety of communication skills empower a teen. ✓		
	<p>MARKING GUIDELINES: Mark allocation per fact 7 marks for 7 FACTS 7 3 marks for LANGUAGE usage 3 Total: [10] 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 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 from the text or for incorrect/missing word count Mark points up until the required word count and disregard the rest</p>			
TOTAL QUESTION 3:		10		

QUESTION 4: LANGUAGE STRUCTURES AND CONVENTIONS IN CONTEXT

QUESTION NUMBER	POSSIBLE ANSWER(S)	MARK	LEVEL Bloom
4.1	Young adults and teens <u>are facing</u> ✓ similar peer pressure.	(1)	L1
4.2	B (statement sentence) ✓	(1)	L1
4.3	Peer pressure <u>can be experienced</u> ✓ without a word <u>being said</u> ✓ to you.	(2)	L4
4.4	threaten ✓	(1)	L2
4.5	Michelle Pugle stated that young people <u>might</u> ✓ be more susceptible to peer pressure because their identities <u>were</u> ✓ still forming.	(2)	L4
4.6	Teens <u>do not/don't desire</u> ✓ to fill in and have no less risk aversion than adults.	(1)	L2
4.7	D ✓ (aversion)	(1)	L3
4.8	Indicate possession ✓ teen's (singular) + sense of identity	(1)	L2
4.9	behavioural ✓	(1)	L2
4.10	anxiety ✓ OR depression ✓	(1)	L2
4.11	"Don't jump from a building just because everybody is doing it!" (Award the mark even if not quoted)	(1)	L3
4.12.1	D ✓ Portmanteau	(1)	L3
4.12.2	E ✓ Simplex word	(1)	L3
4.12.3	A ✓ Compound word	(1)	L3
4.12.4	F ✓ Suffix added	(1)	L3
4.12.5	G ✓ Conjunction	(1)	L3
4.12.6	B ✓ Clipping	(1)	L3
4.12.7	C ✓ Infinitive verb	(1)	L3
	TOTAL QUESTION 4:	20	
	GRAND TOTAL:	70	