



**MARKS: 85**

**This memorandum consists of 10 pages.**

<b>QUESTION</b>	<b>EXPECTED ANSWERS</b>	<b>MARKS</b>	<b>MARKING GUIDELINES</b>
1.1	A/The author wanted to show that many children go missing in South Africa. ✓	1	
1.2	They are not really ✓ friends. ✓ OR She does not know them well enough ✓ to call them friends. ✓ OR She does not know them ✓ well. ✓ OR It's a fake friendship. ✓✓ OR Pretend that they are friends. ✓✓	2	Accept a reasonable answer that shows that the 'friends' are not really friends/known by her/she is not acquainted with them.  They are not friends. = only ONE mark
1.3	A /Exclamation mark ✓	1	
1.4	A/She thought she would be starting a new life. ✓	1	
1.5	Yes. ✓ She was able to escape a life of prostitution. ✓ OR Yes. ✓ She was returned to her family. ✓ OR Yes. ✓ She could have been killed. ✓ OR Yes. ✓ She is still alive. ✓ OR Yes. ✓ She was found. ✓ OR Yes. ✓ She was found after a few weeks. ✓  <u>OR</u> No. ✓ She was traumatised. ✓ OR No. ✓ She was forced to be a prostitute. ✓ OR No. ✓ Her innocence was taken away. ✓	2	Award ONE mark for 'yes' or 'no'.  Only award the mark for 'yes'/'no' if the candidate has provided a reason.  If the candidate has only written 'yes'/'no' = 0 marks  AND  Award ONE mark for the reason.  The motivation <u>has to agree</u> with the choice of 'yes'/'no'  OR  Award TWO marks if the reason/motivation is correct and a clear position/stance is evident to

			<p>suggest 'yes'/'no' OR I agree/I disagree.</p> <p>Do not award marks for chunk quoting. Only one sentence or a phrase is acceptable.</p> <p>Do not accept True/False.</p>
1.6	A/It means that the system failed to locate and protect the children. ✓	1	
1.7	C/Children are at risk of going missing. ✓	1	
1.8	<p>Yes. ✓The statistics are provided by the police and/or MCSA. ✓ OR</p> <p>Yes. ✓ The statistics are provided by trustworthy institutions/organisations/sources. ✓ OR</p> <p>No. ✓All cases of missing children are not always reported. ✓</p>	2	<p>Award ONE mark for 'yes' or 'no'.</p> <p>Only award the mark for 'yes'/'no' if the candidate has provided a reason.</p> <p>If the candidate has only written 'yes'/'no' = 0 marks</p> <p>AND</p> <p>Award ONE mark for the reason.</p> <p>The motivation has to agree with the choice of 'yes'/'no'.</p> <p>OR</p> <p>Award TWO marks if the reason/motivation is correct and a clear position/stance is evident to suggest 'yes'/'no' OR I agree/I disagree.</p> <p>Do not award marks for chunk quoting. Only one sentence or a phrase is acceptable.</p> <p>Do not accept True/False.</p>
1.9	<p>Yes. ✓If they are happy at home they have no reason to leave. ✓ OR</p> <p>Yes. ✓ If they are not being abused at home they have no reason to leave. ✓ OR</p> <p>Yes. ✓ Good parents will monitor their children and they will not get lost. ✓ OR</p> <p>Yes. ✓Good parents know their children's whereabouts. ✓</p>	2	<p>Award ONE mark for 'yes'/'no'.</p> <p>Only award the mark for 'yes'/'no' if the candidate has provided a reason.</p> <p>If the candidate has only written 'yes'/'no' = 0 marks</p> <p>AND</p> <p>Award ONE mark for the reason.</p>

	<p style="text-align: center;"><u>OR</u></p> <p>No. ✓✓ Even happy children may think they will prefer a life of adventure. ✓</p> <p style="text-align: center;">OR</p> <p>No. ✓ Children can be abducted. ✓</p> <p style="text-align: center;">OR</p> <p>No. ✓ Children can get lost. ✓</p> <p style="text-align: center;">OR</p> <p>No. ✓ Children can get on the wrong bus or taxi. ✓</p>		<p>The motivation has to agree with the choice of 'yes'/'no'.</p> <p style="text-align: center;">OR</p> <p>Award TWO marks if the reason/motivation is correct and a clear position/stance is evident to suggest 'yes'/'no' OR I agree/I disagree.</p> <p>Do not award marks for chunk quoting. Only one sentence or a phrase is acceptable.</p> <p>Do not accept True/False.</p> <p>The reason provided must not merely be a repeat of the statement that children "would not go missing if they had a healthier and safer home environment".</p>
1.10	D/It refers to the trading with and selling of people. ✓	1	
1.11	Social networks can be an advantage but (they) must be used responsibly. ✓	1	<p>The entire sentence must be correct for one mark.</p> <p>Learners must not repeat 'social networks' after 'but'. They can use 'they' or omit 'they'.</p>
1.12	<p>She could be sold as a slave. ✓</p> <p style="text-align: center;">OR</p> <p>She could be killed. ✓</p> <p style="text-align: center;">OR</p> <p>She could be forced into prostitution. ✓</p> <p style="text-align: center;">OR</p> <p>She could be locked up. ✓</p> <p style="text-align: center;">OR</p> <p>She could be held prisoner. ✓</p> <p style="text-align: center;">OR</p> <p>She could be held as a sex slave. ✓</p> <p style="text-align: center;">OR</p> <p>She could be lost without a trace. ✓</p> <p style="text-align: center;">OR</p> <p>She could become part of the human trafficking network. ✓</p>	2	Award ONE mark per response to a maximum of TWO marks.
1.13	<p>They wanted to make her unrecognisable. ✓✓</p> <p style="text-align: center;">OR</p> <p>They wanted to make it difficult for her family / police/security personnel to recognise her. ✓✓</p> <p style="text-align: center;">OR</p> <p>It would make it easier to sneak her out of the</p>	2	<p>A substantial or well-motivated answer is awarded TWO marks.</p> <p>Learners are required to explain their reasoning to be awarded TWO marks.</p>

	<p>centre. ✓✓</p> <p>OR</p> <p>The hair could be sold. ✓✓</p>		<p>A mediocre, yet relevant response is awarded ONE mark.</p> <p>To change her appearance. ✓ (Only worth ONE mark.)</p>
1.14			
1.14.1	<p>We associate teddy bears with children. ✓</p> <p>OR</p> <p>Teddy bears provide comfort. ✓</p> <p>OR</p> <p>Children desire comfort. ✓</p> <p>OR</p> <p>It draws attention to the article. ✓</p> <p>OR</p> <p>It was used to lure children. ✓</p> <p>OR</p> <p>The teddy bear is alone to indicate the child is missing. ✓</p> <p>OR</p> <p>The teddy bear was torn while the abductors struggled with the abducted child. ✓</p>	1	
1.14.2	<p>To show that the children have lost their innocence. ✓✓</p> <p>OR</p> <p>To show that the children are physically and emotionally damaged/scarred. ✓✓</p> <p>OR</p> <p>To show that the children are traumatised. ✓✓</p> <p>OR</p> <p>To show that children have suffered. ✓✓</p> <p>OR</p> <p>To show that children have been torn/ripped from their families. ✓✓</p>	2	<p>A substantial or well-motivated answer is awarded TWO marks.</p> <p>A mediocre, yet relevant response is awarded ONE mark.</p>
1.15	<p>Don't accept people you have never met as friends. ✓</p> <p>OR</p> <p>Don't treat unknown people on social network sites as intimate friends. ✓</p> <p>OR</p> <p>Don't give unknown people personal information. ✓</p> <p>OR</p> <p>Treat unknown people with caution. ✓</p> <p>OR</p> <p>Never agree to meet someone you only know via a social network site. ✓</p> <p>OR</p> <p>Be alert to false promises. ✓</p> <p>OR</p> <p>Don't accept any gifts or money from people on</p>	2	<p>Learners must provide TWO pieces of advice.</p> <p>Award ONE mark for each piece of advice.</p> <p>Accept a reasonable answer that shows understanding of the dangers of social network sites.</p>

	social networks. ✓ OR Do not agree to meet people you only know from a social network site. ✓		
1.16.1	13 – 18 years ✓	1	
1.16.2	0 – 6 years ✓	1	

2			
2.1	B/Fulfilling a dream. ✓	1	
2.2	C/The dreams never came true. ✓	1	
2.3	A/Onomatopoeia ✓	1	
2.4			
2.4.1	Metaphor OR Personification OR Alliteration ✓	1	Award ONE mark for any one of the options given
2.4.2	Metaphor: The soaring voices are compared to birds flying high. ✓✓ OR The comparison tells us the voices are increasing in volume / getting louder/ getting higher / getting sweeter. ✓✓  <u>OR</u>  Personification: Voices cannot soar. <i>[They are given the qualities of inanimate (non-living) things.]</i> The soaring voices are like birds flying high. ✓✓ OR The voices are increasing in volume / getting louder/ getting higher / getting sweeter. ✓✓  <u>OR</u>  Alliteration: The 's' alliteration suggests singing. ✓✓	2	The meaning/answer must agree with the answer given in 2.4.1  Award TWO marks for the meaning.  A mediocre, yet relevant response is awarded ONE mark.

3.1	D/The boy is shouting. ✓	1	
3.2.1	D/Anger ✓	1	
3.2.2	A (body language): He is shaking his bag. ✓  AND  B (facial expression): His mouth is turned down. ✓ . OR He looks like he is 'growling'. ✓	2	Award ONE mark for A (body language)  AND  Award ONE mark for B (facial expression).  Learners must not merely refer to 'the look on his face' or 'the way he

	<p>OR</p> <p>His teeth are showing. ✓</p> <p>OR</p> <p>He is frowning. ✓</p> <p>OR</p> <p>He is glaring at her. ✓</p> <p>OR</p> <p>He is frowning at her. ✓</p> <p>OR</p> <p>He has an 'evil' look in his eyes. ✓</p>		stands'. The answer must refer to specific details.
3.3	<p>The boy thought he was going to spite his mother by running away. She ruins his plans by playing along. He then says he will stay, which is exactly what she wanted. ✓✓</p> <p>OR</p> <p>He thought he was spiting his mother but he is spiting himself / ruining his own plans. ✓✓</p>	2	<p>Award TWO marks for a well-expressed and well-motivated answer.</p> <p>A mediocre, yet relevant response is awarded ONE mark.</p>

4			
4.1	world wide web ✓	1	
4.2	The traumatised families are ✓ supported ✓ by the MCSA.	2	
4.3	Olivier said that they ✓ were ✓ frequently faced with problems.	2	If learners include inverted commas = 0 marks.
4.4	... the abducted child has still not been found. ✓	1	Learners must write the <u>complete</u> main clause.
4.5	C/Adjective ✓	1	
4.6	countries ✓	1	The spelling must be correct for one mark to be awarded.
4.7	<p>enough ✓</p> <p>OR</p> <p>sufficient ✓</p> <p>OR</p> <p>acceptable ✓</p> <p>OR</p> <p>appropriate ✓</p> <p>OR</p> <p>proper ✓</p>	1	<p>The spelling must be correct for one mark to be awarded.</p> <p>Accept other synonyms that fit into the sentence and are spelt correctly.</p>
4.8	<p>If ✓ you are unable to pick up your child from school on time, ✓ you should get a message to your him/her/your child.</p> <p>OR</p> <p>You should get a message to your child ✓ if you are unable to pick him/her/your child up (from school) on time. ✓.</p>	2	<p>The sentence must contain the conjunction 'if'.</p> <p>The sentence must be logically constructed.</p>

4.9	B/Human trafficking is a reality. ✓	1	
4.10	Many children are too casual on social network sites and are abducted by people <u>who</u> ✓ promise them a better life. One of the children <u>was</u> ✓ only found after a year. I <u>used</u> ✓ to trust people very <u>easily</u> . ✓ I shall be more <u>careful</u> ✓ in future.	5	Mark only the first five corrections.  Correction must be 100% correct.  Do not penalise if the corrections are written individually and not in a paragraph.
5	See attached rubric.	20	Consider the <u>planning</u> of the essay according to the first criteria of the rubric and the <u>presentation</u> of the final essay.
6	See attached rubric.	10	Consider the <u>planning</u> of the diary according to the first criteria of the rubric and the <u>presentation</u> of the final diary.
	<b>GRAND TOTAL</b>	<b>85</b>	

**SECTION C: QUESTION 5 - RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE**

	Level 5	Level 4	Level 3	Level 2	Level 1
	5	4	3	2	0 - 1
<p><b>PLANNING AND PRESENTATION</b></p> <p>5 MARKS</p>	<p>Followed all instructions.</p> <p>Planning has produced a virtually flawless and well-crafted essay.</p> <p>Highly effective introduction/ conclusion.</p>	<p>Followed most of the instructions.</p> <p>Planning has produced a very good &amp; presentable essay.</p> <p>Good introduction/ conclusion.</p>	<p>Followed instructions adequately.</p> <p>Planning has produced a fairly good essay.</p> <p>Adequate introduction/ conclusion.</p>	<p>Followed some instructions.</p> <p>Planning has produced an inadequately presentable essay.</p> <p>Ineffective introduction/ conclusion.</p>	<p>Followed few instructions.</p> <p>Planning has produced a poorly presented essay inadequate for home language.</p> <p>No introduction/ conclusion.</p>
	5	4	3	2	0 – 1
<p><b>CONTENT</b></p> <p>5 MARKS</p>	<p>Content outstanding, highly original.</p> <p>Ideas thought-provoking, mature.</p> <p>Exceptional, disciplined writing.</p>	<p>Content meritorious, original.</p> <p>Ideas imaginative, interesting, convincing.</p> <p>Disciplined writing. Learner maintains focus throughout.</p>	<p>Content appropriate.</p> <p>Ideas interesting, mostly relevant, fairly convincing.</p> <p>Learner maintains focus with minor digressions.</p>	<p>Content mediocre, adequately coherent.</p> <p>Few ideas.</p> <p>Learner digresses at times.</p>	<p>Content not always clear; lacks coherence</p> <p>Ideas tedious; often repetitive.</p> <p>Learner digresses.</p>
	5	4	3	2	0 – 1
<p><b>LANGUAGE, STYLE AND EDITING</b></p> <p>5 MARKS</p>	<p>Critical awareness of impact of language.</p> <p>Language, punctuation effectively used.</p> <p>Choice of words exceptional, mature.</p> <p>Style, tone, register</p>	<p>Good awareness of impact of language.</p> <p>Language, punctuation correct.</p> <p>Choice of words varied &amp; creative.</p> <p>Style, tone, register well</p>	<p>Some awareness of impact of language.</p> <p>Language, punctuation mostly correct.</p> <p>Choice of words adequate.</p> <p>Style, tone, register</p>	<p>Limited awareness of impact of language.</p> <p>Language, punctuation limited.</p> <p>Choice of words basic.</p> <p>Style, tone, register</p>	<p>Very limited awareness of impact of language.</p> <p>Language &amp; punctuation seriously flawed.</p> <p>Choice of words elementary.</p> <p>Style, tone, register</p>



	highly suited to topic. Virtually error-free.	suited to topic. Largely error-free.	suited to topic. Mostly error-free.	almost appropriate. Contains several errors.	inappropriate. Error-ridden and confused.
	5	4	3	2	0 – 1
STRUCTURE 5 MARKS	Coherent development of topic. Vivid, exceptional detail.  Sentences, paragraphs brilliantly constructed.  Length correct.	Logical development of details.  Sentences, paragraphs logical, varied.  Length correct.	Several relevant details developed.  Sentences, paragraphs fairly well-constructed.  Length almost correct.	Some points, necessary. Details developed.  Sentences, paragraphing might be faulty in places but essay still makes sense.  Length – too long/short.	Off topic.  Sentences, paragraphs constructed at an elementary level.  Length - too long/short.

**Total: 20**

### SECTION C: QUESTION 6 - RUBRIC FOR ASSESSING A DIARY – HOME LANGUAGE

Criteria	Level 4 4 - 5 marks	Level 3 3 marks	Level 2 2 marks	Level 1 0 - 1 marks
Format, planning and length  (5 marks)	Followed all instructions.  Extensive knowledge of requirements of text and format.  Planning has produced excellent writing.  Disciplined writing; learner maintains rigorous focus.  Total coherence in content & ideas. Ideas highly elaborated & all details support topic.	Followed most of the instructions.  Very good knowledge of requirements of text and format.  Planning has produced good writing.  Fairly disciplined writing: learner maintains focus.  Text is coherent in content & ideas, very well elaborated & all details support topic.	Followed some instructions.  Elementary knowledge of requirements of text and format.  Inadequate planning has produced elementary writing.  Writing reveals a narrow focus.  Learner digresses. Text not always coherent in content & ideas.	Followed few instructions.  No knowledge of requirements of text and format.  Little evidence of planning.  Writing reveals a limited focus.  Learner digresses. Text incoherent. Meaning obscure in places.

	Appropriate length.	Appropriate length.	Few details which support topic. Inadequate for home language.	Few details which support topic. Inadequate planning/drafting.
	8 - 10 marks	4 - 7 marks	Length – too long or short.	Far too long or too short.
Content (10 marks)	Complete adherence to the topic.  Content outstanding. Highly original Ideas highly elaborated.  Outstanding emotional response.	Adheres to the topic with minor deviations.  Content sound. Reasonably coherent. Most details support topic.  Good emotional response.	Little relevance to the topic  Moderately coherent. Some details support topic.  Very little emotion conveyed. Lapses into story-telling.	Completely off the topic.  Few or no details to support topic.  Mainly story-telling instead of emotional response.
	4 - 5 marks	3 marks	2 marks	0 – 1 marks
Language/Style/ Register/Tone (5 marks)	Highly appropriate register/style/tone.  Vocabulary highly appropriate.  Variation of sentence types.  Highly appropriate use of language, grammar, spelling and punctuation with few errors.	Mostly appropriate register/style/tone.  Appropriate vocabulary.  Complete sentences.  Few grammatical, spelling and punctuation errors.	Inappropriate register/style/tone.  Vocabulary limited.  Incomplete sentences.  Many grammatical, spelling and punctuation errors.	Completely inappropriate register/style/tone.  Vocabulary requires remediation.  Weak sentence structure.  Text is poorly constructed & very difficult to follow. Text error-ridden.

**TOTAL: (20 ÷ 2) = 10**