



PRELIMINARY EXAM DEMARCATION

Paper 1 - Language in context

Marks: 80

Layout		
	Section and contents	Mark s
Section A: Comprehension	Passage of 600-700 words and related questions. These questions may include some language questions. Spelling DOES NOT count.	30
Section B: Language	All types of language/sentence structures and conventions. Addendum specifies all the needed work. SPELLING COUNTS.	40
Section C: Summary	Passage of 250 words to be summarised in 60-70 words. SPELLING COUNTS.	10

Paper 2 - Literature

Marks: 70

Layout		
	Section and contents	Mark s
Section A: Short Stories	ALL short stories: A chip of glass ruby; Village people; The fur coat; The doll's house; Transforming moments; The last breath; Next door and The new tribe. Study all the questions as well as the notes taken during class. TWO questions given - BOTH have to be completed. NOT ALL QUESTIONS will be from the class work, some will require insight and will focus on class discussions.	35
Section B: Poetry	ALL poems: Still I rise; Everything has changed (except graves); Spring; Poem; Mid-term Break; To learn how to speak; Sonnet 18; Captive; Death;	35

	<p>Alexandra.</p> <p>Study all the questions as well as the notes taken during class. TWO poems will be given - BOTH have to be completed.</p> <p>NOT ALL QUESTIONS will be from the class work, some will require insight and will focus on class discussions.</p>	
--	---	--

Paper 3 – Writing

Marks: 100

Layout		
Section and contents		Marks
Section A: Essay	<p>Length of the essay: 250 to 300 words.</p> <p>8 topics will be given, of which 2 will be visual stimuli (pictures).</p> <p>Essays may be narrative, descriptive, reflective, discursive or argumentative.</p>	50
Section B: Longer Transactional Text	<p>Length of the text: 120-150 words (content only).</p> <p>4 questions will be set, of which you have to complete 1.</p> <p>Possibilities include:</p> <p><u>Category A</u>: Friendly letter/formal letter (request, application, business, complaint, sympathy, congratulations, thanks) or formal letter to the press.</p> <p><u>Category B</u>: Covering letter, obituary, curriculum vitae.</p> <p><u>Category C</u>: Reviews, newspaper article, magazine article, minutes of a meeting, reports.</p> <p><u>Category D</u>: Dialogue, written interview, formal/informal speech.</p> <p>Format and register for these types of texts must be studied.</p>	30
Section C: Shorter Transactional Text	<p>Length of the text: 80-100 words (content only).</p> <p>3 questions will be set, of which you have to complete 1.</p> <p>Possibilities include:</p> <p><u>Category A</u>: Advertisement, invitation card, flyer, poster.</p> <p><u>Category B</u>: Diary entries, postcard.</p> <p><u>Category C</u>: Instructions, directions.</p> <p>Format and register for these types of texts must be studied.</p> <p>Visuals may be provided to you as supportive material. You will NOT be required to add your own visuals.</p>	20

Language structures and conventions

Vocabulary development and language usage

Synonyms and antonyms, paronyms (words derived from other words, e.g. wisdom is a paronym of wise - p. 167), polysemes (different meanings for a word or phrase), homonyms, homophones, one word for a phrase.

Figures of speech (simile, metaphor, personification, oxymoron, metonymy, onomatopoeia, hyperbole, contrast, irony, sarcasm, anti-climax, symbol, euphemism, litotes, paradox, pun, understatement, synecdoche - notes given and p. 227-228)

Idiomatic expressions/idioms/proverbs.

Borrowed, inherited words, new words (neologisms) and etymology (origin of words).

Parts of words: Prefixes, roots, and suffixes.

Sentence structure and conventions	Types	Red book
Parts of words (p. 103 + 168)	Prefixes, roots, suffixes.	46-47
Nouns	Countable (<i>e.g. chair/chairs</i>) and uncountable (<i>e.g. furniture</i>) nouns. Number (singular and plural), e.g. <i>chair/chairs</i> . Nouns with no change in number in the singular form, e.g. <i>scissors, trousers</i> . Common nouns (<i>e.g. woman</i>) and proper nouns (<i>e.g. Thomas</i>). Abstract nouns, e.g. <i>love, fear, honesty, respect</i> . Possessive forms of nouns, e.g. <i>Lesego's desk, children's toys, learners' desks</i> . Collective nouns and classifiers, e.g. <i>a swarm of bees, a bar of soap</i> .	16-18
Determiners (p. 170)	Indefinite article: a book, an apple. Definite article: the book, the furniture, the apples. Demonstratives: <i>this, that, those, these</i> (e.g. That book is mine, These apples are mine). Quantity 1: <i>all, some, most no, none</i> (e.g. Most learners understood the lesson). Quantity 2: <i>both, either, neither</i> (e.g. Both learners stood up). Quantity 3: <i>much, many, little, few, more, less, fewer</i> (e.g. We have many apples). Quantity 4: <i>some, any, another, other, each, every</i> (e.g. Each learner received a book).	
Pronouns	Personal pronouns as subject: <i>I, you, he, she, it, we, they</i> (e.g. She is reading a book). Personal pronouns as direct or indirect object: <i>me, you, him, her, it, us, them</i> (e.g. She gave it to me). Reflexive pronouns: <i>myself, yourself, himself, herself, ourselves, yourselves, themselves</i> (e.g. He washed himself with soap). Relative pronouns: <i>which, who, that, whose, where</i> (e.g. The man who is standing by the window is my teacher). Interrogative pronouns: <i>who, what, which, whose, whom</i> (e.g. Whose book is this?).	19-21
Adjectives	Position of adjectives: e.g. The old man (before a noun); The boy was naughty (after a verb). Adjectives ending in -ing: e.g. <i>amazing, boring, exciting</i> (e.g. The lesson was boring). Adjectives ending in -ed: e.g. <i>amazed, bored, excited</i> (e.g. The student was bored). Comparison of adjectives: e.g. <i>happy, happier, happiest; intelligent, more intelligent, most intelligent</i>	26-27

	Positive (1 thing) - Comparative (2 things) - Superlative degree (More than 2 things)	
Adverbs	Adverbs of manner: <i>e.g. quietly, carefully, politely, softly, quickly.</i> Adverbs of time: <i>e.g. yesterday, tomorrow, last year, last week, the other day, later, earlier.</i> Adverbs of frequency: <i>e.g. always, usually, often, sometimes, never.</i> Adverbs of probability: <i>certainly, definitely, maybe, perhaps, possibly.</i> Adverbs of duration: <i>e.g. still, yet, any more/any longer.</i> Adverbs of degree: <i>e.g. completely, strongly, totally, quite, rather.</i> Adverbial phrase: <i>e.g. in the garden, on the table.</i>	33
Prepositions (p. 62 + 167)	Place and direction: <i>e.g. above, below, in, under, at, on, behind, between, beside.</i> Adjective + Preposition: <i>e.g. afraid of, ashamed of, bored with, impatient with, rude to.</i> Noun + Preposition: <i>e.g. invitation to, approach to, reason for, comment on.</i>	36-37
Verbs	Transitive verbs (has an object): <i>e.g. He bought a pen.</i> Intransitive verbs (has no object): <i>e.g. The girl laughed.</i> Verbs with two objects: <i>He gave methe book.</i>	28-31

Verb tenses (p. 43 + 239-240)	Simple present tense: <i>e.g. I play tennis every week./Snakes are reptiles.</i> Present progressive tense: <i>e.g. She is watching television at the moment.</i> Present perfect tense: <i>e.g. I have lived in Pretoria for all my life.</i> Present perfect progressive tense: <i>He has been studying the whole week.</i> Simple past tense: <i>e.g. He woke up early and got out of bed.</i> Past progressive tense: <i>e.g. They were sleeping when the fire broke out.</i> Past perfect: <i>e.g. He went home because he had forgotten his keys.</i> Past perfect progressive: <i>e.g. I had been waiting for two hours by the time he arrived.</i> Simple future tense: <i>e.g. Mrs Coetzee will teach the Grade 11 class tomorrow.</i> But also... <i>I think it is going to rain tomorrow.</i> And... <i>We are leaving for Paris tomorrow.</i> Future progressive tense: <i>e.g. I shall be working the whole of next week.</i> Future perfect tense: <i>e.g. By next week I shall have finished the job.</i> Future perfect progressive tense: <i>e.g. By next year I shall have been teaching at this school for three years.</i>	28-31
Concord (p. 40)	Subject-verb agreement: <i>e.g. He has just arrived./They have just arrived/ <i>I was going./They were going.</i></i>	34
Modals (p. 106)	To express ability/inability: <i>e.g. I can speak German./I can't speak French</i> <i>He was able to return./He was not able to return.</i> To express permission: <i>e.g. May I use the bathroom? Could I leave early? Can I ask a question? Yes, of course you can.</i> To express instructions/requests: <i>e.g. Would you open the window? Could you let me in?</i> To express possibility/impossibility: <i>e.g. This can cause difficulty./You can't be serious.</i>	

	<p>You could be right./He couldn't know.</p> <p>To express probability/improbability: e.g. We should/ought to arrive in Durban at 10 p.m.</p> <p>There shouldn't/ought not to be a problem.</p>	
Conditional sentences	<p>To express real possibility: e.g. If my mom makes a cake, I shall eat it.</p> <p>If + simple present followed by will/shall + 1st column verb.</p> <p>To express the unlikely or improbable: e.g. If pigs flew, they would confuse airplane pilots.</p> <p>If + simple past followed by would/could + 1st column verb</p> <p>To express the hypothetical (supposed but not necessarily true): e.g. If I had worked harder, I would have passed matric.</p> <p>If + past perfect tense (had) followed by would have + 3rd column verb.</p>	
Passive voice (p. 27 + 88)	<p>Simple present tense: e.g. The gate is locked at six o'clock every night.</p> <p>is/am/are + 3rd column verb</p> <p>Present progressive tense: e.g. The room is being cleaned at the moment.</p> <p>is/am/are + being + 3rd column verb</p> <p>Present perfect tense: e.g. A new supermarket has been opened this year.</p> <p>has/have + been + 3rd column verb</p> <p>Simple past tense: e.g. The library was closed for the holidays.</p> <p>was/were + 3rd column verb</p> <p>Past progressive tense: e.g. The car was being cleaned yesterday at 4 o'clock.</p> <p>was/were + being + 3rd column verb</p> <p>Past perfect tense: He had been poisoned by his girlfriend by the time the cops arrived.</p> <p>had + been + 3rd column verb</p> <p>Simple future tense: e.g. Next year the class will be taught by a new teacher.</p> <p>shall/will + be + 3rd column verb</p> <p>Future perfect tense: e.g. An apple will have been eaten by that time.</p> <p>will/shall + have been + 3rd column verb</p>	32

Reported speech (p. 30 + 242-243)	<p>Reported questions: e.g. She asked me why I was so late./He asked me what music I liked.</p> <p>"That" clauses: e.g. She said that she didn't know./He told me that he lost the book.</p>	38-39
Punctuation	Hyphen, colon, semi-colon, apostrophe, quotation marks, parentheses, ellipses.	10-12
Spelling	Spelling patterns, spelling rules and conventions, abbreviations, acronyms.	120-134
Other grammar information in the textbook		
Compound words (p. 9)	Two words joined together. Sometimes a hyphen (-) is used, and other times not. Therefore common compound nouns may be studied.	
Honorifics (p. 12)	The use of a title when referring to a person.	
Euphemisms (p. 13)	Polite terms used for something controversial. Often used to alleviate political issues or when talking about sex, religion and politics.	
Paragraph structure	Topic sentence, followed by supporting sentences. The topic sentence contains the main message of the paragraph. It is normally at the beginning of the	

and sentence types (p. 57 215)	paragraph, but may be anywhere else. The supporting sentences build on this idea. Sentence types - Statements, Questions, Conditionals.
Jargon (p. 58 + 70 + 119)	Topic-specific vocabulary. Words used within a certain area of expertise. This may include the IT-universe, medical fields, and other career areas.
Common errors (p. 92 + 124 + 201)	Words often confused, correcting errors as part of an assignment.
Editing skills (p. 140 + 226-227)	Typical exam questions - to identify the errors in a paragraph. Look for spelling errors, punctuation errors and other error in concord/tenses and the like.
Visual literacy (p. 50-52 + 136-138 + 229-230+ 238)	Underlying and obvious meanings, social commentary, satire, facial expression, gestures, movement lines, captions, font sizes, figurative language etc. AIDA principle.
Conjunctions and logical connectors (p. 61 + 156)	Conjunctions - connect words, phrases, sentences or clauses (e.g. and; but; for; so; nor; yet) Logical connectors to join or connect ideas - they may include conjunctions listed above. These connectors can show: Opposition (but, although, however, nevertheless, in spite of); Condition (if, only if, even if, unless, otherwise); Addition (and; furthermore; moreover; also; not only...but also); Cause and effect (because; since; therefore; as a result of; consequently); Contrast (but; while; unlike; in contrast).
Register (p. 152 + 196)	It is important to remember your audience to determine your register. Formal language (Standard English) is used in formal work conditions, newspapers and the like. Informal or colloquial language is used with friends. This also includes Textspeak.
Images and symbols	Images - pictures created with words (e.g. The garden was transformed into a glittering landscape with everything sparkling and shining as though magic dust had been sprinkled all over it). Symbol - something that stands for something else (e.g. dove symbolises peace;)
Vocabulary used with sequencing	Using chronological order in writing (e.g. first, second, after, then, afterwards, etc.) Using sequence vocabulary in writing (e.g. as a result, consequently, finally, later, before, in conclusion etc.)
Stock phrases (p. 89)	Using polite and culturally appropriate forms of address and register in writing.
Critical language awareness	
Emotive and manipulative language (p. 124); Bias, prejudice and stereotyping (p. 155 + 183); Assumptions and their impact; Implied meaning and inference; Denotation and connotation (p. 212); Purpose of including or excluding information; Writer/producer's point of view	