

DEPARTMENT OF EDUCATION



education

Department:  
Education  
REPUBLIC OF SOUTH AFRICA

LANGUAGE, LITERACY AND COMMUNICATION  
(LLC)

ENGLISH ADDITIONAL LANGUAGE

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Common Tasks for Assessment (CTA)

Grade 9

2005

LEARNER'S BOOK



**Time: 4 hrs**



**Marks: 100**



**No. of pages: 20**

## **CONTENTS**

	Page
INTRODUCTION	3
TASK 1: CONTEXTUALISATION	4
<b>ACTIVITY 1.1: GROUP DISCUSSION</b>	<b>4</b>
<b>ACTIVITY 1.2: FEEDBACK AND CLASS DISCUSSION</b>	<b>6</b>
TASK 2: RESPONSE TO TEXT	7
TASK 3: INVESTIGATION TASK	11
<b>ACTIVITY 3.1: READING AND DISCUSSING A MAGAZINE ARTICLE</b>	<b>11</b>
<b>ACTIVITY 3.2: INTERPRETING A GRAPH</b>	<b>14</b>
<b>ACTIVITY 3.3: QUESTIONNAIRE: TEENAGE ATTITUDES TO SPENDING</b>	<b>15</b>
<b>ACTIVITY 3.4: ANALYSING THE QUESTIONNAIRES</b>	<b>16</b>
<b>ACTIVITY 3.5: WRITING A REPORT</b>	<b>17</b>
TASK 4: CREATIVE WRITING	19

## INTRODUCTION

PHASE ORGANISER: ECONOMY AND DEVELOPMENT

PROGRAMME ORGANISER: WEALTH AND WELFARE

**FOCUS:** The values, choices and responsibilities involved in the spending of money by government and individuals, teenagers in particular

### Instructions to the learner:

- This CTA consists of four Tasks, each with a number of Activities. You will read the given texts and use your own knowledge, experience and ideas to think about, discuss and write about issues related to Economy and Development.
- The CTA should be completed within 4 hours, which may be spread over a number of days.
- You will answer the written tasks in your own exercise book or on paper.
- Some of the activities will be done in groups and some will be done individually.
- In doing this CTA, you will be assessed on your language ability.
- The marks from this CTA will account for 25% of your total year mark, while the assessment of your work through the year (continuous assessment) will account for the other 75%.

## TASKS

There are four main tasks:

Task 1	Contextualization	Page 4
Task 2	Response to text	Page 7
Task 3	Investigation task	Page 11
Task 4	Creative writing	Page 19

Each Task has at least one Activity. Your teacher will take you through the activities, and you will be assessed on some of them.

**TASK****1****CONTEXTUALIZATION (Group)****Time: 60 min****Marks: 10**

Your teacher will guide you through your discussion in groups. Each group will have a timekeeper, a scribe, a runner, a co-ordinator, a reporter, and a motivator. Your teacher will remind you of the responsibility for each of these roles.

In your group, decide who will take which role. Everyone takes part in the discussion, and helps to develop the final ideas for the scribe to write down.

**ACTIVITY 1.1: GROUP DISCUSSION****Time: 45 min****Marks: 0**

The economy of the country is the means by which we are provided with the clothes we wear, the food we eat, and the things we buy. In our country there are many ways that people can help to build a strong national economy.

These people come from sectors that play an important role in the economy:

**FACTORY WORKER**  
I produce the things you use. I need to have a job and fair wages.



**PENSIONER**  
I have spent my life working for others. Now I should be given enough of a pension to live on.



**SMALL TRADER**  
I supply the things that everyone needs. I must get credit from the bank and the chance to sell my goods.



**ENTREPRENEUR**  
I make the economy grow by creating opportunities. I need start-up capital and credit.



**FARMER**  
I produce the food you eat. I must have land, seed, water.



**MOTHER / GRANDMOTHER**  
I look after the home and I am raising the next generation. I need money to do this necessary work.



**MINER**  
I pull riches from the earth. My job must be secure and it must be safe.



**ARTIST**  
I create interesting things and challenge people's imaginations. I need support to make movies, music, paintings ...



**SCHOOL LEARNER**  
I am the future. I need textbooks, computers and laboratories in order to learn.



**SCIENTIST**  
I discover and invent new things to help society to develop. I need laboratories, equipment, materials.



Imagine you are advising the Minister of Finance on the country's budget. He can give special funding to three of the above sectors for development.

- Discuss the work each sector does
- Choose the **THREE SECTORS** that you think are the **MOST IMPORTANT** to society



## ACTIVITY 1.2: FEEDBACK AND CLASS DISCUSSION



**Time: 15 min**



**Marks: 10**

- Write down the 3 sectors that your group has chosen.
- In point-form give TWO reasons why you think EACH of these sectors should get special funding.

Your summary will be assessed on the following criteria:

- Using suitable language, written in point-form
- Problem-solving: clearly stating the 2 reasons for each of your 3 choices

**TASK****2****RESPONSE TO TEXT****Time: 45 min****Marks: 25**

Resource: a text: Extract from *Forced to Grow* by Sindiwe Magona



- Read the following extract and answer the questions that follow.
- As far as possible, use your own words (unless you are told not to).
- Write in full sentences (unless you are told not to).
- Answer the questions, taking account of the marks given to each answer.

*Sindiwe Magona remembers when, as a teenager, she had to sell ginger beer in order to help her family, who were poor.*

Until I was about sixteen, every Saturday and Sunday during rugby season I sold ginger beer, *ebaleni*, at the rugby field, the straggly patch of common our teams used. I did not enjoy this task. I was not the only ginger-beer seller there, the competition was stiff, the players were grouchy and stingy with their compliments but very ready to complain and to criticize. One tiny ant in a bottle was enough to make a player come striding over to me and yell: 'I want my money back. Look!' When this happened, every player and every spectator would stop whatever they had been doing and all these grown-up eyes would turn to look at me while the hole I was praying for refused to open up and swallow me alive. Meanwhile, another customer would complain that there wasn't enough sugar in the ginger beer whilst yet another grumbled because the ginger beer was too sweet.

I hated the rugby season with all my heart. I hated ginger beer. And, as long as I live, unless I am forced to do so, I will not sell anything to anyone. When I was sixteen, however, I was forced to forget my dislike of selling. We needed money, so I made and sold ginger beer.

It was not long before I understood why we had never got to be millionaires when I was a child selling ginger beer for my mother. Even if I managed to sell all the bottles of ginger beer I had made, the trickle of money was as small as ant spittle. Most times I gave bottles and bottles away or drank some if the ginger beer started to go sour. And even lovers of ginger beer drank very little of it in the cool of that winter.

(adapted from *Forced to Grow* by Sindiwe Magona)

## QUESTIONS

1. Where did Sindiwe sell the ginger beer? (1)
2. Who were Sindiwe's customers? (1)
3. Which of the following are TRUE and which are FALSE? (Write down only the number of the sentence and 'True' or 'False').
  - 3.1 Besides Sindiwe, there were many other people selling ginger beer.
  - 3.2 The ginger beer which Sindiwe sold was made in a factory.
  - 3.3 Sindiwe's customers always told her that her ginger beer was very good. (3)
4. Sindiwe did not enjoy selling ginger beer.
  - 4.1 Why did she not enjoy selling it? Give two reasons. (2)
  - 4.2 Why did she go on selling it? (1)
5. When Sindiwe writes 'all these grown-up eyes would turn to look at me while the hole I was praying for refused to open up and swallow me alive' she is telling us that she was feeling
  - a) angry.
  - b) happy.
  - c) embarrassed.
  - d) proud.



From the above four words, choose the word which describes how she was feeling. (Write down only the letter of the correct answer.) Give a reason to support your choice. (2)

6. The rugby players were 'stingy with compliments' means they
- always told Sindiwe how much they liked her ginger beer.
  - hardly ever told Sindiwe that her ginger beer was good.
  - did not have enough money to pay for the ginger beer.

From the above, choose the correct answer. Write down only the letter of the correct answer. (1)

7. Find a word in the story which has the same meaning as or a similar meaning to each of the following:

7.1 field

7.2 a person watching the rugby match

7.3 small stream

7.4 saliva

(4)

8. Sindiwe did not make a success of selling ginger beer. What advice can you give her about selling a product successfully? Write a friendly letter of advice to Sindiwe.

In your letter you should

- point out to her the mistakes she made in selling her product, and
- suggest two ideas that she can use which will help her to make a profit.

Your ideas could be how to sell ginger beer more successfully or to change to a product which you think will sell better.

Give reasons for your criticisms and suggestions.

The body of your letter should be approximately 75 words (8–10 lines).

Your letter will be assessed on the following criteria:

- correct form and length
- use of ideas supported by clear reasons
- use of informal language
- vocabulary, grammar, language-use

(10)

**(25 marks)**

**TASK****3****INVESTIGATION TASK****Time: 90 min**60 min. group  
30 min. individual**Marks: 45**30 group  
15 individual

In this task you will investigate what today's teenagers think about spending money. Which is more important: impressing other people with what you look like, or taking care of basic needs? You will answer the question:

**WOULD SOUTH AFRICAN TEENAGERS RATHER SPEND MONEY ON BRAND-NAME CLOTHES OR ON BASIC NECESSITIES?**

You will base your answer on your own research, in which you will

- |                                                            |   |                 |
|------------------------------------------------------------|---|-----------------|
| 1. read and discuss a magazine article.                    | } | Group work      |
| 2. interpret a bar graph.                                  |   |                 |
| 3. collect data by means of a questionnaire.               |   |                 |
| 4. combine the class's questionnaire results into a graph. |   |                 |
| 5. come to some conclusions from your research.            |   | Individual work |

You must keep your research from the first four activities so that you can write your report at the end (Activity 5).

Your teacher will guide the group-work in this Investigation Task.

**Time: 20 min****Marks: 8**

To read this article, each person in the group gets a number (1 – 6). Then you match your number with the following character in the article:

- 1 = narrator
- 2 = Zuki
- 3 = Linda
- 4 = Linda's mother
- 5 = Mr S
- 6 = Ms A

Your teacher will give you time to find your section in the article, and to practise your words. Zuki, Linda, Linda's mother, Mr S and Ms A will each read the words spoken by that person (the words they speak are between the inverted commas ' ... '). The narrator will read all the other words.

Speak clearly when it is your turn to read, and be sure to listen carefully to each of the other five readers.

## **THE BATTLE OF THE BRANDS**

Life is wild out there in the shopping jungle. The kids are going crazy and parents are tearing their hair out. Why? Because brand-name shopping has taken over. And it costs – big-time.

Zuki (14), looking like a million bucks in her stretch jeans, oh-so-tiny midi-top and klunky shoes, starts talking about the price of 'that look'. 'What do these cost? Well...' she giggles, 'I don't think I'll tell you. But they're cool, hey? And they really express who I am!'

Her friend Linda (15) throws a little light on the matter. 'Sure, my parents aren't rich, but they don't understand what it's like out there. You aren't accepted if you don't look good. And besides, it's important for me to feel good about myself. To feel good you need to look good.'

Linda's mother sees it differently. 'They can look good in basic clothes, they don't have to wear a fancy label. When I was young, we made our own clothes, or we'd get them from the market. We looked smart!' She laughs, and then looks serious. 'Besides, we had more important things to worry about twenty years ago. And now it seems the kids care more about looking rich than about helping to make people's lives better.'

Meanwhile, retailers are doing a brisk trade in brand-name clothes. Says Mr S, branch manager of a well-known retail chain: 'We are happy. Brand-name clothes are selling well. Our profits are going up, up, up.'

Consumer expert Ms A offers advice: 'Many brand names are marketed to appeal strongly to teenagers. Their adverts play on teenagers' greatest fears and dreams, and have great influence. But brand-name clothes are expensive, and most parents are struggling to make ends meet. Parents should discuss these things with their children. And the youth should understand the realities of life, without losing their dreams.'

**For discussion in your group:**

The learners who read the words of the characters Zuki, Linda, Linda's mother, Mr S and Ms A each take a turn to answer the following questions:

1. What is the attitude of your character to spending money on brand-name clothes?
2. Do you personally agree with your character's attitude? Why or why not?

Everyone in the group takes a turn to answer the following question:

3. Which character do you personally agree with the most? Give reasons.

Your group will be assessed on

- Group participation in reading and discussion.



### ACTIVITY 3.2: INTERPRETING A GRAPH



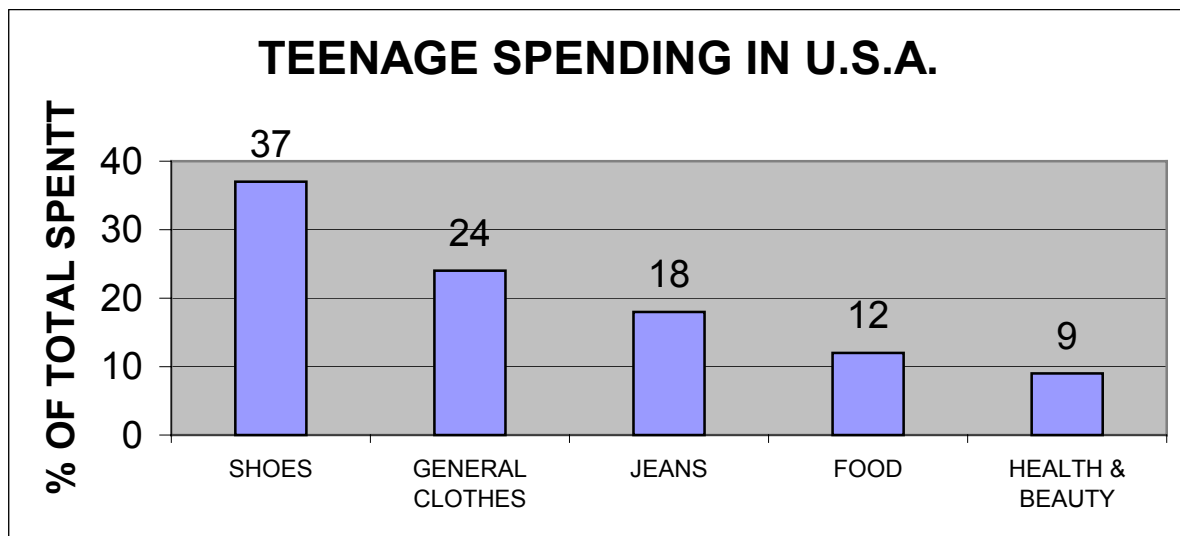
Time: 10 min



Marks: 8

This bar graph is based on interviews with 3 000 teenagers living in the United States. All of these teenagers had their own pocket money.

The graph shows 5 different kinds of product that the teenagers bought.



In pairs or in groups of three, discuss the following questions. One person should record your names and your answers. You will hand this in for assessment.

1. What percentage of their money did these teenagers spend on
  - 1.1. what they wear?
  - 1.2. what they eat?
  - 1.3. looking beautiful?
2. Which one of these items is a basic necessity?
3. From this graph, what can you tell about these teenagers?

#### Assessment

You will be assessed on

- Accurate interpretation of the graph

- Reasoned argument about what the graph tells us about U.S. teenagers' spending.

(8 marks)



### ACTIVITY 3.3: QUESTIONNAIRE: TEENAGE ATTITUDES TO SPENDING



**Time: 10 min**



**Marks: 8**

Your teacher will guide you through this activity.

You will work in pairs. You will each take a turn in questioning your partner.

- First, each prepare a piece of paper by writing the following:

DATE: .....

RESEARCHER'S NAME: .....

SUBJECT'S AGE: ..... GENDER: .....

1.

2.

3.

- Decide who will ask questions first, i.e. who will first be the Researcher.

If you are asking the questions first, write down the date, your name, and your partner's age and gender beside the headings. When your teacher tells you to begin, ask the following questions and write your partner's answers next to the correct number.

QUESTION 1: You have R200 to spend. Which of these would you buy (choose only ONE)?

shoes   jeans   general clothes   food   beauty products

QUESTION 2: Which would you choose to buy: a brand-name product or a budget product?

QUESTION 3: Do you think that teenagers should have their own spending money? Say YES or NO and choose ONE of the following reasons to support your opinion:

- YES because
- 3.1 it helps teenagers learn the value of money.
  - 3.2 I can buy myself treats.
  - 3.3 I can choose the clothes I want.
  - 3.4 it allows me to save.
- NO because
- 3.5 teenagers don't think before they buy.
  - 3.6 it's hard for parents.
  - 3.7 teenagers don't know how to budget.
  - 3.8 advertisers take advantage of teenagers.

When the first person has finished asking questions and recording answers, you can change roles and the second person can be the Researcher.

Each learner will then have their partner's answers written down. This is data that you will feed back to your teacher in Activity 4.

### Assessment

You will be assessed on

- completing all answers fully **(8 marks)**



### ACTIVITY 3.4: ANALYSING THE QUESTIONNAIRES



**Time: 20 min**



**Marks: 6**

Your teacher will gather the data for each question in the questionnaire.

This feedback from the whole class will give you statistics for the whole class. These statistics show the attitudes to spending and to brand names of some South African teenagers (that is, your class).



Your group will then use the information from Question 1 to draw a bar graph. (Your bar graph will look similar to the one that you used in Activity 2, but with different quantities.)

### Assessment

You will be assessed on

- using the information to draw a bar graph.



### ACTIVITY 3.5: WRITING A REPORT



**Time: 15 min**



**Marks: 15**

You have done 4 research activities. You have recorded your findings for

Activity 1 – attitudes shown in *Battle of the Brands*

Activity 2 – statistics from the bar graph

Activity 3 – data from questioning your partner

Activity 4 – statistics from the class.

You will now use this information to answer the question asked in the Investigation Task. The question was:

WOULD SOUTH AFRICAN TEENAGERS RATHER SPEND MONEY ON BRAND-NAME CLOTHES OR ON BASIC NECESSITIES?

You will present your answer in a report.

To assist you, the opening words of 7 sentences are given below. Refer to your research and complete each sentence.

Understanding the terms

1. When we speak about 'brand-name clothes', we mean ...
2. When we speak about 'basic necessities', we mean ...

### Attitudes

3. There are different attitudes to teenage spending. For example, ...

### Statistics

4. Comparing American and South African teenagers, the statistics show that ...

### Conclusion

5. In conclusion, our investigation showed that South African teenagers would choose to spend money on ...

6. My own opinion on this matter is ...

### Sources

7. In my investigation I have used the following sources:

(E.g. Encyclopaedia

Graph

Internet

Magazine article

Newspaper article

Questionnaire

Reference book)

[Write down only the sources you used.]

### Assessment

You will be assessed on the following:

- Understanding the terms that were used
- Using information from all 4 activities
- Developing a reasoned argument from this information
- Being able to make comparisons (similarities, differences)
- Being able to express a relevant opinion
- Accurately identifying different sources

**(15 marks)**

**TASK****4****CREATIVE WRITING****Time: 45 min****Marks: 20**

The purpose of this task is to

- express your own ideas.
- use language correctly.

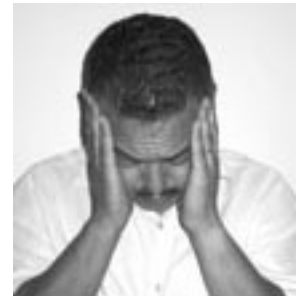
**Resources:** Information on how each of three people spent their millions.



Different people respond differently to wealth. Read these three stories of people who became very wealthy:

**MILLIONS WON AND LOST**

Today Wayne is a broken man. In 2004 he won R19 million in the National Lottery. He spent all of it in one year on expensive holidays, luxury cars, holiday homes and gambling. By January 2005 he had not only lost all his money at the casino, but he had also seen his cars, his houses and his job disappear. 'I was very, very happy when I won all that money. Today I don't even have money to pay the rent.'

**FOLLOWED HIS DREAM**

In 2000, at 26, Mark Shuttleworth sold his Internet security company, Thawte, for R 5 billion. He gave each of his forty employees, including the gardener and the cleaning lady, R 1 million. One of his dreams was to travel into space. In 2002 he paid R130 million to fly in the Soyuz TM34 to the International Space Station. By cleverly investing some of his money, he was able to set up the Shuttleworth Foundation. This is a fund which aims to improve education in South Africa, especially for disadvantaged learners. Every



year he gives R130 million to this fund. 'I think young people should live their dreams and work towards their dreams. I want to give them the chance to do so.'

### **DREAM HOUSE FOR MAMA**

With the millions she made from her *Power of Africa* and *Princess of Africa* albums, Yvonne Chaka Chaka bought a chain of hair salons, and she set up a fund for helping young black musicians. The first thing she did was for her mother, a



domestic worker. She converted her mother's small four-roomed house into a beautiful house with many rooms. 'My mother is the secret of my success. She supported me all the way. It is thanks to her that I am who I am today.'

You have R 20 million to spend. How will you choose to spend it? On yourself? On your family? On your community? On ...?

Describe in detail:

- how you feel about having so much money to spend
- what kinds of things you will be spending your millions on
- why you have chosen to spend your fortune in this way.

Write 20 – 25 lines.

Your writing will be assessed according to the following:

- use of original ideas supported by clear reasons
- vocabulary, grammar and language-use

**(20 marks)**







