GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION

PROVINCIAL EXAMINATION

NOVEMBER 2019

GRADE 9

ENGLISH
FIRST ADDITIONAL LANGUAGE

TIME: **2 hours**

MARKS: **70**

14 pages

P.T.O.

INSTRUCTIONS AND INFORMATION

1. This paper consists of four sections:

   Section A: Reading comprehension (30)
   Section B: Language in context (20)
   Section C: Visual literacy (10)
   Section D: Summary (10)

2. Answer all the questions.

3. Read carefully through the questions before attempting to answer them.

4. Number your answers according to the numbering system used in this question paper.

5. Where one word answers are required, write only the correct answer from the options given in your ANSWER BOOK.

6. For multiple-choice questions, write only the question number and the letter (A – D) of the correct answer in your ANSWER BOOK.

7. Write neatly and legibly.

SECTION A

READING COMPREHENSION

QUESTION 1

Read the text carefully before answering the questions

TEXT A

How do we prepare young people for the Fourth Industrial Revolution?

IMAGE 1

[Source: Google Images]

1. Our modern society was transformed by three previous **industrial revolutions.** With each of these three advancements – the steam engine, the age of science and mass production, and the rise of digital technology – the world around us has fundamentally changed. Right now, it's happening again, for a fourth time. 5

2. During the **First Industrial Revolution** in the 18th and 19th centuries people started moving to cities for work. Steam engines were used to do hard work. This was the age of textiles and iron.

3. The **Second Industrial Revolution** was the era when mass production and factory lines were started. This was at the beginning of the 20th century. 10

4. The **Third Industrial Revolution** is also known as the Digital Revolution. This started around the 1980s. People started using personal computers and the internet everywhere.

5. The **Fourth Industrial Revolution** continues along the same lines as the previous one. Technology is now part of our everyday lives. Examples are robotics, artificial intelligence and driverless cars.

6. We do not know how the Fourth Industrial Revolution will affect young people. It is safe to say that every job in the future will need technology. Teachers will have technology that helps them to teach and plan. Their lessons will be planned to students' individual needs. Doctors and nurses will use technology to improve health care and surgery will be done using robots. In banks, people are already replaced with software.

7. People will have to become learners throughout their lives. Two billion young people could be at risk of missing out on jobs of the technological future. Urgent action must be taken to make them ready to succeed. In the future there will be many new jobs that no-one has heard of before! Young people are in danger of being left behind unless they get the skills needed to succeed.

8. We must prepare students by giving them confidence, experience and curiosity for the future. The Youth Skills and Innovation Initiative has been launched to bring together partners from the business community, government officials and youth representatives. Four important sets of skills that youth will need have been identified.

9. Firstly, workforce readiness is needed. This means the basic skills needed to get a job and be successful. Young people need to show up every day, manage time effectively and present themselves well.

10. Young people also need to learn soft skills. This means being able to communicate and work with a range of people, including colleagues, customers and management.

11. A third skills set is having technical knowledge and capabilities to do a specific job such as computer programming, coding, etc.

12. The last skills set includes the knowledge and ability to set up a business and run it well. Entrepreneurship will determine success.

13. It will take the input from many partners to ensure that young people are prepared to tackle the future successfully.

[Adapted from *https://www.firetechcamp.com* and *https://theirworld.org/news*]

IMAGE 2

IMAGE 3

[Source: Google Images]

1.1 What is the main idea of the entire passage? (1)

A What the Fourth Industrial Revolution means for young people
B How to prepare young people for the workplace
C What the Fourth Industrial Revolution is about
D There were four Industrial Revolutions.

1.2 During the First Industrial Revolution … (1)

A steam engines were used to transport people to cities.
B textiles and iron took the place of people.
C the 18th and 19th centuries were not affected.
D many people moved to cities.

1.3 Read paragraph 2.
How could steam engines help people? (1)

1.4 Refer to paragraph 3.
Which two activities were seen during the Second Industrial Revolution? (2)

1.5 Read paragraph 4.
Say if the statement is true or false, then quote in no more than 8 words to prove your answer.

Factory machines changed the world during the Third Industrial Revolution. (2)

1.6 How does the use of machines differ between the First and Third Industrial Revolution? (2)

1.7 Read paragraph 5.
What does it mean when a car is driverless? (1)

1.8 Read paragraph 5.

Complete the sentence by filling in only ONE word in the open space taken from the passage.

The Third and Fourth Industrial Revolution both rely on _____ to improve the lives of people. (1)

1.9 Read paragraph 6.
Quote the words which tells the reader that the writer is uncertain about the way that new technology will change the future of young people. (1)

1.10 How will the classroom of the future be different? (2)

1.11 Will new technology help doctors and nurses to do their jobs better in the future?
Explain your answer. (2)

1.12 Read paragraph 7.

Give a possible reason why people will have to be “learners throughout their lives”. (2)

1.13 Choose the correct reason from those given below.
New jobs will exist in the future …

A as developing technology will need to be managed.
B when teachers use more individual lessons.
C as banks will need more people.
D to replace software. (1)

1.14 Choose the correct reason from those given below.

Read paragraph 7.

What kind of "urgent action" will have to be taken?

A Young people must get skills to succeed.
B Older people must learn computer skills.
C Schools must plan to teach adults.
D Jobs must be created. (1)

1.15 Read paragraph 8.

Which three qualities are necessary for success in the workplace in the future? (3)

1.16 What is the main aim of the Youth Skills and Innovation Centre? (1)

1.17 Match the skills in Column A with the examples in Column B.
Choose the answers and write only the letter (A–F) next to the question number (1.17.1 to 1.17.4) in the ANSWER BOOK for example 1.17.5. G.

Column A: Set of skills	Column B: Examples
1.17.1 Soft skills	A. time management
1.17.2 Technical capabilities	B. entrepreneurship
1.17.3 Workforce readiness	C. communication
1.17.4 Setting up a business	D. driving a car
	E. programming a computer
	F. life-long learning

(4)

1.18 What is shown in Image 2? (1)

1.19 Which image best depicts the Fourth Industrial Revolution? Explain why you chose that image. (1)

TOTAL SECTION A: 30

SECTION B

LANGUAGE IN CONTEXT

QUESTION 2

Read the text below carefully before answering the questions

TEXT B

Helping your child to choose a career

Finding the right career path is an important part of any person's self-identification, and that's why early career exploration activities are so important for kids. Such activities can begin in primary school and continue through high school.

How young is too young to start thinking about your child's career exploration? If you are a parent of a child in pre-school, or primary school, your child's career choice is probably the last thing on your mind. It is good for parents to start talking about career choices from very early. Exploring possible careers is a very important part of a child's development.

As a parent you do not have to wait for high school or college to start working on your child's development plan. You can start now! Simmons University has developed a plan that you can use to help your children gain knowledge of themselves, career paths, and academic and career opportunities.

[Adapted from *https://medium.com/code-explorers-worldwide/how-parents-can-explain-and-prepare-for-the-fourth-industrial-revolution-f26adfd14840*]

2.1 Refer to line 1.

Identify the punctuation mark which has been used in "person's". (1)

2.2 Identify the part of speech of the underlined word in line 1.

"Finding the right career path is an important part of a child's self-identification" (1)

2.3 Rewrite the sentence below in the singular form.

Such activities can begin in primary school. (1)

2.4 Write down the sentence below in reported speech.

"I think it is important to talk about careers."
Start with: The mother said that … (3)

2.5 Give the correct form of the word **exploration** so that it fits into the sentence.

All young people should be helped to _____ careers and choose what is best for them. (1)

2.6 "As a parent you do not have to wait for high school or college to start working on your child's development plan."

2.6.1 Identify the infinitive in the sentence above. (1)

2.6.2 Identify a suffix in the sentence. (1)

2.6.3 Write down a conjunction from the sentence. (1)

2.7 What does the idiom "to get something off the ground" mean?
You may use it in a sentence to show its meaning. (1)

2.8 Rewrite the following sentence into the passive voice by starting with the words which have been provided.

Simmons University has developed a plan.
A plan … (2)

2.9 "Such activities can begin in primary school and continue up through high school."

The sentence above is a … sentence.

A compound
B duplicate
C complex
D simple (1)

2.10 Replace the underlined words with a pronoun in the sentence below.
Such activities can begin in primary school. (1)

2.11 Refer to line 4.

Write down a more formal word for “kids”. (1)

2.12 Refer to line 11.

Give the root form of the underlined word.
Knowledge is important. (1)

2.13 Correct the spelling mistakes in the following sentence by rewriting the entire sentence and changing the spelling.

Parents should plan strait away and not wait untill high school. (2)

2.14 Rewrite the following sentence as a question. Start with the word in brackets.

You can start now. (When) (1)

TOTAL SECTION B: 20

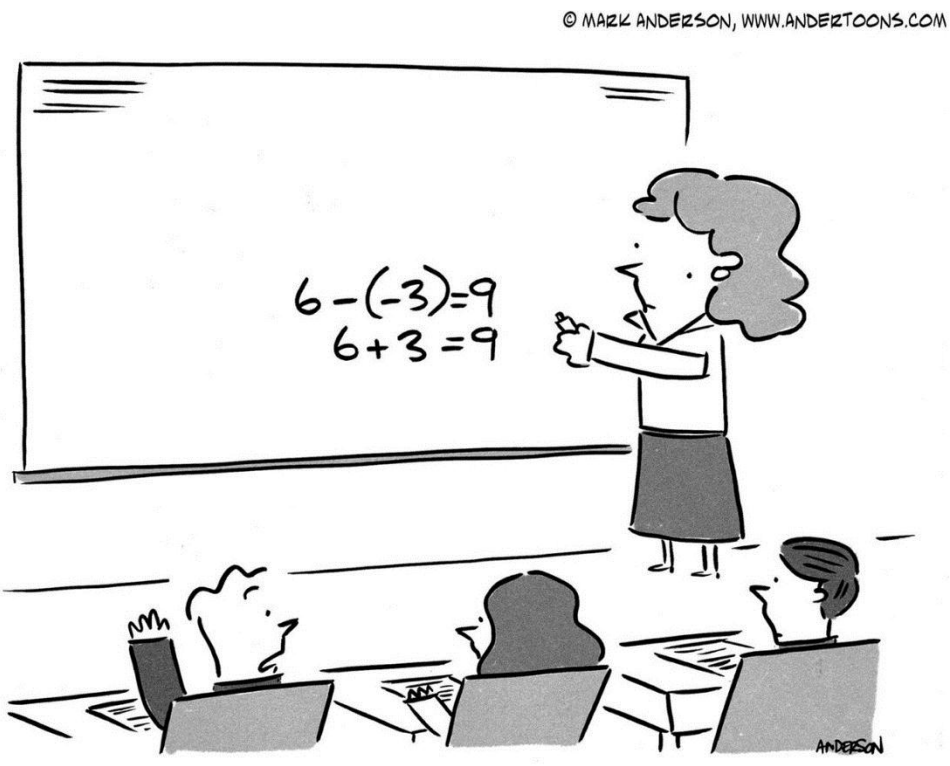
SECTION C

VISUAL LITERACY

QUESTION 3

Study the text carefully before answering the questions.

TEXT C



"So in English a double negative is bad, but in math it's a *positive?*"

[Source: *https://andertoons.com*]

3.1 What do we call this type of visual text? (1)

3.2 How do we know that the woman standing in front is a teacher? Give TWO possible reasons. (2)

3.3 Which character is speaking? (1)

3.4 What subject is being taught? Give a reason for your answer. (2)

3.5 Fill in the missing word.

What is meant by "in math, a double negative is positive"?

In Mathematics a double negative becomes a _____. (1)

3.6 Which two visual clues show that the speaker is confused? (2)

3.7 Do you think the lesson is enjoyable? Give a reason for your answer. (1)

TOTAL SECTION C: 10

SECTION D

SUMMARY

QUESTION 4

1. Read through the passage on pages 13 + 14 carefully.
2. Summarise the passage on how to ensure that young people are ready for the future.
3. Write your summary in point form and number each point.
4. Write in full sentences.
5. Your summary should be between 50 and 60 words.
6. Write down the number of words used at the end of your summary.
7. Write a draft which is edited before writing the final summary.
8. Delete the draft.

TEXT D

South Africa's plan for the Fourth Industrial Revolution

Former President Kgalema Motlanthe formed a Foundation to help prepare young South Africans for the future. He says they are at the heart of the success and must be empowered.

Several programmes have been identified to make sure that South Africa is ready.

In the first place young people are encouraged to participate in youth talks at the Nasrec Expo Centre. It is important that young people talk about their needs and have a chance to air their views.

In-service training will be conducted where specific skills will be taught. It is also known as vocational training and centres are ready to train young people. Microsoft has planned to support a million youths by 2023.

The MLab programme will train young people in cellular technology. Various courses will be available based on the use of cell phones.

Industrial Development Centres will be formed to support women and young people.

Huawei formed a Seeds of the Future Programme to train people in electronics. The company will be supporting various training programmes.

A partnership has been formed with Google since 2017 and 131 980 young people have already been trained.

The South African Network Academy Programme (CISCO), has trained 10 590 young people to date.

All these programmes will empower our youth by teaching the necessary skills for the Fourth Industrial Revolution.

[*Source: https://www.sanews.gov.za/south-africa/programmes-prepare-youth-fourth-industrial-revolution*]

TOTAL SECTION D: 10

TOTAL: 70

END

GAUTENG PROVINCE
EDUCATION
REPUBLIC OF SOUTH AFRICA

GAUTENG DEPARTMENT OF EDUCATION
GAUTENGSE DEPARTEMENT VAN ONDERWYS

PROVINCIAL EXAMINATION
PROVINSIALE EKSAMEN

NOVEMBER 2019

GRADE / *GRAAD* 9

MATHEMATICS
WISKUNDE

MARKING GUIDELINES / *NASIENRIGLYNE*

9 pages / *bladsye*

QUESTION / *VRAAG* 1

1.1	B
1.2	C
1.3	B
1.4	A
1.5	B
1.6	D
1.7	B
1.8	C
1.9	C
1.10	C

QUESTION / *VRAAG* 2

2.1		$\frac{36}{100} : \frac{84}{100}$ $\frac{36}{84} \div \frac{12}{12}$ **or/ *of*** $\frac{36}{12} : \frac{84}{12}$✓ $\frac{3}{7}$ $3 : 7$✓**A**	Simplify / *Vereenvoudig:* 1 mark / *1punt* Answer / *Antwoord* 1 mark /1 *punt*
2.2		$= -4\left(-\frac{1}{2}\right)^2$ ✓ $= -4\left(\frac{1}{4}\right)$ $= -1$ ✓**A**	Substitution / *Vervanging:* 1mark / *1 punt* Answer / *Antwoord:* 1 mark / *1 punt*
2.3	2.3.1	$16 - 4^2$ $= 16 - 16$✓**CA** $= 0$✓ **A**	Simplify / *Vereenvoudig:* 1 mark /*1 punt* Answer / *Antwoord* 1 mark /*1 punt*
	2.3.2	$2x^2 - x - 15$✓ $- (\boldsymbol{x^2 - 2x + 1})$✓ $= 2x^2 - x^2 - x + 2x - 15 - 1$✓ $= x^2 + x - 16$✓ **CA**	Multiply ( )s / *Vermeningvuldig* ( )s /1 mark each /*1 punt elk* Simplify / *Vereenvoudig:*1 mark /*1 punt* Answer / *Antwoord*: 1 mark /*1 punt*
			[10]

QUESTION / *VRAAG* 3

3.1	$= 5xy$✓$(12\text{x} - 5\text{y} + 1)$✓	$5xy$:1 mark / *1 punt* $(12x - 5y + 1)$:1 mark / *1 punt*
3.2	$= (k - 8)(k + 8)$ ✓✓**A**	$(k - 8)$: 1 mark / *1 punt* $(k + 8)$: 1 mark / *1 punt*
3.3	$x^2 + 7x - 18$ $= (x - 2)(x + 9)$ ✓✓**A**	$(x - 2)$ 1 mark / *1 punt* $(x + 9)$ 1 mark / *1 punt*
3.4	$= a(x - y) + 4(x - y)$✓**A** $= (x - y)(a + 4)$✓✓**A**	Grouping and common factors / *Groepering en gemeenskaplike faktore*: 1 mark / *1 punt* $(x - y)$ 1 mark / *1 punt* $(a + 4)$ 1 mark / *1 punt*
		[9]

QUESTION / *VRAAG* 4

4.1	$3x = 6$✓**M** $x = 2$✓**CA**	1 mark for simplification 1 mark / *1 punt vir vereenvoudiging* 1 mark for answer / *1 punt vir antwoord*
4.2	$x^3 = \left(\frac{1}{2}\right)^3$ ✓**M** $\therefore x = \frac{1}{2}$ ✓**CA**	1 mark for writing $\frac{1}{8}$ as $\left(\frac{1}{2}\right)^3$ / *1 punt vir skrywe* $\frac{1}{8}$ *as* $\left(\frac{1}{2}\right)^3$ / 1 mark for answer / *1 punt vir antwoord*
4.3	$(x - 5)(x - 2) = 0$✓**M** $x = 5$ **or /*of*** $x = 2$✓**CA**	1 mark for factorising / *1 punt vir faktorisering* 1 mark for answer / *1 punt vir antwoord*
		[6]

QUESTION / *VRAAG* 5

5.1	The price of 1 chicken / *Die prys van 1 hoender* $= Rx$ The price of 1 turkey / *Die prys van 1 kalkoen* $= R5x$. ✓**M** $\therefore$ 50 chickens / hoenders = R50 x and / *en* 20 turkeys / *kalkoene* $= R100x$✓**M** $50x + 100x = 1200$✓**M** $150x = R1200$ $x = \frac{1200}{150} = R8$ ✓**M** $\therefore$ 1 turkey / *kalkoen* $= 5 \times R8 = R40$✓**CA**	1 mark for reasoning / *1 punt vir redenasie* 1 mark for reasoning / *1 punt vir redenasie* 1 mark for statement / *1 punt vir stelling* 1 mark for calculation / *1 punt vir bewerking* 1 mark for answer / *1 punt vir antwoord*
5.2	$A = P(1 + ni)$ **or / *of*** $P = \frac{A}{(1+ni)}$ ✓ **M** $15000 = P(1 + 0{,}07 \times 6)$ **or / *of*** $P = \frac{15000}{(1+0{,}07\times 6)}$ ✓**M** $15000 = P(1{,}42)$ **or / *of*** $P = \frac{15000}{(1{,}42)}$ $P = R10\,536{,}38$ ✓**CA**	1 mark for formula /*1 punt vir formule* 1 mark for substitution / *1 punt vir vervanging* 1 mark for answer / *1 punt vir antwoord*
5.3	D = speed / *spoed* × time / *tyd*✓ **M** $= 80 \times 3$✓ **M** $= 240$ km✓ **M** Time$= \frac{distance}{speed}$ / $\frac{afstand}{spoed}$ ✓ **M** $= \frac{240}{60}$✓ **CA** $= 4$ hrs / *ure*✓ **A**	1 mark for formula /*1 punt vir formule* 1 mark for substitution / *1 punt vir vervanging* 1 mark for answer / *1 punt vir antwoord* 1 mark for formula /*1 punt vir formule* 1 mark for substitution / *1 punt vir vervanging* 1 mark for answer / *1 punt vir antwoord*
		[14]

QUESTION / *VRAAG* 6

6.1	$y = mx + c$ $c = 6$ ✓**A** $m = \frac{y_2 - y_1}{x_2 - x_1}$ $m = \frac{6-0}{0-(-1)}$✓**CA** $m = 6$ ✓**CA** ∴ Eqn of/ $Vglk\ van\ f: y = 6x + 6$✓**CA** **or / of** **substitute / *vervang*** $c = 6, x = -1$ and / *en* $y = 0$ into / *in* $y = mx + c$ $0 = m(-1) + 6$✓✓**M** $m = 6$✓**CA** ∴ Eqn of / $Vglk\ van\ f: y = 6x + 6$✓**CA**	1 mark for $c = 6$ / *1 punt vir c* 6 1 mark for substitution into gradient formula *1 punt vir vervanging in gradiënt formule* 1 mark for $m = 6$ / *1 punt vir* $m = 6$ 1 mark for answer / *1 punt vir antwoord* **or / *of*** 1 mark for substitution of $c = 6$ / *1 punt vir vervanging van* $c = 6$ 1 mark for substitution of $(-1; 0)$ into $y = mx + c$ / *1 punt vir vervanging* $(-1; 0)$ *in* $y = mx + c$ 1 mark for $m = 6$ / *1 punt vir* $m = 6$ 1 mark for answer / *1 punt vir antwoord*
6.2	$y = -2$✓**A**	1 mark for answer / *1 punt vir antwoord*
		[5]

QUESTION / *VRAAG* 7

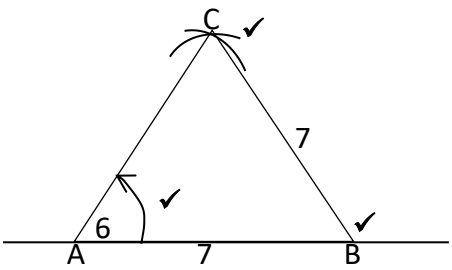
<table>
<tr><td>7.1.1</td><td><table><tr><td>Stem / Stam</td><td>Leaves / Blare</td></tr><tr><td>1</td><td>2✓</td></tr><tr><td>2</td><td>1 3✓</td></tr><tr><td>3</td><td>1 5 5 7✓</td></tr><tr><td>4</td><td>2 3 6 ✓</td></tr><tr><td>5</td><td>4 5 7✓</td></tr></table></td><td>1 mark for each correct row / 1 punt vir elke korrekte ry</td></tr>
<tr><td>7.1.2</td><td>$Range = 57 - 12$ / $Omvang = 57 - 12$
$R = 45$✓**A**</td><td>1 mark for answer / 1 punt vir antwoord</td></tr>
<tr><td>7.1.3</td><td>$50\% = \frac{30}{60}$
$\therefore$ 10 learners / leerders✓**A**</td><td>1 mark for answer / 1 punt vir antwoord</td></tr>
<tr><td>7.2.1</td><td>$P(R) = \frac{5}{15} = \frac{1}{3}$ ✓ **A**</td><td>1 mark for answer / 1 punt vir antwoord</td></tr>
<tr><td>7.2.2</td><td>$P(G \text{ or}/of\ B) = \frac{3}{15} + \frac{7}{15}$ ✓

$P(G \text{ or}/of\ B) = \frac{2}{3}$ ✓</td><td>1 mark for $\frac{3}{15} + \frac{7}{15}$
/ 1 punt vir $\frac{3}{15} + \frac{7}{15}$
1 mark for answer / 1 punt vir antwoord</td></tr>
<tr><td>7.2.3</td><td>$P(Y) = 0$ ✓**A**</td><td>1 mark for answer / 1 punt vir antwoord</td></tr>
<tr><td></td><td></td><td>[11]</td></tr>
</table>

QUESTION / *VRAAG* 8

<table>
<tr><td>8.1.1</td><td>
<table>
<tr><th>Statement / Bewering</th><th>Reason / Rede</th></tr>
<tr><td>$65° + 45° + b = 180°$ ✓M
$b = 70°$ ✓CA</td><td>$\angle s$ on a str line/ $\angle e$ op reguit lyn✓A</td></tr>
</table>
</td><td>1 mark for statement / 1 punt vir bewering
1 mark for reason / 1 punt vir rede
1 mark for answer / 1 punt vir antwoord</td></tr>
<tr><td>8.1.2</td><td>
<table>
<tr><th>Statement / Bewering</th><th>Reason / Rede</th></tr>
<tr><td>$70° + a + 40° = 180°$ ✓M
$a = 70°$ ✓CA</td><td>sum int $\angle s$ of ΔACE /som binne $\angle e$ van ΔACE✓A</td></tr>
</table>
</td><td>1 mark for statement / 1 punt vir bewering
1 mark for reason / 1 punt vir rede
1 mark for answer / 1 punt vir antwoord</td></tr>
<tr><td>8.1.3</td><td>
<table>
<tr><th>Statement / Bewering</th><th>Reason / Rede</th></tr>
<tr><td>ΔBCD is an iscosceles triangle / gelykbenige driehoek ✓A</td><td>$\angle s$ opposite equal sides are equal / teenoorstaande gelykesye is gelyk ✓A</td></tr>
</table>
</td><td>1 mark for statement / punt vir bewering
1 mark for reason / punt vir rede</td></tr>
<tr><td>8.2</td><td>
<table>
<tr><th>Statement / Bewering</th><th>Reason / Rede</th></tr>
<tr><td>In ΔABC and ΔCDA:</td><td></td></tr>
<tr><td>$AB =$ DC</td><td>Given / Gegee ✓</td></tr>
<tr><td>$AC =$ AC</td><td>Common side / Gemeenskaplike sy✓</td></tr>
<tr><td>$\hat{A}_1 = \hat{C}_1$✓</td><td>alt $\angle s$ and AB∥DC / verw. $\angle e$ en AB∥DC ✓</td></tr>
<tr><td>ΔABC ≡ ΔCDA</td><td>$s\angle s$✓</td></tr>
</table>
</td><td>1 mark for statement and reason / punt vir bewering en rede
1 mark for statement and reason / punt vir bewering en rede
1 mark for statement / punt vir bewering
1 mark for reason / punt vir rede
1 mark for statement and reason / punt vir bewering en rede</td></tr>
</table>

8.3	**Statement / *Bewering*** / **Reason / *Rede*** In ΔCFB and ΔDFE: ; $\hat{C} = \hat{D} = 40°$; given / *gegee* ✓**A** $\hat{F}_1 = \hat{F}_2$; vert. opp. $\angle s$ ✓ $\hat{B}_2 = \hat{E}_2$; sum int $\angle s$ of Δ / *som binne* $\angle e$ *van* Δ ✓**A** ∴ Δ CFB ||| ΔDFE ; ∠∠∠ ✓	1 mark for statement and reason / *1 punt vir bewering en rede* 1 mark for statement and reason / *1 punt vir bewering en rede* 1 mark for statement and reason / *1 punt vir bewering en rede* 1 mark for reason / *1 punt vir rede*

8.4	8.4.1	Construction / *Konstruksie*  	1 mark for correct labeling of triangle / *1 punt vir korrekte benoeming van driehoek* 1 mark for accurate measurement of sides / *1 punt vir akkurate meting van sye* 1 mark for accurate measurement of $\hat{A} = 65°$ angle / *1 punt vir akkurate meting van* $\hat{A} = 65°$
	8.4.2	$A\hat{B}C = 50°$✓**CA**	1 mark for accurate measurement of angle / *1 punt vir akkurate meting van hoek*
8.5	$H'(0\ ;\ 2)$ ✓ **A**		1 mark for each co-ordinate / *1 punt vir elk korekte kordinate*
			[22]

QUESTION / *VRAAG* 9

<table>
<tr><td>9.1</td><td colspan="2">
<table>
<tr><th>Statement / Bewering</th><th>Reason / Rede</th></tr>
<tr><td>In ΔYTZ</td><td></td></tr>
<tr><td>YT= 13✓A</td><td>Opposite ∠ of a rectangle / Teenoorgestelde van 'n reghoek</td></tr>
<tr><td>$YZ^2 = YT^2 - TZ^2$</td><td>Theorem of Pythagoras / Stelling van Pythagoras</td></tr>
<tr><td>$= 13^2 - 5^2$✓M</td><td></td></tr>
<tr><td>$= 169 - 25$</td><td></td></tr>
<tr><td>$= 144$ ✓CA</td><td></td></tr>
<tr><td>$YZ = 12$✓CA</td><td></td></tr>
</table>
</td><td>1 mark for YT= 13 /1 punt vir YT= 13
1 mark for $YZ^2 = YT^2 - TZ^2$ / 1 punt vir $YZ^2 = YT^2 - TZ^2$ and substitution / en substitusie
1 mark for $YZ^2 = 144$ /1 punt vir antwoord $YZ^2 = 144$
1 mark for answer / 1 punt vir antwoord</td></tr>
<tr><td>9.2</td><td>9.2.1</td><td>$Area\ ABCD = AB \times BC$ or / of $AD \times DC$ ✓</td><td>1 mark for formula / punt vir formule</td></tr>
<tr><td></td><td>9.2.2</td><td>$Area\ \Delta DEC = \frac{DC \times EF}{2}$ or / of $\frac{1}{2} \times DC \times EF$ ✓</td><td>1 mark for formula / punt formule</td></tr>
<tr><td></td><td>9.2.3</td><td>$Area\ \parallel^m CDEG = DC \times EF$ or / of $EG \times BC$✓</td><td>1 mark for formula / punt formule</td></tr>
<tr><td></td><td>9.2.4</td><td>Area of / van AECD = $\frac{EF(AE + DC)}{2}$✓</td><td>1 mark for formula / punt formule</td></tr>
<tr><td>9.3</td><td colspan="2">$SA = 2\pi r^2 + 2\pi r \times H$✓
$= 2\left(\frac{22}{7}\right)(7)^2 + 2\left(\frac{22}{7}\right)(7) \times 12$✓
$= 308\text{cm}^2 + 528\text{cm}^2$ ✓
$SA = 836\ cm^2$✓CA
or / of
$SA = 2\pi r(r + h)$✓
$= 2\left(\frac{22}{7}\right)(7)(19)cm^2$✓✓
$SA = 836\ cm^2$✓CA</td><td>1 mark for formula / punt formule
1 mark for correct substitution / 1 punt vir korrekte vervanging
1 mark for calculation / 1 punt vir bewerking
1 mark for answer / 1 punt vir antwoord.</td></tr>
<tr><td></td><td colspan="2"></td><td>[13]</td></tr>
<tr><td></td><td colspan="2">TOTAL / TOTAAL</td><td>[100]</td></tr>
</table>