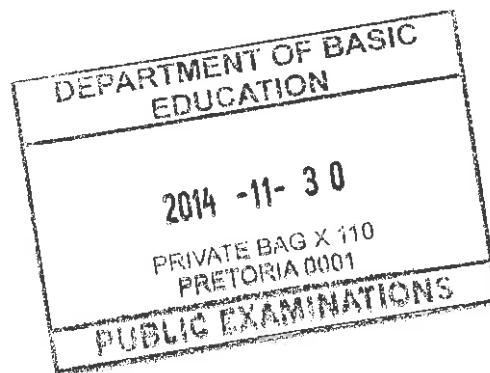


INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion.



SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on pages 6 and 7 of this memorandum.

| CRITERIA USED FOR ASSESSMENT | |
|-------------------------------------|--------------|
| CRITERIA | MARKS |
| CONTENT AND PLANNING | 30 |
| LANGUAGE, STYLE AND EDITING | 15 |
| STRUCTURE | 5 |
| TOTAL | 50 |

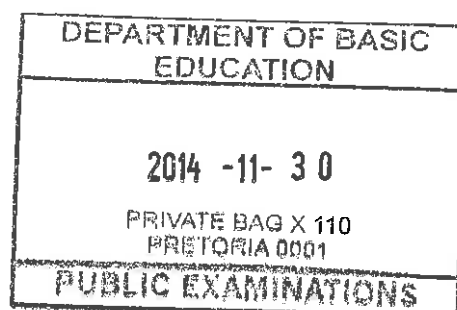
1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

SECTION B: TRANSACTIONAL TEXTS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 8 of this memorandum.

| CRITERIA USED FOR ASSESSMENT | |
|-------------------------------------|--------------|
| CRITERIA | MARKS |
| CONTENT, PLANNING AND FORMAT | 15 |
| LANGUAGE, STYLE AND EDITING | 10 |
| TOTAL | 25 |

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.



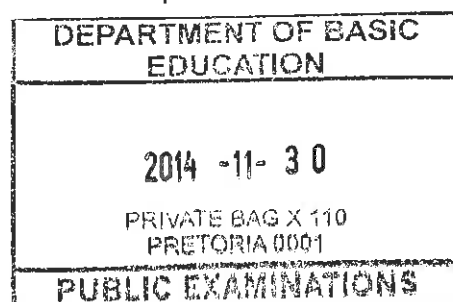
NOTE:

- The points given below each topic in this memorandum serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

SECTION A: ESSAY**QUESTION 1**

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. **Candidates may write in any genre: narrative, descriptive, reflective, argumentative, discursive, or any combination of these.**

- 1.1 **'We desire to bequeath two things to our children – the roots and wings.'** (Sudanese proverb)
- Credit various interpretations of the topic. [50]
- 1.2 **The stories that blind us**
- Accept philosophical or anecdotal interpretations of the topic. [50]
- 1.3 **A bully does not need a fist.**
- Various forms of bullying can be explored.
 - Credit various interpretations of the topic [50]
- 1.4 ***To see a world in a grain of sand
And a heaven in a wild flower
Hold infinity in the palm of your hand
And eternity in an hour.*** (William Blake)
- Candidates may focus on any part or parts of the quotation, or the full quotation. [50]
- 1.5 **The flavour of my town**
- Candidates may explore residents/inhabitants, places, events, cultures etc. [50]
- 1.6 **NOTE:** There must be a clear link between the essay and the picture chosen.
- 1.6.1 **Travellers on a road**
- Could be interpreted literally/figuratively/both. [50]
- 1.6.2 **Imagination/Circles**
- Candidates may explore ideas related to imagination/creativity/invention/innovation/other relevant ideas. [50]
- 1.6.3 **Broken plate**
- Credit literal, figurative or mixed interpretations. [50]

**TOTAL SECTION A:****50**

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SECTION B: TRANSACTIONAL TEXTS**QUESTION 2**

Candidates are required to respond to TWO of the topics set. The body of the response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

2.1 LETTER TO THE EDITOR

- Format: own address, date, details of the addressee, salutation, subject line and signing off
- Candidates should focus on the public outcry that the offensive advertisement has evoked.

[25]**2.2 INTERVIEW**

- Dialogue format.
- Interviewee should be a well-known figure, whose reputation has been tarnished. (The figure could be an imaginary one.)

[25]**2.3 MAGAZINE ARTICLE**

- Format: title
- Accept views that are in favour of, or opposed to, the topic.
- Accept mixed responses.

[25]**2.4 MINUTES OF MEETING**

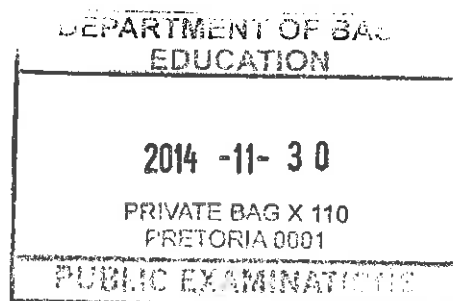
- A valid minutes format
- Each item on the agenda must be addressed.
- Responses must be plausible.
- Clarity of focus is essential.

[25]**2.5 LETTER OF REQUEST**

- Format: own address, date, details of the addressee, salutation, subject line and signing off.
- Candidates should request information pertaining to a remote tourist destination.

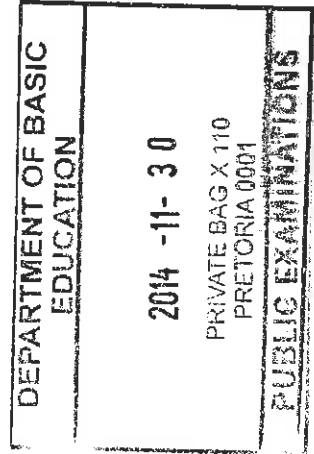
[25]**2.6 REVIEW**

- Format: title
(Sub-headings are optional.)
- Credit responses that acknowledge the amateur nature of the theatre group.

[25]**TOTAL SECTION B: 50**

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

| Criteria | Exceptional 28–30 | Skilful 22–24 | Moderate 16–18 | Elementary 10–12 | Inadequate 4–6 |
|--|--|--|---|--|--|
| CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context | -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent, including introduction, body and conclusion | -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent, including introduction, body and conclusion | -Satisfactory response - Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion. | -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence | -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Disorganised and incoherent |
| | -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent, including introduction, body and conclusion | -Well-crafted response -Relevant and interesting ideas -Well organised and coherent, including introduction, body and conclusion | -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion | -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence | -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled |
| 30 MARKS | 25–27 | 19–21 | 13–15 | 7–9 | 0–3 |
| Upper level | Lower level | | | | |



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SECTION A: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS] (continued)

| Criteria | Exceptional 14-15 | Skilful 11-12 | Moderate 8-9 | Elementary 5-6 | Inadequate 0-3 |
|---|--|--|--|---|---|
| LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; word choice; language use and conventions, punctuation, grammar, spelling | Upper level | | | | |
| | - Tone, register, style and vocabulary highly appropriate to purpose, audience and context - Exceptionally/impressive use of language - Compelling and rhetorically effective in tone - Virtually error-free in grammar and spelling - Very skilfully crafted 13 | - Tone, register, style and vocabulary largely appropriate to purpose, audience and context - Language is effective and a consistently appropriate tone is used - Largely error-free in grammar and spelling - Very well crafted 10 | - Tone, register, style and vocabulary appropriate to purpose, audience and context - Appropriate use of language to convey meaning - Rhetorical devices used to enhance content 7 | - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Very basic use of language - Tone and diction are inappropriate - Very limited vocabulary 4 | - Tone, register, style and vocabulary not appropriate to purpose, audience and context - Language incomprehensible - Vocabulary limitations so extreme as to make comprehension impossible 0-3 |
| 15 MARKS | Lower level | | | | |
| | - Language excellent and rhetorically effective in tone - Virtually error-free in grammar and spelling - Skilfully crafted 5 | - Language engaging and generally effective - Appropriate and effective tone - Few errors in grammar and spelling - Well crafted 4 | - Adequate use of language with some inconsistencies - Tone generally appropriate. - Limited use of rhetorical devices 3 | - Use of language inadequate - Little or no variety in sentence - Exceptionally limited vocabulary 2 | - Necessary points lacking - Sentences and paragraphs faulty - Essay lacks sense 0-1 |
| STRUCTURE Features of text; Paragraph development and sentence construction | - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well constructed 40-50 | - Logical development of details - Coherent - Sentences, paragraphs logical, varied 30-39 | - Relevant details developed - Sentences, paragraphs well constructed - Essay makes sense 20-29 | - Some valid points - Sentences and paragraphs faulty - Essay still makes some sense 10-19 | - Necessary points lacking - Sentences and paragraphs faulty - Essay lacks sense 0-9 |
| 5 MARKS MARK RANGE | 50 MARKS | | | | 0-9 |
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SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

| Criteria | Exceptional 13-15 | Skilful 10-12 | Moderate 7-9 | Elementary 4-6 | Inadequate 0-3 |
|---|--|--|--|---|---|
| <p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p>15 MARKS</p> | <ul style="list-style-type: none"> -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus and coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format | <ul style="list-style-type: none"> -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies | <ul style="list-style-type: none"> -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies | <ul style="list-style-type: none"> -Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Has vaguely applied necessary rules of format -Some critical oversights | <ul style="list-style-type: none"> -Response reveals no knowledge of features of the type of text -Meaning is obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Has not applied necessary rules of format |
| <p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> | <ul style="list-style-type: none"> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free | <ul style="list-style-type: none"> -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well constructed -Very good vocabulary -Mostly free of errors | <ul style="list-style-type: none"> -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning | <ul style="list-style-type: none"> -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured | <ul style="list-style-type: none"> -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired |
| <p>10 MARKS</p> <p>DEPARTMENT OF BASIC EDUCATION</p> | 17-20 | 12-15 | 7-10 | 0-5 | |
| <p>MARK RANGE</p> | 22-25 | 17-20 | 12-15 | 7-10 | 0-5 |

2014-11-30

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