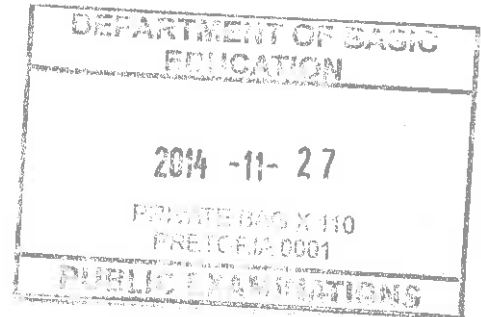


INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY**QUESTION 1****Instructions to Markers:**

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise candidates if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 7 and 8 to mark the essays.



1.1 Miracles really do happen!

- Narrative essay.
- The candidates may mention, **among others:**
 - details of why a miracle was needed
 - what the miracle was
 - why the change was miraculous
 - the reactions to/results of the miracle.

[40]

1.2 I heard a loud crash, followed by a tinkling sound and then running footsteps. I hurried to see what had happened.

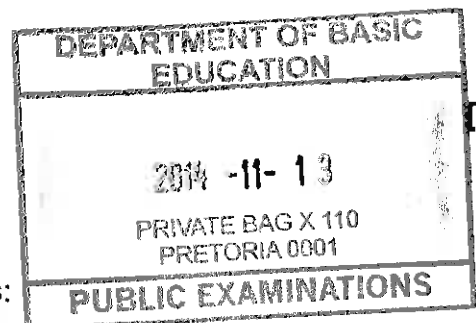
Write an essay which starts with the sentences above.

- Narrative essay.
- The candidates may mention, **among others:**
 - when and where the incident took place
 - details of what had happened
 - who was involved
 - the outcome of the situation.

[40]

1.3 People who inspire me

- Descriptive essay.
- The candidates may describe, **among others:**
 - who the people are
 - what these people do or say
 - their reasons for feeling inspired
 - how being inspired affects their lives.

[40]

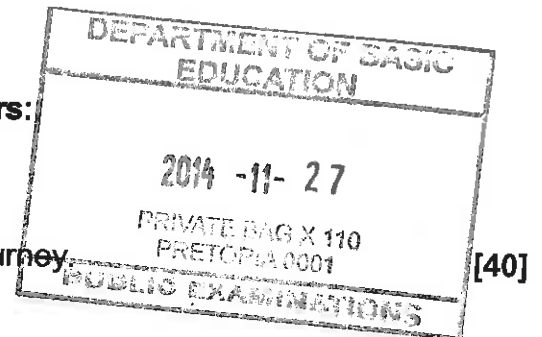
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1.4 A journey through the night

Write an essay in which you describe the sights, sounds and feelings you experienced during the journey.

- Descriptive essay.
- The candidates may describe, **among others**:
 - when and to where they journeyed
 - their mode of transport
 - what they saw and heard along the way
 - their thoughts and feelings during the journey.



1.5 Interpretation of pictures.

- Candidates should provide a suitable title.
- Candidates may interpret the pictures in any way.
- The interpretation should be clearly linked to the picture.

1.5.1 The candidates may write about, **among others**:

- the beauty of nature
- peace and tranquillity
- the dog as 'man's best friend'
- loneliness
- searching for something.

1.5.2 The candidates may write about, **among others**:

- having a sense of responsibility
- the joy of gardening
- opportunities to grow
- protecting/nurturing something precious.

1.5.3 The candidates may write about, **among others**:

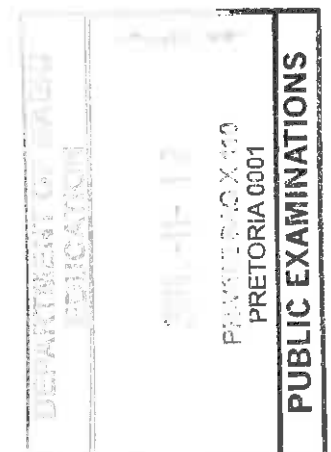
- the appreciation of nature and wildlife
- the tourism industry
- elephant poaching
- an encounter with a herd of elephants.

1.5.4 The candidates may write about, **among others**:

- the role of parents
- the importance of family
- childhood memories
- healthy and fun activities
- the joys of parenting.

[40]

TOTAL SECTION A: 40



SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****Instructions to Markers:**

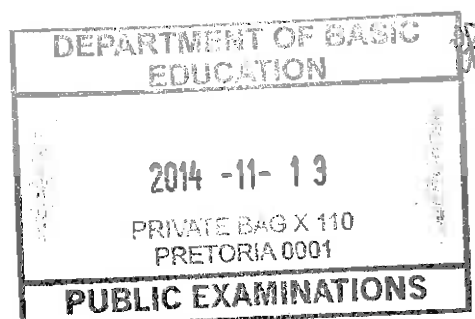
- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

2.1 DIALOGUE

- The following aspects of **format** should be included:
 - name of each speaker
 - colon after the name of each speaker throughout the dialogue.
- The candidates should include, **among others**:
 - a response to the friend's reminder
 - an explanation of what has kept them apart
 - a discussion of the way forward.

[20]**2.2 FORMAL LETTER**

- The letter should be addressed to the manager of the bus company.
- The tone and register of the letter should be formal.
- The letter should be written in paragraphs.
- The following aspects of **format** should be included:
 - address of sender
 - date
 - address of recipient
 - greeting/salutation
 - subject line
 - suitable ending
 - signature and name of sender.
- The candidates may mention, **among others**:
 - a description of the bus driver's behaviour every day
 - how the driver responds to the learners' complaints
 - their fears and concerns
 - how the situation must be resolved.

[20]

2.3 **SPEECH**

- The following aspects of **style** should be considered:
 - a strong/clever opener to attract attention
 - fairly short sentences containing clear points
 - the flow of the speech
 - speech must convey enthusiasm and conviction
 - the closing should leave a powerful message with the audience.
- The candidates may include, **among others**:
 - the types of extramural activities offered by the school
 - reasons for and advantages of participating in these activities
 - encouragement for learners to participate.

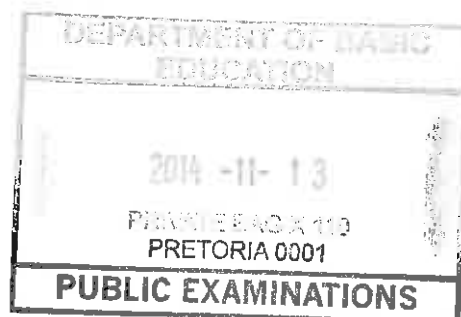
[20]

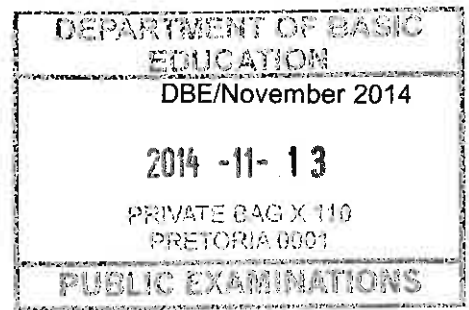
2.4 **FRIENDLY LETTER**

- The letter should be addressed to a teacher.
- The letter should be written in paragraphs.
- The tone and register of the letter could be informal to semi-formal, but respectful.
- The following aspects could be included:
 - brief reference to the support given
 - how the support affected the candidate's life
 - the candidate's feelings of appreciation.
- The following information should be included in the letter:
 - address of sender
 - date
 - greeting/salutation
 - suitable ending
 - name/signature.

[20]

TOTAL SECTION B: 20



**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

3.1 POSTER

- Candidates may include the following, **among others**:
 - the heading
 - what the talk is about
 - date, time and place of the talk
 - reasons why learners should attend the talk.

NOTE: Do NOT award marks for drawings or illustrations.

[20]**3.2 INVITATION CARD**

- The following details should be provided, **among others**:
 - name of the sports club
 - who is invited
 - purpose of the function
 - the venue, date and time of the dinner
 - name and contact details of person to respond to.
- The style can be formal or informal.

NOTE: Do NOT award marks for drawings or illustrations.

[20]**3.3 DIARY ENTRY**

- The following aspects of **format and style** should be considered:
 - date must be given
 - writing must be in the 1st person
 - writing must be personal.
- The candidates may include, **among others**:
 - some idea of what is happening in their lives at that moment
 - a personal reflection on their lives
 - resolutions and plans for the future.

[20]**TOTAL SECTION C: 20****GRAND TOTAL: 80**

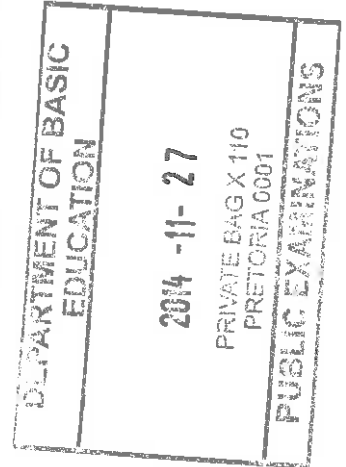
SECTION A: ASSESSMENT RUBRIC FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS]

Criteria	Exceptional 22-24	Skilful 18	Moderate 12-16	Elementary 7-11	Inadequate 0-6
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 24 MARKS	-Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending 19-21	-Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ ending 17	-Satisfactory response - Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	-Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ ending Lower level	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion			

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SECTION A: ASSESSMENT RUBRIC FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS] (continued)

Criteria	Exceptional 10–12	Skilful 8–9	Moderate 6–7	Elementary 4–5	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	-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	-Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	-Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	-Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
12 MARKS					
STRUCTURE Features of text; Paragraph development and sentence construction	4 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed	3 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	2 -Relevant details developed -Sentences, paragraphs well constructed -Essay still makes some sense	1 -Some valid points -Sentences and paragraphs faulty -Essay still makes sense	0 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
4 MARKS					
MARK RANGE	33–40	28–30	20–25	12–17	0–9



SECTION B AND C: ASSESSMENT RUBRIC FOR LONGER AND SHORTER TRANSACTIONAL TEXT – SECOND ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional 10–12	Skilful 8–9	Moderate 6–7	Elementary 4–5	Inadequate 0–3
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context	-Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus and ideas -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	-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	-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	-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 -Necessary rules of format vaguely applied -Some critical oversights	-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 -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	-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	-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	-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
8 MARKS	17–20	13–15	10–11	7–8	0–5
MARK RANGE					

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