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 SECTIONS B and C.

• 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 page 8 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT AND PLANNING</td>
<td>30</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>15</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>

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: LONGER TRANSACTIONAL TEXT

Refer to SECTION B: Rubric for Assessing Longer Transactional Texts found on page 9 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
<td>18</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
</tr>
</tbody>
</table>

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.
SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

Refer to SECTION C: Rubric for Assessing Shorter Texts: Transactional/Referential/Informational found on page 10 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
<td>12</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
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</tbody>
</table>

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:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.
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, expository, discursive, or any combination of these.

1.1 A path worth exploring
- Literal and/or figurative 'path'.
- Might deal with the concept of change.
- Some candidates might write a description of an area explored.

1.2 'When night falls over Africa, cities light up, creating patches of light visible from space. Compared to other places on the planet, the continent is pretty dark, but that is changing.'
   [Source: Connectivity, February 2012]
- Candidates might argue for/against the topic.
- The essay ought to focus on 'Africa', 'pretty dark' and 'changing'.
- All other parts of the quotation are optional.

1.3 To live is the rarest thing in the world. Most people exist – that is all.
- Focus on the relative quality and value of life.

1.4 If you run with the wolves, you will learn how to howl.
- The idea of belonging to a group.
- The influence/impact different group interactions may have (positive, negative or both).
- Accept a literal or metaphorical interpretation.

1.5 Tumbling from the heavens
- May be interpreted literally or metaphorically or both.
- 'Falling' does not necessarily imply 'failing'.

1.6 'The first wintry day
You who sang like a robin
At last fell quiet.'  
   (Norman Morrissey)
- Content could include a literal or a figurative interpretation.
- This essay requires a holistic interpretation.
- The concepts of singing and quiet can be discussed literally/explicitly or figuratively/implicitly or combinations thereof.
1.7 **NOTE:** There must be a clear link between the essay and the picture chosen.

1.7.1 **Baby with calculator**
- May focus on intellect of children/the importance of learning/literacy.
- The effect of the new technology on the coming generations. [50]

1.7.2 **Keys on key ring**
- Credit literal or figurative or mixed interpretations. [50]

**TOTAL SECTION A:** 50

**SECTION B: LONGER TRANSACTIONAL TEXT**

**QUESTION 2**

Candidates are required to respond to ONE 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**
- Must express views that support/object to encouraging weight loss in animals.
- Candidates may focus on the slimming product or the competition or both.
- Candidates might react with scorn/incredulity/praise.
- Format: own address, date, details of the addressee, salutation, subject line and signing off. [30]

2.2 **INTERVIEW**
- Context of interview (e.g. drownings in South Africa).
- A valid interview format. [30]

2.3 **REVIEW**
- Content can be adversely critical/complimentary or both.
- Format: headline, by line. [30]

2.4 **SPEECH**
- Should contain a convincing motivation.
- Credit responses that focus on one or more frames of the picture.
- The picture does not have to be literally mentioned e.g. the rhinos can be interpreted as referring to conservation initiatives in general.
- Include opening and closing paragraphs. [30]

**TOTAL SECTION B:** 30
SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Candidates are required to respond to ONE of the topics set. The body of the response should be 100–120 words (10–12 lines) in length. The language, register, style and tone must be appropriate to the context.

3.1 DIARY ENTRY
- Date.
- Emotional response to experience.
- If the candidate writes more than one diary entry, mark only the first one. [20]

3.2 POSTER
- Sufficient details to be given to sell the idea.
- Catchy words and phrases to be credited.
- Information needed by prospective performers should be included (e.g. title, dates, times, venue etc). [20]

3.3 DIRECTIONS
- Must be concise and accurate (cf map).
- Any reasonable/logical route may be accepted.
- Bulleting/numbering acceptable; may also be written in paragraph form. [20]

TOTAL SECTION C: 20
GRAND TOTAL: 100
## SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (50 marks)

### CONTENT PLANNING (30 MARKS)

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>24–30</td>
<td>21–23½</td>
<td>18–20½</td>
<td>15–17½</td>
<td>12–14½</td>
<td>9–11½</td>
<td>0–8½</td>
</tr>
</tbody>
</table>

**CONTENT & PLANNING**

- Content outstanding, highly original.
- Ideas thought-provoking, mature.
- Planning and/or drafting has produced a flawlessly presentable essay.

**LANGUAGE, STYLE & EDITING (15 MARKS)**

<table>
<thead>
<tr>
<th>12–15</th>
<th>10½–11½</th>
<th>9–10</th>
<th>7½–8½</th>
<th>6–7</th>
<th>4½–5½</th>
<th>0–4</th>
</tr>
</thead>
</table>

- Critical awareness of impact of language.
- Language, punctuation effectively used.
- Uses highly appropriate figurative language.
- Choice of words appropriate.
- Style, tone register highly suited to topic.
- Virtually error-free following proofreading and editing.

**STRUCTURE (5 MARKS)**

<table>
<thead>
<tr>
<th>4–5</th>
<th>3½</th>
<th>3</th>
<th>2½</th>
<th>2</th>
<th>1½</th>
<th>0–1</th>
</tr>
</thead>
</table>

- Coherent development of topic. Vivid, exceptional detail.
- Sentences, paragraphs logically constructed.

**LANGUAGE & EDITING**

- Critical awareness of impact of language.
- Language, punctuation correct; able to use figurative language.
- Choice of words varied and creative.
- Style, tone, register suited to topic.
- Largely error-free following proofreading, editing.

- Critical awareness of impact of language.
- Language and punctuation mostly correct.
- Choice of words suited to text.
- Style, tone, register suited to topic.
- Mostly error-free following proofreading, editing.

- Some awareness of impact of language.
- Language and punctuation mostly correct.
- Choice of words suited to text.
- Style, tone, register suited to topic.
- Mostly error-free following proofreading, editing.

- Limited awareness of impact of language.
- Language and punctuation flawed.
- Choice of words appropriate.
- Style, tone, register suited to topic.
- Mostly error-free following proofreading, editing.

- Language and punctuation flawed.
- Choice of words inappropriate.
- Style, tone, register flawed.
- Error-ridden despite proofreading, editing.

- Language and punctuation seriously flawed.
- Choice of words inappropriate.
- Style, tone, register flawed.
- Error-ridden and confused following proofreading, editing.

- Off topic.
- Sentences, paragraphs muddled, inconsistent.
- Length – far too long/short.
# SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXT – HOME LANGUAGE (30 marks)

<table>
<thead>
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</tr>
</thead>
<tbody>
<tr>
<td>-Extensive specialised knowledge of requirements of text.</td>
<td>-Very good knowledge of requirements of text.</td>
<td>-Fair knowledge of requirements of text.</td>
<td>-Adequate knowledge of requirements of text.</td>
<td>-Moderate knowledge of requirements of text.</td>
<td>-Elementary knowledge of requirements of text.</td>
<td>-No knowledge of requirements of text.</td>
<td>-Error-ridden despite proofreading, editing.</td>
</tr>
<tr>
<td>-Disciplined writing – maintains focus, no digressions.</td>
<td>-Disciplined writing – maintains focus, with minor digressions.</td>
<td>-Disciplined writing – maintains focus, with minor digressions.</td>
<td>-Disciplined writing – maintains focus, with minor digressions.</td>
<td>-Disciplined writing – maintains focus, with minor digressions.</td>
<td>-Disciplined writing – maintains focus, with minor digressions.</td>
<td>-Disciplined writing – maintains focus, with minor digressions.</td>
<td>-Error-ridden and confused following proofreading, editing.</td>
</tr>
<tr>
<td>-Total coherence in content and ideas, highly elaborated and all details support topic.</td>
<td>-Coherent in content and ideas, very well elaborated and all details support topic.</td>
<td>-Coherent in content and ideas, elaborated and some details support topic.</td>
<td>-Coherent in content and ideas, elaborated and most details support topic.</td>
<td>-Coherent in content and ideas, elaborated and most details support topic.</td>
<td>-Coherent in content and ideas, elaborated and most details support topic.</td>
<td>-Coherent in content and ideas, elaborated and most details support topic.</td>
<td>-Error-ridden and confused following proofreading, editing.</td>
</tr>
<tr>
<td>-Evidence of planning and/or drafting has produced a well-crafted and presentable text.</td>
<td>-Evidence of planning and/or drafting has produced a well-crafted and presentable text.</td>
<td>-Evidence of planning and/or drafting has produced a satisfactorily presented text.</td>
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<td>-Evidence of planning and/or drafting has produced a satisfactorily presented text.</td>
<td>-Evidence of planning and/or drafting has produced a satisfactorily presented text.</td>
<td>-Error-ridden and confused following proofreading, editing.</td>
</tr>
<tr>
<td>-Has applied the necessary rules of format very well.</td>
<td>-Has applied the necessary rules of format.</td>
<td>-Has applied the necessary rules of format.</td>
<td>-Has applied the necessary rules of format.</td>
<td>-Has applied the necessary rules of format.</td>
<td>-Has applied the necessary rules of format.</td>
<td>-Has applied the necessary rules of format.</td>
<td>-Error-ridden and confused following proofreading, editing.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>LANGUAGE, STYLE &amp; EDITING (12 MARKS)</th>
<th>10–12</th>
<th>8½–9½</th>
<th>7½–8</th>
<th>6–7</th>
<th>5–5½</th>
<th>4–4½</th>
<th>0–3½</th>
</tr>
</thead>
<tbody>
<tr>
<td>-Grammatically accurate and brilliantly constructed.</td>
<td>-Very well constructed and easy to read.</td>
<td>-Well constructed and easy to read.</td>
<td>-Adequately constructed. Errors do not impede flow.</td>
<td>-Basically constructed. Several errors.</td>
<td>-Poorly constructed and difficult to follow.</td>
<td>-Poorly constructed and very difficult to follow.</td>
<td>-Poorly constructed and very difficult to follow.</td>
</tr>
<tr>
<td>-Vocabulary highly appropriate to purpose, audience and context.</td>
<td>-Vocabulary appropriate to purpose, audience and context.</td>
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</tr>
<tr>
<td>-Style, tone, register highly appropriate.</td>
<td>-Style, tone, register mostly appropriate.</td>
<td>-Style, tone, register mostly appropriate.</td>
<td>-Style, tone, register mostly appropriate.</td>
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<td>-Style, tone, register mostly appropriate.</td>
<td>-Style, tone, register mostly appropriate.</td>
<td>-Style, tone, register mostly appropriate.</td>
</tr>
<tr>
<td>-Virtually error-free following proofreading and editing.</td>
<td>-Largely error-free following proofreading and editing.</td>
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<td>8½–9½</td>
<td>7½–8</td>
<td>6–7</td>
<td>5–5½</td>
<td>4–4½</td>
<td>0–3½</td>
<td></td>
</tr>
</tbody>
</table>

**CONTENT, PLANNING & FORMAT**

**(12 MARKS)**

- Extensive specialised knowledge of requirements of text.
- Exhibits a profound awareness of wider contexts in writing.
- Disciplined writing – learner maintains rigorous focus, no digressions.
- Total coherence in content and ideas, highly elaborated and all details support topic.
- Evidence of planning and/or drafting has produced a flawlessly presentable text.
- Has produced a highly appropriate format.

**LANGUAGE, STYLE & EDITING**

**(8 MARKS)**

- Text very well constructed and accurate.
- Vocabulary very appropriate to purpose, audience and context.
- Style, tone, register highly appropriate.
- Text virtually error free following proofreading.
- Length correct.

**OUTSTANDING 80–100%**

- Very good knowledge of requirements of text.
- Exhibits a broad awareness of wider contexts in writing.
- Disciplined writing – learner maintains focus, no digressions.
- Text is coherent in content and ideas, very well elaborated and all details support topic.
- Evidence of planning and/or drafting has produced a well crafted and presentable text.
- Has applied the necessary rules of format very well.

**MERITORIOUS 70–79%**

- Fair knowledge of requirements of text.
- Exhibits a general awareness of wider contexts in writing tasks.
- Writing – learner maintains focus, with minor digressions.
- Text is mostly coherent in content and ideas, elaborated and most details support topic.
- Evidence of planning and/or drafting has produced a satisfactorily presented text.
- Has applied the necessary rules of format.

**SUBLTANTIAL 60–69%**

- Adequate knowledge of requirements of text.
- Exhibits some awareness of wider context in writing tasks.
- Writing – learner digresses but does not impede overall meaning.
- Text adequately coherent in content and ideas, some details support topic.
- Evidence of planning and/or drafting has produced a satisfactorily presented text.
- Has applied an adequate idea of requirements of format.

**ADEQUATE 50–59%**

- Moderate knowledge of requirements of text.
- Response to writing task reveals a narrow focus.
- Exhibits rather limited knowledge of wider contexts in writing tasks.
- Writing – learner digresses, meaning vague in places.
- Text moderately coherent in content and ideas, some details support topic.
- Evidence of planning and/or drafting has produced a moderately presentable and coherent text.
- Has a moderate idea of requirements of format – some critical oversights.

**MODERATE 40–49%**

- Elementary knowledge of requirements of text.
- Response to writing task reveals a limited focus.
- Exhibits a limited knowledge of wider contexts in writing tasks.
- Writing – learner digresses, meaning obscure in places.
- Text not always coherent in content and ideas, has few details which support topic.
- Inadequate planning/ drafting. Poorly presented text.
- Has not applied necessary rules of format.

**ELEMENTARY 30–39%**

- No knowledge of requirements of text.
- Exhibits no knowledge of wider contexts in writing tasks.
- Writing – learner digresses, meaning obscure in places.
- Text not coherent in content and ideas, has few details which support topic.
- Inadequate planning/ drafting. Poorly presented text.
- Has not applied necessary rules of format.

**NOT ACHIEVED 0–29%**

- Text is poorly constructed and difficult to follow.
- Vocabulary requires serious remediation and not suitable for purpose, audience and context.
- Style, tone and register do not correspond with topic.
- Text error-ridden and confused following proofreading, editing.
- Length – too long/short.

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