This memorandum consists of 10 pages.
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>
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</thead>
<tbody>
<tr>
<td>CRITERIA</td>
</tr>
<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
</tr>
<tr>
<td>TOTAL</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.

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.
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 Words make a difference
   • The focus must be on the impact of words.

1.2 ‘I am a camera.’
    (Christopher Isherwood)
   • Candidates may interpret this topic literally or figuratively.

1.3 ‘An idea that is not dangerous is unworthy of being called an idea at all.’
    (Oscar Wilde)
   • Focus on the value of challenging/unconventional/revolutionary ideas.
   • Credit unusual but valid responses that engage with or challenge the premise.
   • May argue for and/or against the topic.

1.4 Off the beaten track
   • Candidates may interpret this topic literally or figuratively.

1.5 ‘Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.’
    (Martin Luther King)
   • May argue for and/or against the topic.
   • Focus on opposing forces.

1.6 ‘You can cut all the flowers but you cannot keep spring from coming.’
    (Pablo Neruda)
   • Allow for varying responses to this topic.

1.7 NOTE: There must be a clear link between the essay and the picture chosen.

1.7.1 Eye in the sky
   • Credit literal/figurative/mixed interpretations.

1.7.2 Staircase
   • Credit literal/figurative/philosophical responses.

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 EDITORIAL
- The content must be appropriate to the first edition of the magazine.
- Style, register and tone must be appropriate to the teenage market.
- A reasonable degree of formality has to be maintained.

2.2 FORMAL LETTER
- Accept various interpretations of ‘service’.
- Focus must be on the details of dissatisfaction and appropriate compensation.
- Should be a letter of complaint.
- FORMAT: own address, date, and details of addressee, salutation, subject line and signing off. [30]

2.3 DIALOGUE
- Dialogue must be coherent and convincing.
- Dialogue format. [30]

2.4 REVIEW
- Nature of the controversy should be mentioned.
- The content can be adversely critical, complimentary or both.

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 POSTER
- Sufficient details to be given to attract volunteers.
- Appropriately catchy words and phrases to be credited.
- Where appropriate, relevant information to be included e.g. name of organisation, date, contact details.  [20]

3.2 DIARY
- Mark only the FIRST diary entry, and strike out the others.
- Focus on the impact of retrenchment on the diarist and family.
- Format: date and salutation (optional).  [20]

3.3 POSTCARD
- Candidates must respond to ONE of the images.
- If candidate responds to more than one image, mark the FIRST one only and strike out the others.
- There must be a clear link between the image and the message.
- There must be explicit or implicit mention of the place visited.
- Personal observations would enhance the overall message.
- Format: date and address (optional).  [20]

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

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong></td>
<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>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong> (15 MARKS)</td>
<td>- Content outstanding, highly original. - Ideas thought-provoking, mature. - Planning and/or drafting has produced a flawlessly presentable essay.</td>
<td>- Content meritorious, original. - Ideas imaginative, interesting. - Planning and/or drafting has produced a well-crafted and presentable essay.</td>
<td>- Content sound, reasonably coherent. - Ideas interesting, convincing. - Planning and/or drafting has produced a satisfactory, presentable essay.</td>
<td>- Content appropriate, adequately coherent. - Ideas interesting, adequately original. - Planning and/or drafting has produced a moderately presentable and coherent essay.</td>
<td>- Content mediocre, ordinary. Gaps in coherence. - Ideas mostly relevant. Limited originality. - Planning and/or drafting has produced a presentable and good essay.</td>
<td>- Content not always clear, lacks coherence. - Few ideas, often repetitive. - Inadequate for Home Language level despite planning/drafting. Essay not well presented.</td>
<td>- Content largely irrelevant. No coherence. - Ideas tedious, repetitive. - Inadequate planning/drafting. Poorly presented essay.</td>
</tr>
<tr>
<td><strong>STRUCTURE</strong> (5 MARKS)</td>
<td>4–5</td>
<td>3½</td>
<td>3</td>
<td>2½</td>
<td>2</td>
<td>1½</td>
<td>0–1</td>
</tr>
<tr>
<td><strong>IDEAS</strong></td>
<td>- Ideas thought-provoking, mature. - Planning and/or drafting has produced a flawlessly presentable essay.</td>
<td>- Ideas imaginative, interesting. - Planning and/or drafting has produced a well-crafted and presentable essay.</td>
<td>- Ideas interesting, convincing. - Planning and/or drafting has produced a satisfactory, presentable essay.</td>
<td>- Ideas interesting, adequately original. - Planning and/or drafting has produced a moderately presentable and coherent essay.</td>
<td>- Ideas mostly relevant. Limited originality. - Planning and/or drafting has produced a presentable and good essay.</td>
<td>- Ideas typically relevant. Limited originality. - Planning and/or drafting has produced a satisfactorily presentable essay.</td>
<td>- Ideas largely irrelevant. No coherence.</td>
</tr>
<tr>
<td><strong>LOGICAL DEVELOPMENT</strong></td>
<td>- Logical development of details. Cohherent. - Sentences, paragraphs logically constructed. - Length in accordance with requirements of topic.</td>
<td>- Several relevant details developed. - Sentences, paragraphs well constructed. - Length correct.</td>
<td>- Some points necessary details developed. - Sentences, paragraphs well constructed. - Length correct.</td>
<td>- Most necessary points evident. - Sentences, paragraphs faulty but essay still makes sense. - Length almost correct.</td>
<td>- Sometimes off topic but general line of thought can be followed. - Sentences, paragraphs constructed at an elementary level. - Length – too long/short.</td>
<td>- Off topic. - Sentences, paragraphs muddled, inconsistent. Length – far too long/short.</td>
<td></td>
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</tbody>
</table>
## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXT – HOME LANGUAGE (30 marks)

|-----------------------------|---------------------------|---------------------------|-------------------------|------------------------|--------------------------|--------------------------|

### CONTENT, PLANNING & FORMAT (18 MARKS)
- Extensive specialised knowledge of requirements of text.
- Disciplined writing – maintains 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.
- Highly appropriate format.

### LANGUAGE, STYLE & EDITING (12 MARKS)
- Grammatically accurate and brilliantly constructed.
- Vocabulary highly appropriate to purpose, audience and context.
- Style, tone, register highly appropriate.
- Virtually error-free following proofreading and editing.
- Length correct.

<table>
<thead>
<tr>
<th>10–12</th>
<th>8½–9½</th>
<th>7½–8</th>
<th>6–7</th>
<th>5½–6½</th>
<th>4–4½</th>
<th>0–3½</th>
</tr>
</thead>
</table>
- Very well constructed and easy to read.
- Vocabulary appropriate to purpose, audience and context.
- Style, tone, register mostly appropriate.
- Mostly error-free following proofreading and editing.
- Length correct.

- Adequately constructed. Errors do not impede flow.
- Vocabulary appropriate for purpose, audience and context.
- Style, tone, register fairly appropriate.
- A few errors following proofreading and editing.
- Length almost correct.

- Basically constructed. Several errors.
- Vocabulary limited and not very suitable for purpose, audience and context.
- Lapses in style, tone and register.
- Several errors following proofreading and editing.
- Length too long/short.

- Poorly constructed and difficult to follow.
- Vocabulary requires some remediation and not suitable for purpose, audience and context.
- Style, tone and register inappropriate.
- Error-ridden despite proofreading, editing.
- Length too long/short.

- Poorly constructed and very difficult to follow.
- Vocabulary requires serious remediation and not suitable for purpose.
- Style, tone and register do not correspond with topic.
- Error-ridden and confused following proofreading, editing.
- Length too long/short.
## SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXT – HOME LANGUAGE (20 marks)

<table>
<thead>
<tr>
<th>Code 7: Outstanding (80–100%)</th>
<th>Code 6: Meritorious (70–79%)</th>
<th>Code 5: Substantial (60–69%)</th>
<th>Code 4: Adequate (50–59%)</th>
<th>Code 3: Moderate (40–49%)</th>
<th>Code 2: Elementary (30–39%)</th>
<th>Code 1: Not achieved (0–29%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10–12</td>
<td>8½–9½</td>
<td>7½–8</td>
<td>6–7</td>
<td>5½–5</td>
<td>4–4½</td>
<td>0–3½</td>
</tr>
<tr>
<td><strong>CONTENT, PLANNING &amp; FORMAT</strong> (12 MARKS)</td>
<td></td>
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</tr>
<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>
</tr>
<tr>
<td>- Exhibits a broad awareness of wider contexts in writing.</td>
<td>- Exhibits a general awareness of wider contexts in writing.</td>
<td>- Exhibits some awareness of wider contexts in writing tasks.</td>
<td>- Exhibits rather limited knowledge of wider contexts in writing tasks.</td>
<td>- Exhibits no knowledge of wider contexts in writing tasks.</td>
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<tr>
<td>- Disciplined writing – learner maintains focus, no digressions.</td>
<td>- Writing – learner maintains focus, with minor digressions.</td>
<td>- Writing – learner maintains focus, with minor digressions.</td>
<td>- Writing – learner digresses but does not impede overall meaning.</td>
<td>- Writing – learner digresses, meaning vague in places.</td>
<td>- Writing – learner digresses, meaning obscure in places.</td>
<td>- Writing – learner digresses, meaning obscure in places.</td>
</tr>
<tr>
<td>- Text is coherent in content and ideas, well elaborated and all details support topic.</td>
<td>- Text is mostly coherent in content and ideas, elaborated and most details support topic.</td>
<td>- Text is adequately coherent in content and ideas, some details support topic.</td>
<td>- Text is moderately coherent in content and ideas, some details support topic.</td>
<td>- Text moderately coherent in content and ideas, has few details which support topic.</td>
<td>- Text not always coherent in content and ideas, has few details which support topic.</td>
<td>- Text not always coherent in content and ideas, has few details which support topic.</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 satisfactorily presented text.</td>
<td>- Evidence of planning and/or drafting has produced a presentable and very good text.</td>
<td>- Evidence of planning and/or drafting has produced an adequately presentable text.</td>
<td>- Evidence of planning and/or drafting has produced a moderately presentable and coherent 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 well crafted and presentable text.</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>
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</thead>
<tbody>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong> (8 MARKS)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Text very well constructed and accurate.</td>
<td>- Text well constructed and easy to read.</td>
<td>- Text adequately constructed. Errors do not impede flow.</td>
<td>- Text is basically constructed. Several errors.</td>
<td>- Text is poorly constructed and difficult to follow.</td>
<td>- Text is poorly constructed and very difficult to follow.</td>
</tr>
<tr>
<td>- Vocabulary very appropriate to purpose, audience and context.</td>
<td>- Vocabulary appropriate to purpose, audience and context.</td>
<td>- Vocabulary limited and not very suitable for purpose, audience and context.</td>
<td>- Vocabulary requires some remediation and not suitable for purpose, audience and context.</td>
<td>- Vocabulary requires serious remediation and not suitable for purpose.</td>
<td>- Vocabulary requires serious remediation and not suitable for purpose.</td>
</tr>
<tr>
<td>- Style, tone, register highly appropriate.</td>
<td>- Style, tone, register mostly appropriate.</td>
<td>- Style, tone, register fairly appropriate.</td>
<td>- Style, tone and register inappropriate.</td>
<td>- Style, tone and register do not correspond with topic.</td>
<td>- Style, tone and register do not correspond with topic.</td>
</tr>
<tr>
<td>- Text virtually error free following proofreading.</td>
<td>- Text virtually error free following proofreading and editing.</td>
<td>- Text contains several errors following proofreading and editing.</td>
<td>- Text error-ridden despite proofreading, editing.</td>
<td>- Text error-ridden and confused following proofreading, editing.</td>
<td>- Text error-ridden and confused following proofreading, editing.</td>
</tr>
</tbody>
</table>

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