



Province of the  
**EASTERN CAPE**  
EDUCATION

**SENIOR PHASE**

**GRADE 9**

**NOVEMBER 2014**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MEMORANDUM**

**MARKS: 60**

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This memorandum consists of 6 pages.

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**NOTE TO MARKERS:**

1. The outlines for the essays are only a guideline of what candidates could write about.
2. Candidates should be assessed on their own ideas and interpretations, as long as it adheres to the topic.
3. Use the rubrics provided to mark SECTION A and SECTION B.

**SECTION A: COMPREHENSION****QUESTION 1: The best time(s) with my family**

- Reflective/descriptive/narrative
- Candidates should reflect on/describe/narrate a specific time or times spent with their families. **[40]**

**QUESTION 2: My Christmas gifts**

- Descriptive/reflective.
- Candidates must mention specific gifts, person for whom the gift is meant and the reasons why he/she would like to give that to the person.
- Family members and loved ones e.g. friends should be mentioned. **[40]**

**QUESTION 3**

- 3.1
- Narrative/reflective.
  - There should be a clear link between the picture and the candidate's essay.
  - NB: A mere description of the picture is not acceptable.
  - An appropriate title should have been provided. **[40]**

- 3.2
- Narrative/reflective/discursive.
  - This is only a guideline.
  - NB: A mere description of the picture is not acceptable.
  - An appropriate title should have been provided. **[40]**

**TOTAL SECTION A: 40**

**SECTION B: SHORT TRANSACTIONAL WRITING**

NOTE: Use the following guidelines together with the rubric provided to assess candidates' writing.

**QUESTION 4: FRIENDLY LETTER**

- Format of the friendly letter is important.
- Candidate must address the letter to either his/her father or mother.
- Candidate should mention at least one item he/she wants for his/her birthday.
- Candidate should mention the reasons why he/she wants that item. **[20]**

**QUESTION 5: DIALOGUE**

- Correct format for a dialogue is important:  
Names on the left with colons after the names.
  - Lines open after each speaker.
  - Dialogue in block-form, i.e. the speaking parts should not be below the names.
  - No inverted commas may be used.
  - Actions/facial expressions, etc. are indicated in brackets directly after or below the speaker's name.
- Speakers should be given names.
- There should be a short introduction, i.e. a greeting.
- Candidate should mention the outfit and give sound arguments to persuade the brother/sister to lend it to him/her.
- There should be a proper conclusion: either the sibling is persuaded or not. **[20]**

**QUESTION 6: CURRICULUM VITAE**

- The format for the CV should be correct:
  - Curriculum Vitae of ... (name of person).
  - Proper and correct headings should be used for all the categories, i.e. Personal Details, etc.
  - Different categories should be on the left with colons.
- All the relevant categories should be included.
- All relevant information should be included, i.e. relevant experience, etc. **[20]**

**TOTAL SECTION B: 20**  
**GRAND TOTAL: 60**  
**CONVERTED TOTAL (60 ÷ 2): 30**

**ASSESSMENT RUBRIC FOR ESSAY (40 MARKS)**

LEVEL	4	3	2	1
MARKS	4	3	2	1
CRITERIA:				
	<b>20–24 marks</b>	<b>14–18 marks</b>	<b>6–12 marks</b>	<b>0–4 marks</b>
<b>CONTENT</b> Adherence to topic <b>PLANNING,</b> <b>FORMAT</b> <b>LENGTH</b>	<ul style="list-style-type: none"> <li>- Complete adherence to topic.</li> <li>- Ideas creative, original, fully supportive of topic.</li> <li>- Purpose fully achieved.</li> <li>- Planning produced good essay.</li> <li>- Format and length fully adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>- Fairly good adherence to topic –minor deviations. Ideas average, mostly support topic.</li> <li>- Purpose partially achieved.</li> <li>- Evidence of planning.</li> <li>- Format and length mostly adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>- Little adherence to topic.</li> <li>- Few supportive ideas.</li> <li>- Limited achievement of purpose.</li> <li>- Little planning evident.</li> <li>- Format mostly inappropriate.</li> <li>- Length: too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>- Completely off topic.</li> <li>- No supportive ideas.</li> <li>- Purpose not achieved at all.</li> <li>- No planning and no adherence to format.</li> <li>- Length: much too long/short.</li> </ul>
	<b>14–16 marks</b>	<b>10–12 marks</b>	<b>6–8 marks</b>	<b>0–4 marks</b>
<b>LANGUAGE</b> Register, tone, style, structure. Spelling, vocabulary, punctuation <b>EDITING</b>	<ul style="list-style-type: none"> <li>- Excellent use of language. Register, tone and style very appropriate.</li> <li>- Excellent spelling and vocabulary. Punctuation effective.</li> <li>- Very few errors. Editing produced well-written essay.</li> </ul>	<ul style="list-style-type: none"> <li>- Good use of language.</li> <li>- Register, tone and style fairly appropriate.</li> <li>- Spelling is good. Vocabulary fairly good.</li> <li>- Punctuation fairly effective.</li> <li>- Few errors. Some evidence of editing.</li> </ul>	<ul style="list-style-type: none"> <li>- Language use basic.</li> <li>- Register, tone and style mostly inappropriate.</li> <li>- Spelling flawed.</li> <li>- Limited vocabulary.</li> <li>- Very little punctuation.</li> <li>- Many errors.</li> <li>- Little evidence of editing.</li> </ul>	<ul style="list-style-type: none"> <li>- Riddled with errors.</li> <li>- Sentences muddled, and meaning not clear.</li> <li>- Punctuation, tone and style, etc. inappropriate for purpose.</li> <li>- Vocabulary and spelling seriously flawed.</li> <li>- No evidence of editing.</li> </ul>

**ASSESSMENT RUBRIC FOR TRANSACTIONAL WRITING (20 MARKS)**

LEVEL	4	3	2	1
MARKS	3	2	1	0
CRITERIA:				
	12 marks	8–10 marks	4–6 marks	0–2 marks
<b>CONTENT</b> Adherence to content and format <b>PLANNING FORMAT LENGTH</b>	<ul style="list-style-type: none"> <li>- Complete adherence to topic.</li> <li>- Content fully supports topic.</li> <li>- Purpose fully achieved.</li> <li>- Planning produced good writing.</li> <li>- Format and length fully adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>- Partial adherence to topic with minor deviations.</li> <li>- Most ideas support topic.</li> <li>- Purpose mostly achieved.</li> <li>- Evidence of planning.</li> <li>- Format and length mostly adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>- Very little adherence to topic. Few supportive ideas.</li> <li>- Very limited achievement of purpose.</li> <li>- Little evidence of planning.</li> <li>- Format and length partially adhered to.</li> </ul>	<ul style="list-style-type: none"> <li>- No adherence to topic.</li> <li>- Writing not supportive of topic. Purpose not achieved at all.</li> <li>- No evidence of planning.</li> <li>- Format not adhered to. Length: far too long/short.</li> </ul>
	8 marks	6 marks	4 marks	2 marks
<b>LANGUAGE</b> Language use. Structure, tone, style, register, punctuation. Spelling, vocabulary. <b>EDITING</b>	<ul style="list-style-type: none"> <li>- Very good use of language with very few errors.</li> <li>- Punctuation, tone and style appropriate for purpose.</li> <li>- Good vocabulary, spelling.</li> <li>- Editing produced well-written piece.</li> </ul>	<ul style="list-style-type: none"> <li>- Language use fairly good with few errors.</li> <li>- Punctuation, tone, style etc. fairly appropriate for purpose.</li> <li>- Vocabulary and spelling fairly good.</li> <li>- Some editing evident.</li> </ul>	<ul style="list-style-type: none"> <li>- Language use basic with many errors.</li> <li>- Punctuation, tone, style, etc. mostly inappropriate for purpose.</li> <li>- Vocabulary and spelling basic and flawed.</li> <li>- Little evidence of editing evident.</li> </ul>	<ul style="list-style-type: none"> <li>- Riddled with errors.</li> <li>- Sentences muddled and meaning not clear.</li> <li>- Punctuation, tone, style, etc. inappropriate for purpose.</li> <li>- Vocabulary, spelling seriously flawed.</li> <li>- No evidence of editing evident.</li> </ul>



