This memorandum consists of 7 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 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, 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 6 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.

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 7 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>15</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</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.

NOTE: 
- The points given below each topic 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 on ONE of the given topics.

• Candidates may give literal/figurative/philosophical responses.
• Candidates may write in any genre: narrative, descriptive, reflective, argumentative, discursive, or any combination of these.

1.1 POSSIBLE RESPONSES
• Descriptive/narrative/reflective
• A memory/walk/scene

1.2 POSSIBLE RESPONSES
• Descriptive/narrative/reflective
• Hobbies/groups/money/donations
• A collection of memories/experiences/objects/souls

1.3 POSSIBLE RESPONSES
• Descriptive/narrative/reflective/argumentative/discursive
• The power of words to influence positively/negatively
• An incident which illustrates the quotation
• Words vs. other powerful forces

1.4 POSSIBLE RESPONSES
• Descriptive/narrative/reflective
• Description of nature/event/moment/day/experience/memory
• The influence of a particular experience
• Stages/phases of life
• Optimism

1.5 POSSIBLE RESPONSES
• Narrative/reflective/discursive
• Meaning of life/importance of happiness
• School system

1.6 POSSIBLE RESPONSES
• Discursive/narrative/reflective/argumentative
• Rebellion/refusal to conform
• Preference for conformity
• Independent thought
• Appreciating differences
• Consequences of not conforming
1.7 **NOTE:** There must be a clear link between the essay and the picture chosen.

1.7.1 **POSSIBLE RESPONSES**
- Narrative/reflective/descriptive
- Journey/adventure
- Nostalgia
- Development/progress
- Speed
- Escape/inability to escape
- Restriction (as suggested by tracks)/limited scope/vision
- Light (or not) at the end of the tunnel

1.7.2 **POSSIBLE RESPONSES**
- Narrative/discursive/reflective/descriptive
- Sunrise/sunset/hope/longing/despair
- Reflection
- Leaving safety/finding safety
- Encountering obstacles

**TOTAL SECTION A:** 50
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Learners are instructed to respond to TWO of the topics set. The body of the response should be 180–200 words. The language, register, style and tone must be appropriate to the context.

2.1 FRIENDLY LETTER
- Informal register but not slang
- Focus is on gaining powerful insight
- Incident/event leading to the insight must be clear
- Nature of the insight must be clear

2.2 FORMAL LETTER TO THE PRESS
- Formal language
- Support/criticism of the protests and campaigns or a combination
- Opinion must be clear

2.3 WRITTEN INTERVIEW
- Informal language permitted but not slang
- Dialogue format
- Interaction between interviewer and interviewee
- Focus is on how to deal with conflict assertively yet graciously
- Interview should contain advice on assertive conflict management

2.4 NEWSPAPER ARTICLE
- Informal register permitted: for publication in school magazine
- Suitable headline, opening and concluding paragraphs
- Focus is on dealing with school demands in a sensible manner

2.5 FORMAL REPORT
- Focus is on absenteeism at school
- Objective, factual and presented in the third person
- Formal register
- Format: terms of reference, procedure, findings, conclusion, recommendations

2.6 CV AND COVERING LETTER
- Should be correlation between CV and covering letter
- Motivation regarding suitability for apprenticeship and bursary
- Formal register

TOTAL SECTION B: 50
GRAND TOTAL: 100
### RUBRIC FOR ASSESSING ESSAY [50 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 28–30</th>
<th>Skilful 22–24</th>
<th>Moderate 16–18</th>
<th>Elementary 10–12</th>
<th>Inadequate 4–6</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT AND PLANNING</strong></td>
<td>Upper level</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>30 MARKS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14–15</td>
<td>Tone, register, style, vocabulary highly appropriate to purpose, audience and context Language confident, exceptionally impressive – compelling and rhetorically effective in tone. Virtually error-free in grammar and spelling. Highly skilfully crafted.</td>
<td>Tone, register, style and vocabulary very 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.</td>
<td>Tone, register, style and vocabulary appropriate to purpose, audience and context. Appropriate use of language to convey meaning. Tone is appropriate. Rhetorical devices used to enhance content.</td>
<td>Tone, register, style and vocabulary not appropriate to purpose, audience and context. Very basic use of language. Tone and diction are inappropriate. Very limited vocabulary.</td>
<td>Language incomprehensible. Tone, register, style and vocabulary less appropriate to purpose, audience and context. Vocabulary limitations so extreme as to make comprehension impossible.</td>
</tr>
<tr>
<td><strong>15 MARKS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lower level</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Excellent development of topic Exceptional detail Sentences, paragraphs exceptionally well- constructed</td>
<td>Logical development of details Coherent Sentences, paragraphs well- constructed Essay still makes sense</td>
<td>Relevant details developed Sentences, paragraphs well- constructed Essay still makes sense</td>
<td>Some valid points Sentences and paragraphs faulty Essay still makes sense despite flaws.</td>
<td>Necessary points lacking Sentences and paragraphs faulty.</td>
</tr>
</tbody>
</table>

**MARKS RANGE**

- Exceptional: 28–30
- Skilful: 22–24
- Moderate: 16–18
- Elementary: 10–12
- Inadequate: 4–6

**30 MARKS**

- 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.
- 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.

**LANGUAGE, STYLE AND EDITING**

Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling

**15 MARKS**

- 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.

**5 MARKS**

- - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well- constructed
- - Logical development of details - Coherent - Sentences, paragraphs well- constructed Essay still makes sense
- - Relevant details developed - Sentences, paragraphs well- constructed Essay still makes sense
- - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.
- - Necessary points lacking - Sentences and paragraphs faulty.
# Assessment Rubric for Longer Transactional Text Home Language [25 Marks]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT PLANNING AND FORMAT</strong></td>
<td>13-15</td>
<td>10-12</td>
<td>7-9</td>
<td>4-6</td>
<td>0-3</td>
</tr>
<tr>
<td>Response and ideas</td>
<td>- Outstanding response beyond normal expectations</td>
<td>- Very good response demonstrating good knowledge of features of the type of text.</td>
<td>- Adequate response demonstrating knowledge of features of the type of text.</td>
<td>- Basic response demonstrating some knowledge of features of the type of text.</td>
<td>- Response reveals no knowledge of features of the type of text.</td>
</tr>
<tr>
<td>Organisation of ideas for planning</td>
<td>- Intelligent and mature ideas</td>
<td>- Maintains focus – no digressions.</td>
<td>- Not completely focused – some digressions.</td>
<td>- Not always coherent in content and ideas.</td>
<td>- Meaning is obscure with major digressions.</td>
</tr>
<tr>
<td>Purpose, audience and features/</td>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Coherent in content and ideas, very well elaborated and details support topic.</td>
<td>- Reasonably coherent in content and ideas</td>
<td>- Not always coherent in content and ideas.</td>
<td>- Not coherent in content and ideas. Very few details support the topic.</td>
</tr>
<tr>
<td>conventions and context</td>
<td>- Writing maintains focus</td>
<td>- Appropriate format with minor inaccuracies.</td>
<td>- Some details support the topic.</td>
<td>- Has vaguely applied necessary rules of format</td>
<td>- Has not applied necessary rules of format.</td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE AND EDITING</strong></td>
<td>9-10</td>
<td>7-8</td>
<td>5-6</td>
<td>3-4</td>
<td>0-2</td>
</tr>
<tr>
<td>Tone, register, style, vocabulary</td>
<td>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</td>
</tr>
<tr>
<td>highly appropriate to purpose,</td>
<td>- Grammatically accurate and well-constructed</td>
<td>- Generally grammatically accurate and well-constructed</td>
<td>- Some grammatical errors</td>
<td>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
</tr>
<tr>
<td>audience and context</td>
<td>- Virtually error-free.</td>
<td>- Very good vocabulary</td>
<td>- Adequate vocabulary</td>
<td>- Limited vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
</tr>
<tr>
<td><strong>MARKS RANGE</strong></td>
<td>20–25</td>
<td>15–19</td>
<td>10–14</td>
<td>5–9</td>
<td>0–4</td>
</tr>
</tbody>
</table>