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, development of ideas, and the conclusion.
SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

1.1 POSSIBLE RESPONSES

- Descriptive/narrative/discursive/reflective
- Words of the title do not need to appear in the essay
- A valuable lesson learnt
- A problem overcome
- Redemption after adversity

1.2 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
- Can agree or disagree
- Determining your future
- Do we determine our own destiny or is it all in the hands of fate?
- Does the wheel turn – will we be punished or rewarded for past actions?

1.3 POSSIBLE RESPONSES:

- Narrative/reflective/descriptive/discursive
- Revelation of true nature of a person/place/incident
- Being true to oneself
- Murder mystery
- Solving a mystery

1.4 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/descriptive
- The hypocrisy of celebrities
- The price of fame
- Getting caught up in your own self-importance
- Losing track of reality
- Does not have to be a famous person – learner could also have experienced a moment of fame.

1.5 POSSIBLE RESPONSES:

- Descriptive/discursive/narrative/reflective
- Can focus on any of the aspects of the poem: hypocrisy, cruelty, kindness, etc.
- The variety of people in our lives
- Reflection of the nature of truth
- Trust
- Influence of people in our lives
1.6 POSSIBLE RESPONSES:

- Discursive/narrative
- Trends
- Trendiness/fashion
- Conformity
- Addiction to technology
- Being accepted by peers
- Materialism

1.7 1.7.1 POSSIBLE RESPONSES:

- Narrative/discursive/descriptive/reflective
- People are too scared to voice their opinions
- Society has become accustomed to many things and remains silent on important issues
- Sometimes it is better to remain silent
- We need more people who are willing to speak out
- An incident when it was better to remain silent
- An incident when something should have been said

1.7.2 POSSIBLE RESPONSES

- Narrative/discursive/descriptive/reflective
- Importance of friends/family
- Support
- Caring/comforting/nurturing
- Ecology
- Nature/protecting the natural environment
- Living in harmony with others/nature
- Life is/is not black and white

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, PLANNING AND FORMAT</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

QUESTION 2

2.1 REPORT
- Formal report to Chairperson of Governing Body
- Evidence of investigation and findings
- Problems caused by cellphones
- Solutions
- Formal style and register

2.2 LETTER OF ADVICE
- Informal or formal letter format
- Informal register (but not slang)
- Focus on how to remedy the situation
- Definite steps to take to eliminate his uncertainty
- Logical progression of steps
- Where to go and what to do for clarity

2.3 INVITATION
- Formal invitation
- Aspects such as dates, times, venues, contact details
- Activities planned
- Content of speech
- RSVP

2.4 SPEECH
- Formal occasion
- Must address teachers (thank) and grade 12 learners
- Advice to/message for learners
- Lessons to remember
- Focus on the future

INSTRUCTIONS TO MARKERS

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

QUESTION 3

3.1 ADVERTISEMENT

- Specify the type of medication: tablet/tea/syrup etc.
- Target market
- Emotive language
- Promise of success
- Availability
- Heading
- Slogan
- Emotive language

3.2 DIARY

- One entry required
- What has been let go?
- Reflection on sadness but also relief
- Emotional – not simply a mere telling of an incident

3.3 FORM

- Formal
- All categories filled in
- Legible
- Focus on motivation: desirable character traits
  achievements (academic/cultural/sporting) relevant to field of study

INSTRUCTIONS TO MARKERS

Refer to SECTION C: Rubric for Assessing Shorter Transactional/referential/Informational Texts 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>
</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.

TOTAL SECTION C: 20

GRAND TOTAL: 100
NOTE:
- Various formats of transactional/referential/informational texts have been taught/are in current practice. Therefore, 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: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (50 marks)

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>30 MARKS</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>- 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 &amp; 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 &amp; coherent essay.</td>
<td>- Content mediocre, ordinary. Gaps in coherence. - Ideas mostly relevant. Limited originality. - Planning and/or drafting has produced a moderately presentable &amp; coherent 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>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE, STYLE &amp; EDITING</th>
<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>

<table>
<thead>
<tr>
<th>STRUCTURE</th>
<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>
## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>80 - 100%</td>
<td>70 - 79%</td>
<td>60 - 69%</td>
<td>50 - 59%</td>
<td>40 - 49%</td>
<td>30 - 39%</td>
<td>0 - 29%</td>
</tr>
</tbody>
</table>

### CONTENT, PLANNING AND FORMAT

**18 MARKS**
- Extensive specialised knowledge of requirements of text.
- Disciplined writing – 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.
- 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 proof-reading and editing.
- Length correct.

---

ENGLISH HOME LANGUAGE P3 (Memo)
## SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS - 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>5 – 5½</td>
<td>4 – 4½</td>
<td>0 – 3½</td>
</tr>
</tbody>
</table>

### CONTENT, PLANNING AND FORMAT

#### 12 MARKS

**Language, Style and Editing**

#### 8 MARKS

- Text grammatically accurate and brilliantly constructed. 
  - Vocabulary is highly appropriate to purpose, audience and context. 
  - Style, tone, register highly appropriate. 
  - Text virtually error free following proof reading. 
  - Length correct.

- Text well constructed and easy to read. 
  - Vocabulary appropriate to purpose, audience and context. 
  - Style, tone, register mostly appropriate. 
  - Text mostly error free following proof-reading and editing. 
  - Length correct.

- Text adequately constructed. Errors do not impede flow. 
  - Vocabulary adequate for purpose, audience and context. 
  - Style, tone, register fairly appropriate. 
  - Text still contains few errors following proof-reading and editing. 
  - Length almost correct.

- Text is basically constructed. Several errors. 
  - Vocabulary limited and not very suitable for purpose, audience and context. 
  - Lapses in style, tone and register. 
  - Text contains several errors following proof-reading and editing. 
  - Length – too long/short.

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