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

QUESTION 1

1.1 POSSIBLE RESPONSES
- Descriptive/narrative/discursive/reflective
- Literal or figurative interpretation
- The impression a person, place or event has made
- Narrative essay based on discovery of footprints
- Descriptive essay of a scene where footprints are visible
- LO3 AS1, 2, 3

1.2 POSSIBLE RESPONSES:
- Narrative/discursive/reflective/descriptive
- Being positive
- Looking to the future
- Strengthening of resolve
- A significant experience
- Accepting the challenge of life
- LO3 AS1, 2, 3

1.3 POSSIBLE RESPONSES:
- Narrative/discursive/descriptive/argumentative
- The importance of accepting yourself/being true to yourself
- Seizing all opportunities
- Determining your own happiness
- LO3 AS1, 2, 3

1.4 POSSIBLE RESPONSES:
- Narrative/reflective/discursive
- Words could appear somewhere in the essay
- A lost opportunity
- The importance of living in the moment
- The importance of recognising and seizing opportunities
- The consequences of not seizing opportunities
- A sense of loss
- LO3 AS1, 2, 3

1.5 POSSIBLE RESPONSES:
- Narrative/reflective/argumentative
- Recognition of contributions made by various people
- The influence people can have on our lives and our decisions
- The importance of lessons learnt
- LO3 AS1, 2, 3
1.6 POSSIBLE RESPONSES:
- Discursive/narrative/reflective/argumentative
- Can agree/disagree with the judge’s opinion
- Discussion of what troubles the youth or what is positive about the youth
- An incident that illustrates or negates the judge’s words
- The importance of being responsible and making a contribution
- The contribution that the youth have made/can make
- LO3 AS1, 2, 3

1.7 1.7.1 POSSIBLE RESPONSES:
- Narrative/argumentative/discursive/reflective/descriptive
- Taking a chance/being impulsive
- The importance (or not) of travel
- The importance (or not) of taking a chance/risk
- Expanding one’s horizons
- The desire to break free/experience freedom
- Encouragement
- LO3 AS1, 2, 3

1.7.2 POSSIBLE RESPONSES
- Narrative/reflective/discursive
- Hypocrisy
- The importance of being honest
- Situations where it may be necessary to be dishonest/hypocritical
- Consequences of dishonesty/hypocrisy
- Appearance versus. reality
- Deception and its consequences
- Distrust
- LO3 AS1, 2, 3

INSTRUCTIONS TO MARKERS

Refer to SECTION A: Rubric for Assessing an Essay 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>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.

TOTAL SECTON A: 50
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

2.1 REVIEW
• Continuation of futuristic genre
• Should pursue the idea of lack of individual freedom
• Appropriate register
• End with an opinion/recommendation (or not) of the novel
• LO3 AS1, 2, 3

2.2 NEWSPAPER ARTICLE
• Target market is learners: register can be informal, but not slang
• The importance of being productive/making a difference as a leader
• The realisation that being a prefect is not simply a title
• Too many learners regard the announcement of the position as the important factor and lose sight of the demands of the position
• The demands of being a leader
• LO3 AS1, 2, 3

2.3 INTERVIEW
• Reflect the goals of the organisation
• The involvement of the various role-players
• The importance of the work done
• The effect on the lives of the children
• How other people can become involved
• LO3 AS1, 2, 3

2.4 LETTER TO THE EDITOR
• Is for publication in a national magazine
• Express an opinion on beauty competitions for young children
• The advantages/the dangers of exposing children to the publicity
• The effect on the child’s development
• LO3 AS1, 2, 3

TOTAL SECTION B: 30

INSTRUCTIONS TO MARKERS

Refer to SECTION B: Rubric for Assessing Longer Transactional Texts 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>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.
3. If the learner has used incorrect format, decide on a mark for content then drop slightly within that category or drop to the next category. (The seriousness of the transgression will determine the extent of the penalty.)
SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

3.1 ADVERTISEMENT
- Focus on a business that will appeal to the target market
- Use of advertising techniques
- Use of emotive language
- LO3 AS1, 2, 3

3.2 INSTRUCTIONS
- Point-form is preferable
- Focus is on positive advice
- Focus is on coping with malicious rumours
- LO3 AS1, 2, 3

3.3 POSTER
- Focus is on combating pollution
- Effective heading
- Methods to counteract pollution
- Some emotive language
- LO3 AS1, 2, 3

INSTRUCTIONS TO MARKERS

Refer to SECTION C: Rubric for Assessing Shorter Transactional/Referential/Informational Texts found on page 9 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
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<tbody>
<tr>
<td>CRITERIA</td>
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<tr>
<td>CONTENT, PLANNING and FORMAT</td>
</tr>
<tr>
<td>LANGUAGE, STYLE and EDITING</td>
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<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.

3. If the learner has used **incorrect format**, decide on a mark for content then drop slightly within that category or drop to the next category. (The seriousness of the transgression will determine the extent of the penalty.)

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.
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</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**

**30 MARKS**

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

**LANGUAGE, STYLE & EDITING**

**15 MARKS**

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

**STRUCTURE**

**5 MARKS**

- Coherent development of topic. Vivid, exceptional detail.
- Sentences, paragraphs brilliantly constructed.
- Length in accordance with requirements of topic.
## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks)

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>14½-18</td>
<td>13-14</td>
<td>11-12½</td>
<td>9-10½</td>
<td>7½-8½</td>
<td>5½-7</td>
<td>0-5</td>
</tr>
</tbody>
</table>

### CONTENT, PLANNING & FORMAT
18 MARKS
- Extensive specialized knowledge of requirements of text.
- Disciplined writing – maintains rigorous focus, no digressions.
- Total coherence in content & ideas, highly elaborated & all details support topic.
- Evidence of planning &/or drafting has produced a flawlessly presentable text.
- Highly appropriate format.

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

### Notes:
- Evidence of planning &/or drafting has produced a flawlessly presentable text.
- Has applied the necessary rules of format very well.
- Adequately knowledge of requirements of text.
- Moderately coherent in content & ideas, some details support topic.
- Not always coherent in content & ideas, has few details which support topic.
- Has vaguely applied necessary rules of format – some critical oversights.
- Extensive reading & editing.
- Meritorious knowledge of requirements of text. Response to writing task reveals a limited focus.
- Writing – digresses, meaning obscure in places.
- Not coherent in content & ideas, has few details which support topic.
- Inadequate planning/drafting. Poorly presented text.
- No knowledge of requirements of text. Response to writing task reveals a limited focus.
- Writing – digresses, meaning obscure in places.
- Not coherent in content & ideas, has few details which support topic.
- Inadequate planning/drafting. Poorly presented text.
- No knowledge of requirements of text. Response to writing task reveals a limited focus.
- Writing – digresses, meaning obscure in places.
- Not coherent in content & ideas, has few details which support topic.
- Inadequate planning/drafting. Poorly presented text.
- No knowledge of requirements of text. Response to writing task reveals a limited focus.

## SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS - HOME LANGUAGE (20 marks)

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING &amp; FORMAT</td>
<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>
<tr>
<td>12 MARKS</td>
<td>- Extensive specialized 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>
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<tr>
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<td>- Exhibits a profound awareness of wider contexts in writing.</td>
<td>- Exhibits an awareness of wider contexts in writing.</td>
<td>- Exhibits a general awareness of wider contexts in writing tasks.</td>
<td>- Exhibits some awareness of wider context 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>
<td>- Writing – learner digresses, meaning obscure in places.</td>
</tr>
<tr>
<td></td>
<td>- Disciplined writing – learner maintains rigorous focus, no digressions.</td>
<td>- Disciplined writing – learner maintains focus, no digressions.</td>
<td>- Writing – learner maintains focus, with minor digressions.</td>
<td>- Text is mostly coherent in content &amp; ideas, with few elaborations &amp; details support topic.</td>
<td>- Writing – learner digresses, meaning vague in places.</td>
<td>- Text not always coherent in content &amp; ideas, has few details which support topic.</td>
<td>- Text not coherent in content &amp; ideas, has few details which support topic.</td>
</tr>
<tr>
<td></td>
<td>- Total coherence in content &amp; ideas, highly elaborated &amp; all details support topic.</td>
<td>- Evidence of planning &amp;/or drafting has produced a well-crafted &amp; presentable text.</td>
<td>- Evidence of planning &amp;/or drafting has produced a well-crafted &amp; presentable text.</td>
<td>- Has applied the necessary rules of format very well.</td>
<td>- Text adequately coherent in content &amp; ideas, some details support topic.</td>
<td>- Inadequate planning/drafting. Poorly presented text.</td>
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</tr>
<tr>
<td></td>
<td>- Evidence of planning &amp;/or drafting has produced a flawlessly presentable text.</td>
<td>- Has applied the necessary rules of format very well.</td>
<td>- Has applied the necessary rules of format.</td>
<td>- Has applied an adequate idea of requirements of format.</td>
<td>- Has a moderate idea of requirements of format – some critical oversights.</td>
<td>- Has vaguely applied necessary rules of format.</td>
<td>- Has not applied necessary rules of format.</td>
</tr>
</tbody>
</table>

| LANGUAGE, STYLE & EDITING            | 6½-8                        | 6                          | 5½                         | 4-4½                     | 3½                       | 2½-3                      | 0-2                        |
| 8 MARKS                              | - Text grammatically accurate and brilliantly constructed. | - Text very well constructed & accurate. | - Text well-constructed & easy to read. | - Text adequately constructed. Errors do not impede flow. | - Text is basically constructed. Several errors. | - Text is poorly constructed & very difficult to follow. | - Text is poorly constructed & very difficult to follow. |
|                                      | - Vocabulary is highly appropriate to purpose, audience and context. | - Vocabulary very appropriate to purpose, audience & context. | - Vocabulary appropriate to purpose, audience & context. | - Vocabulary adequate for purpose, audience & context. | - Vocabulary limited & not very suitable for purpose, audience & context. | - Vocabulary requires serious remediation & not suitable for purpose. | - Vocabulary requires serious remediation & not suitable for purpose. |
|                                      | - Style, tone, register highly appropriate. | - Style, tone, register mostly appropriate. | - Style, tone, register fairly appropriate. | - Style, tone, register fairly appropriate. | - Lapses in style, tone & register inappropriate. | - Style, tone & register do not correspond with topic. | - Style, tone & register do not correspond with topic. |
|                                      | - Text virtually error free following proof-reading & editing. | - Text largely error-free following proof-reading & editing. | - Text still contains few errors following proof-reading & editing. | - Text contains several errors following proof-reading & editing. | - Text error-ridden despite proof-reading & editing. | - Text error-ridden and confused following proof-reading, editing. | - Text error-ridden and confused following proof-reading, editing. |