This marking guideline consists of 8 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.

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.
SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

1.1 POSSIBLE RESPONSES:
- Narrative/reflective/discursive
- The generation gap
- Development/transition
- Family dynamics

1.2 POSSIBLE RESPONSES:
- Narrative/reflective/discursive
- The future/looking forward to something
- Optimism

1.3 POSSIBLE RESPONSES:
- Argumentative/discursive/narrative/reflective
- Personal responsibility
- Freedom vs. accountability

1.4 POSSIBLE RESPONSES:
- Argumentative/discursive/narrative/reflective
- Being daring/adventurous/fearless
- Leaving your mark/making a difference

1.5 POSSIBLE RESPONSES:
- Discursive/narrative/reflective/descriptive
- Awareness of life’s possibilities
- Discovering opportunities

1.6 1.6.1 POSSIBLE RESPONSES:
- Narrative/discursive/reflective/descriptive
- Travel
- Spinning out of control/maintaining control
- Time/life revolving/cycles

1.6.2 POSSIBLE RESPONSES:
- Narrative/discursive/reflective/descriptive
- Believing in yourself/ambition/proving yourself
- Hiding/exposing your inner feelings
1.6.3 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
- Standing your ground/resilience/survival
- Rhino poaching/nature conservation
- Feeling trapped/on the verge of freedom

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 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>
</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 SECTION A:** 50
SECTION B: TRANSACTIONAL TEXTS

Learners are instructed to answer TWO questions.

**QUESTION 2**

2.1 REVIEW

- Focus on name, décor, menu and relevance to teenage target market
- Reference to the aspects of a review
- Recommendation or not

2.2 FORMAL LETTER OF COMPLAINT

- Formal register
- Reference to the offending remarks
- Suggestions regarding possible steps to be taken

2.3 CV AND COVERING LETTER

- Identification of talent competition
- CV must be aligned to covering letter
- Motivation of participation in competition

2.4 ARTICLE

- Suitable heading
- Identification of problems
- Advice on dealing with the challenges

2.5 FORMAL SPEECH

- Formal situation
- Focus is on effective planning of future
- Peer target audience

2.6 INTERVIEW

- Regret vs. failure/taking a chance
- Inspirational content required
- Dialogue format
INSTRUCTIONS TO MARKERS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 8 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
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<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
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<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
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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 B: 50
   GRAND TOTAL: 100
### SECTION A: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
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</thead>
</table>
| **CONTENT AND PLANNING**
  (Response and ideas)
  Organisation of ideas for planning
  Awareness of purpose, audience and context |
| Upper level | 28–30 | 22–24 | 16–18 | 10–12 | 4–6 |
| Lower level | 25–27 | 19–21 | 13–15 | 7–9 | 0–3 |
| **LANGUAGE, STYLE AND EDITING**
  Tone, register, style, vocabulary appropriate to purpose/audience and context |
| Upper level | 14–15 | 11–12 | 8–9 | 5–6 | 0–3 |
| Lower level | 13 | 10 | 7 | 4 | |
| **STRUCTURE**
  Features of text
  Paragraph development and sentence construction |
| 5 MARKS | 5 | 4 | 3 | 2 | 0–1 |

**MARKS RANGE**

| 50 MARKS | 40–50 | 30–39 | 20–29 | 10–19 | 0–9 |
### SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE [25 MARKS]

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<td>5–6</td>
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<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>
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<td>- Grammatically accurate and well-constructed</td>
<td>- Very good vocabulary</td>
<td>- Some grammatical errors</td>
<td>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
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<td>- Mostly free of errors</td>
<td>- Adequate vocabulary</td>
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