This memorandum 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.
SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

1.1 POSSIBLE RESPONSES:

- Descriptive/narrative/discursive/reflective
- References to literal gifts/good qualities/experiences
- The importance of using your talents
- The necessity to acknowledge opportunities

1.2 POSSIBLE RESPONSES:

- Narrative/discursive/reflective
- Recognising man’s achievements
- Being positive/ambitious
- Accepting the challenge of life

1.3 POSSIBLE RESPONSES:

- Descriptive/narrative/reflective
- Description of a moment/day/experience
- The influence of a particular person/experience
- Recognising the influences of people/experiences

1.4 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/descriptive
- A momentous event/person/gift
- Going the extra mile
- Consequences/effect of the “delivery”

1.5 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/descriptive
- Learning from mistakes
- Remaining positive
- Being accepting of difficulties/complications

1.6 POSSIBLE RESPONSES:

- Discursive/narrative/reflective
- Can agree or disagree with the topic
- An incident that illustrates or negates the topic
- Being bold
1.7 1.7.1 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
- Growth/development/a journey
- Beauty of nature
- Various life experiences

1.7.2 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
- Enjoyment
- Surprises/celebration
- Joy in the midst of darkness/despair

TOTAL SECTION A: 50

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 (60%)</td>
<td>30</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING (30%)</td>
<td>15</td>
</tr>
<tr>
<td>STRUCTURE (10%)</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
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</table>

Use the assessment rubric Appendix C to assess candidates' essays.
SECTION B: TRANSACTIONAL TEXTS

Learners are instructed to answer TWO questions.

QUESTION 2

2.1 LETTER TO THE PRESS

- Expressing outrage (or not)
- Appropriate formal register
- Correct format

2.2 MAGAZINE ARTICLE

- How attitude determines success
- Suitable title
- Appropriate register: school magazine

2.3 LETTER OF CONGRATULATIONS

- Acknowledgement of the teacher’s efforts and the difference he has made
- Register does not have to be strictly formal
- Accept formal or informal format

2.4 DIALOGUE

- Can agree or disagree
- Is it only confidence that determines success?
- Informal register

2.5 SPEECH

- The importance and positive results of reading
- Enrichment
- Formal or slightly informal register

2.6 REVIEW

- Either positive or negative
- References to quality of music/sound/venue/atmosphere
- Slightly informal register acceptable for school magazine
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>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING AND FORMAT (60%)</td>
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</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING (40%)</td>
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</tr>
<tr>
<td>TOTAL</td>
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</table>

Use the assessment rubric Appendix D to assess candidates’ transactional texts.

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.

TOTAL SECTION B: 50
GRAND TOTAL: 100
### SECTION A: ASSESSMENT RUBRIC FOR ASSESSING ESSAY [50 marks]

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- The marks from 0–50 have been divided into 5 major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
</table>
| Upper level | - Outstanding/Striking response beyond normal expectations.  
- Intelligent, thought-provoking and mature ideas.  
- Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending. | - Very well-crafted response.  
- Fully relevant and interesting.  
- Ideas with evidence of maturity.  
- Very well organised and coherent (connected) including introduction, body and conclusion/ending. | - Satisfactory response.  
- Ideas are reasonably coherent and convincing.  
- Reasonably organised and coherent including introduction, body and conclusion/ending. | - Inconsistently coherent response.  
- Unclear ideas and unoriginal.  
- Little evidence of organisation and coherence. | - Totally irrelevant response.  
- Confused and unfocussed ideas.  
- Vague and repetitive.  
- Unorganised and incoherent. |
| Lower level | - Skilfully crafted.  
- Well-crafted response.  
- Relevant and interesting ideas.  
- Well 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 | 14–15 | 10–11 | 6–7 | 2–3 | 0 |
| Upper level | - 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. | - 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. | - 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. | - 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. | - Language incomprehensible.  
- Tone, register, style and vocabulary less appropriate to purpose, audience and context.  
- Vocabulary limitations so extreme as to make comprehension impossible. |
| Lower level | - Language excellent and rhetorically effective in tone.  
- Virtually error-free in grammar and spelling.  
- Skilfully crafted. | - Language engaging and generally effective.  
- Appropriate and effective tone.  
- Few errors in grammar and spelling.  
- Well-crafted. | - Adequate use of language with some inconsistencies.  
- Tone generally appropriate and limited use of rhetorical devices. | - Inadequate use of language.  
- Little or no variation in sentence.  
- Exceptionally limited vocabulary. | |
| **STRUCTURE** Features of text Paragraph development and sentence construction | 5 | 4 | 3 | 2 | 1 |
| Upper level | - Excellent development of topic.  
- Exceptional detail.  
- Sentences and paragraphs exceptionally well-constructed. | - Logical development of details.  
- Coherent.  
- Sentences, paragraphs logical and varied. | - Relevant details developed.  
- Sentences and paragraphs well-constructed.  
- Essay still makes some sense. | - Some valid points  
- Sentences and paragraphs faulty.  
- Essay still makes sense despite flaws. | - Necessary points lacking  
- Sentences and paragraphs faulty. |
| Lower level | |

### MARKS RANGE

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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional 12-15</th>
<th>Skilful 9-11</th>
<th>Moderate 6-8</th>
<th>Elementary 4-5</th>
<th>Inadequate 0-3</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT PLANNING AND FORMAT</td>
<td>- Outstanding response beyond normal expectations. - Intelligent and mature ideas. - Extensive knowledge of features of the type of text. - Writing maintains focus. - Coherence in content and ideas. - Highly elaborated and all details support the topic. - Appropriate and accurate format.</td>
<td>- Very good response demonstrating good knowledge of features of the type of text. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies.</td>
<td>- Adequate response demonstrating knowledge of features of the type of text. - Not completely focused – some digressions. - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies.</td>
<td>- Basic response demonstrating some knowledge of features of the type of text. - Some focus but writing digresses. - Not always coherent in content and ideas. - Few details support the topic. - Has vaguely applied necessary rules of format.</td>
<td>- Response reveals no knowledge of features of the type of text. - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Has not applied necessary rules of format.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE, STYLE AND EDITING</th>
<th>Language use and conventions.</th>
<th>Tone, register, style and vocabulary highly appropriate to purpose, audience and context.</th>
<th>Tone, register, style and vocabulary very appropriate to purpose, audience and context.</th>
<th>Tone, register, style and vocabulary appropriate to purpose, audience and context.</th>
<th>Tone, register, style and vocabulary less appropriate to purpose, audience and context.</th>
<th>Tone, register, style and vocabulary do not correspond to purpose, audience and context.</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 MARKS</td>
<td>8-10</td>
<td>6-7</td>
<td>4-5</td>
<td>2-3</td>
<td>0-1</td>
<td></td>
</tr>
<tr>
<td>MARKS RANGE</td>
<td>20-25</td>
<td>15-19</td>
<td>10-14</td>
<td>5-9</td>
<td>0-4</td>
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