

INTRODUCTORY COMMENTS:

1. **OBJECTIVITY:** Markers should understand that objectivity is very important in the marking of extended and transactional writing. The aim is to assess the candidates' ability to communicate in writing and not their background, political affiliation and/or religion. The piece of work should be read from the candidate's point of view and may include figurative interpretations of the topic or fantasy. If a marker feels that any piece of writing is offensive or problematic, he/she should rather consult with the senior marker than give a biased mark.
2. **SELECTION OF TOPIC:** Markers should not assume that a piece of writing that is not obviously related to the topic is pre-learnt. They should allow for creativity and a variety of interpretations that do not necessarily appear in the memo. In case of doubt senior markers should be consulted.
3. **ASSESSMENT:** All pieces of writing are marked according to the Umalusi grid provided. All markers should indicate clearly how they have arrived at the mark by using a letter and number code, e.g. 'E6', 'E' representing the category awarded for content and '6' representing the category awarded for language BEFORE recording the final mark. Markers should indicate ALL errors.
4. **PRESENTATION:** Assessment should not be unduly biased by poor presentation. Candidates who use capital letters throughout the piece of writing should be judged individually, as in certain instances, they are fully aware of sentence construction and indicate the beginning of a sentence by enlarging the first letter. A maximum of 10% may be deducted from the total mark obtained out of 80, and this should be indicated on the cover of the script. The penalty should only be applied if the meaning is seriously affected by the use of capitals. If in doubt, consult with the senior marker.

Section A: Extended writing

- All essays are marked out of 40 according to the approved Umalusi grid.
- If the candidate does not supply a title, one (1) mark should be deducted from the final mark. The deduction should be indicated at the top and again next to the final mark.
- When an essay is too long, markers are expected to mark the full essay. There will be no specific penalty, as candidates will be penalised for repetition and lack of planning. Markers should indicate at the bottom: "Essay too long."
- When an essay is too short, the grid can be used to penalise that piece of work. The essay should be assessed in the usual way using the following guideline:

150 to 200 words	- no higher than E
100 to 150 words	- no higher than F
50 to 100 words	- no higher than G
Fewer than 50 words	- no higher than H

Indicate at the bottom: 'Essay too short'.

Note that where a candidate has written a powerful, yet short piece, it should be passed onto the Senior Marker for assessment.

- Markers should not hesitate to reward excellent writing. An 'A' essay should be outstanding. Markers should be guided by the grid.
- Markers should only award an 'H' and '8/9' on the grid if the essay is totally irrelevant or unintelligible.
- One category should be dropped for language if the essay has no paragraphs.
- Only the errors and not the entire sentence or paragraph should be underlined.
- Ticks must be used to indicate commendable ideas and/or excellent language use.

Question 1: Beauty Matters (Argumentative / Discursive)

- Candidate must discuss both outer and inner beauty by providing examples.
- Candidate must offer an opinion on the extent to which beauty matters.
- Philosophical stance also acceptable.
- The concept of outer and inner beauty may be interpreted in various appropriate ways.

Question 2: Time governs everything (Descriptive)

- Candidate must respond to time ruling our lives.
- The candidate should explain how he/she understands time and what it means to him/her – could be philosophical or take a more rational / concrete approach. Humorous approach must be credited.
- Candidate must show how time impacts on his/her own life and the lives of those around him/her.

Question 3: The old and the new (Argumentative/ Discursive)

- Any custom/s or tradition/s and new ways of living may be discussed, thus markers should be prepared to accept a broad spectrum of responses and be open-minded.
- Candidates must discuss customs, traditions and ways of living in detail.
- Examples should be used for substantiation purposes.
- The essay must reflect the candidate's point of view – whether a neutral stance, or a view expressed regarding changes that should / should not take place.

Question 4: Jina's life (Narrative)

- The story may be written in first / third person narrative.
- Candidate may have Jina as one of the central characters, but be aware that there may be surprising twists in more creative essays. Candidate should not be penalised for these.
- Jina's life must have taken a different turn from the way she originally lived, according to the topic.

Question 5: The strange person (Descriptive)

- Candidate must identify the person's strange / odd / unusual qualities.
- Description of ideas, actions, behaviour and clothes may be evident.
- Markers must be open-minded to various interpretations of the concept 'strange'.

Section B: Shorter Pieces of writing

- Mark according to the approved Umalusi grid out of 20 marks.
- In transactional writing tone, register, style and structure are as important as language and content. Individual requirements are dictated in each question below.

Question 6: Informal letter of apology

- The tone should be humble and not arrogant, register polite, style informal but not colloquial or slang.
- What happened and what the investigation revealed must be included.
- Reasons the writer thought his/her colleague was guilty at the time must also be included.
- Incorrect structure should be penalised as follows:
 - Sender's address incorrect information/information left out = -1
incorrect order = -1
PO Box plus street address = -1)

P O Box with or without full stops = acceptable

All 3 details of the date must be written: day, month, year (words or numbers).

- Salutation Dear Colleague / name / name and surname / Mr/ Mrs ... = acceptable, but Dear Sir / Madam = unacceptable
- Conclusion Yours sincerely / Your sincere colleague / Yours truly or such like = correct
'Cheers' or other slang = -1

Deduct one mark per block even if a candidate makes more than one error in that particular block.

Deduction: Maximum 2 marks for format only.

Indicate the deduction next to the error and again next to the total.

Question 7: Speech

- Tone should be motivational, register polite, yet conversational and style semi-formal.
- Candidates must explain appropriate behaviour of males and females.
- Candidates may include examples, anecdotes or statistics.
- Awareness of audience should arise from content and reflect the serious nature of the subject matter.
- Incorrect structure should be penalised as follows:
 - Not using first person = -1
 - Not paragraphing = -1

Deduction: Maximum 2 marks for format only.

Indicate the deduction next to the error and again next to the total.

Question 8: Letter to the Press

- Tone should be praising, register polite, style formal.
- Candidate's positive opinion must be substantiated.
- Reference must be made to promises and how they were fulfilled.
- Incorrect structure should be penalised as follows:

- Sender's address: incorrect info/information left out = -1
incorrect order = -1
PO Box plus street address = -1

Sender's address may appear at the top right or bottom left = both acceptable

Dates must be written: day, month, year.

- Recipient's address if not against the margin = -1
- Salutation Dear Editor / Sir / Dear Sir / Madam = acceptable
The Editor = -1
- Topic Must come after the salutation, in capital letters or underlined, otherwise -1
- Conclusion Yours faithfully / Yours sincerely are the only options. Initials and surname or full name must be included. If there is a pseudonym, full name below the line is required.

Deduct one mark per block even if a candidate makes more than one error in that particular block.

Deduction: Maximum 2 marks for format only.

Indicate the deduction next to the error and again next to the total.

Section C: Other shorter pieces of writing

- Mark each part separately out of 10, then minus the penalty (max. -1), then add the marks for a mark out of 20. Follow this guideline to ensure accuracy in marking.
- Mark according to the approved Umalusi grid out of 10 marks.
- Drop a category vertically if instructions regarding length are not adhered to.
- Mark only one question, i.e. if 2 parts from 2 different are answered, mark only the first one and cancel the second answer by crossing it out.
- In transactional writing tone, register, style and structure are as important as language and content. Individual requirements are dictated in each question below.

Question 9.1: Formal Invitation

- Accept the following formats: letter format (penalties for format – max -1), formal invitation format (penalties for format – max -1).
- Date, time, occasion, venue, host, name of recipient and purpose of invitation (hand out prizes) **should** appear.
- Identify recipients of awards/prizes. Provide reasons for inviting him/her in particular.

Question 9.2: Advertisement

- Date (and day – optional), time, venue, host of sports day should appear in the advertisement.
- Wording must be attractively presented (diction and font) and persuasive.
- Details of event/s and purpose (fund raising), as well as cost and prizes, target group at which the ad is aimed and name of beneficiary are examples of information which will enhance the above necessary detail.

Question 10.1: Instructions

- Details of care of house, animals / pets, and plants / garden must be evident.
- Further detail which demonstrates relevant information or creative text / use of humour are examples of information which could enhance the quality of the answer.
- Register and tone should be friendly / colloquial. Style informal.

Question 10.2: Telephone conversation

- The conversation must reflect a problem which has occurred.
- Creative text / realistic, yet imaginative crises could enhance the quality of answer.
- Register and tone should be friendly / colloquial. Style informal.
- Format of dialogue in this section is imperative, otherwise -1.

Question 11.1: CV

- Only paragraph form acceptable, otherwise -1.
- Content must detail work experience.
- Work experience may include voluntary service to the community / any activity which would entail the use of work-related skills.

Question 11.2: Paragraph: Personal Qualities

- Only paragraph format acceptable, otherwise -1.
- Candidate must point out why he / she is a suitable candidate.
- Details regarding previous experience in sales, couched in assertive but not aggressive / boastful style as well as personal characteristics acceptable.
- Tone and register as well as style – polite and formal.

**ENGLISH
ADDITIONAL LANG:**

40 MARKS

Higher Grade

LANGUAGE

CONTENT

EXCELLENT

- exceptional development of topic.
- original, creative, imaginative.
- (*non-narrative*): argument logically developed and ideas thoroughly explored
- (*narrative*): strong story line building to a striking climax
- excellent introduction and conclusion.
- vivid detail and/or examples.
- realistic, sincere, mature.

VERY GOOD

- topic well developed.
- thought-provoking, interesting, convincing.
- (*non-narrative*): several points explored and logically developed.
- (*narrative*): story flows well, refreshing, unusual.
- very good introduction and ending.
- very good detail and/or examples.

GOOD

- content sound
- (*non-narrative*): well-planned, a few points developed
- (*narrative*): story flows well, shows potential.
- good introduction and conclusion.
- attempt at interesting detail and examples.

ABOVE AVERAGE

- adequate interpretation of topic.
- (*non-narrative*): evidence of planning, some points developed
- (*narrative*): story reads easily.
- relevant introduction and conclusion.
- details adequate.

	Excellent	Very Good	Good	Above Average	Average	Below Average	Poor	Very Weak	Unacceptable
	- excellent command of English idiom. - perfect agreement. - uses tenses effortlessly. - complex sentences. - language evokes vivid images. - language manipulated skillfully. - virtually no errors.	- as for <i>excellent</i> but there are a few more errors. - errors are not glaring.	- generally correct idiom. - agreement generally correct. - tenses well handled. - good sentence structure. - pleasing vocabulary. - good use of pronouns, prepositions, punctuation and spelling.	- adequate use of idiom. - some errors in agreement. - can generally handle tenses. - adequate vocabulary. - few errors in pronouns, prepositions, punctuation and spelling.	- slightly incorrect use of idiom. - mother-tongue influence slightly impedes flow. - several errors in agreement. - tenses inconsistent. - mostly simple sentence structure. - ordinary vocabulary. - some errors in pronouns, prepositions, punctuation and spelling.	- noticeably incorrect use of idiom. - mother-tongue influence impedes flow. - many errors in agreement. - tenses switched continually. - simple sentence structure and some incomplete sentences. - some inappropriate vocabulary. - several errors in prepositions, parts of speech, punctuation and spelling.	- poor use of idiom. - extensive mother-tongue influence. - major problems in agreement. - poor verb tenses. - sentences confused and often incomplete. - inadequate vocabulary. - frequent errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- unidiomatic. - governed by use of mother-tongue. - very little agreement. - very weak verb tenses. - muddled and incomplete sentences. - inappropriate vocabulary. - countless errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- hardly any use of linguistic options. - very difficult to understand. - verging on unintelligible.
	1	2	3	4	5	6	7	8	9
A+	36 - 40	34 - 38	32 - 35	28 - 31					
A	34 - 38	32 - 35	30 - 33	28 - 31	24 - 27				
B	32 - 35	30 - 33	28 - 31	26 - 29	24 - 27	20 - 23			
C		28 - 31	26 - 29	24 - 27	22 - 25				

1 2 3 4 5 6 7 8 9

<p>AVERAGE</p> <ul style="list-style-type: none"> - appropriate if ordinary content. - (<i>non-narrative</i>) some relevant points but not developed, may be repetitive. - (<i>narrative</i>), ordinary, pedestrian. - introduction and conclusion may be omitted or inadequate. 	D			24 - 27	22 - 25	20 - 23	18 - 21	16 - 19	16 - 19		
<p>BELOW AVERAGE</p> <ul style="list-style-type: none"> - attempt at addressing topic but not always clear, dull. - (<i>non-narrative</i>) very few ideas, often repetitive, sometimes off topic, general line of thought can be followed - (<i>narrative</i>) story line can be followed but not always clear. - introduction/conclusion omitted or inadequate. 	E				20 - 23	18 - 21	16 - 19	14 - 17	14 - 17	12 - 15	
<p>POOR</p> <ul style="list-style-type: none"> - slight understanding of topic, but ideas are muddled, tedious. - argument and/or story line can barely be followed. - little evidence of planning. 	F					16 - 19	14 - 17	12 - 15	12 - 15	10 - 13	8 - 11
<p>VERY WEAK</p> <ul style="list-style-type: none"> - a vague attempt to answer the question. - contents irrelevant or disconnected. - no evidence of planning. 	G						12 - 15	10 - 13	10 - 13	8 - 11	4 - 9
<p>INADEQUATE</p> <ul style="list-style-type: none"> - difficult to connect contents to topic. - pre-learned. - off topic. - too little written to assess 	H							8 - 11	8 - 11	4 - 9	0 - 7

3 4 5 6 7 8 9

<p>D</p> <p>AVERAGE</p> <ul style="list-style-type: none"> - Appropriate but ordinary content. - Ideas: relevant. - Necessary points evident - Appropriate style, tone and register. - Adequate. 								
<p>E</p> <p>BELOW AVERAGE</p> <ul style="list-style-type: none"> - Attempt at addressing topic but not always clear, dull. - Ideas: few ideas, often repetitive. - Sometimes off topic but general line of thought can be followed - Style, tone and register not always inappropriate. - Inadequate 								
<p>F</p> <p>POOR</p> <ul style="list-style-type: none"> - Slight understanding of topic, but ideas are muddled, tedious. - Ideas: can barely be followed. - Largely incoherent content. - Inappropriate style, tone and register. - Inadequate 								
<p>G</p> <p>VERY WEAK</p> <ul style="list-style-type: none"> - Vague attempt to answer the question. - Ideas: contents irrelevant or disconnected. - No evident focus on planning. - Inappropriate style, tone and register. - Lacking in most spheres of topic 								
<p>H</p> <p>INADEQUATE</p> <ul style="list-style-type: none"> - No connection to the topic. - Ideas: disconnected and incoherent. - Pre-learned content or off topic. - No evidence of style, tone, register - Too little written to assess. Unintelligible 								

		Excellent	Good	Average	Poor	Weak	
ENGLISH ADDITIONAL LANGUAGE 10 MARK GRID Higher Grade	LANGUAGE	Excellent command of English idiom. Correct tenses. Virtually no errors.	Minimal errors. Mostly correct tenses. Inconsequential errors.	Several errors but they do not impede flow. Tenses sometimes inconsistent. Some incorrect grammar.	Serious errors which impede understanding. Inconsistent tenses. Poor grammar.	Difficult to understand. Confused. Incoherent.	
	CONTENT	1	2	3	4	5	
	EXCELLENT Exceptional detail. Striking content. Analysis of topic goes beyond the norm. Has more than sufficient detail to satisfy even the discerning audience. Register and tone appropriate.	A	9 - 10	8 - 9	7 - 8		
	GOOD Lucid and logical. Content sound. Planned approach to the analysis of the topic. Register and tone appropriate.	B	8 - 9	7 - 8	6 - 7	5 - 4	
	AVERAGE Relevant content. Necessary details. Related to topic. Adequate answer which satisfies the requirements. Evidence of planning. Register and tone sometimes inappropriate.	C	6 - 7		5 - 4	4 - 3	3 - 2
POOR Unclear and vague. Missing details make this an unsuccessful analysis of the topic. Misinterpretation of topic. Inappropriate register and tone.	D			4 - 3	3 - 2	2 - 1	
WEAK Muddled and irrelevant. Unintelligible. Missing information thus an unsuccessful response. Serious misinterpretation of topic. Inappropriate register and tone.	E				2 - 1	1 - 0	