

Possible Answers

INTRODUCTORY COMMENTS:

1. **OBJECTIVITY:** Markers should understand that objectivity is very important in the marking of extended and transactional writing. The marking teams are assessing the ability of candidates to communicate in writing and not their background, political affiliation, and / or religion. The piece of work should be read from the writer's point of view and may include figurative interpretations or fantasy. If a marker feels that any piece of writing is offensive or problematic, he / she should consult with the senior marker rather than giving 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. 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 writers are fully aware of sentence construction and indicate this by enlarging the first letter of each sentence. 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 be applied if the meaning is seriously affected by the use of capitals. If in doubt, consult with the senior marker / chief marker.

Question 1: Care for the Aged (Argumentative/ Discursive/ Reflective)

- Candidate must discuss essay topic from a base of knowledge regarding the aged as well as providing examples.
- Candidate must argue to what extent they / the community / the leaders do enough and what still needs to be done.
- What some do for the aged may seem insignificant. Markers must be open-minded and value every contribution suggested by the candidate.

Question 2: Change (Descriptive)

- Candidate should write in the first person.
- Several changes should be considered. It is not sufficient to state only one point.
- Possible interpretations:
 - A sense of regret that so much has changed for the worse.
 - A sense of appreciation that things have improved.
 - Nostalgia at the loss of something precious could be balanced by pleasure at the progress change has brought about is also acceptable.
 - Abstract change may also be considered, e.g. attitude of people / hope / sense of freedom.

Question 3: Water (Narrative)

- Own title. -1 for no title.
- The form of the essay must be narrative.
- The danger of water must feature in this essay.

Question 4: Friends (Descriptive)

- Candidate must describe a friend / friends, what candidate and friends do together and why friends are special.
- Candidate must explain the value of friendship

Question 5: The taxi stopped. A loud voice told me to get out. (Narrative)

- Own title. -1 for no title.
- Story must contain the words in the topic (see above). Penalize with -1 if this is not done.
- Story must contain both ideas of 'the taxi' and 'the voice' to credibly reflect

FEDUCATION
Allow for various interpretations: conflict / action, but do not discount the
KING CHINESE as it remains convincing and reasonable.

Question 8: Business letter

- Tone should be polite.
- Suggested reasons for the delay and damage of the goods must be evident, as well as reassurance of the company's service delivery.
- Clear indication of the action that will be taken must be evident.
- Incorrect structure should be penalized as follows:
 - Sender's address: incorrect info /information left out = -1
incorrect order = -1
PO Box plus street address = -1
Sender's address must appear at the top right
All 3 details of the date must be written: day, month, year.
 - Recipient's address: if not against the margin = -1
 - Salutation Sir / Dear Sir / Dear Mr Bone = acceptable
 - Topic/subject line Must come after the salutation, capitalised or underlined, otherwise -1
 - Conclusion Yours faithfully / Yours sincerely are the only options. Initials and surname must be included.

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 11.1: Instructions

- Instructions **MUST** be in point form, using the imperative form, and include detail on dress and behaviour.
- Register must be appropriate. Be open-minded about multi-cultural responses, but do not tolerate vulgarity or indecent proposals. If marker is in doubt, consult with the senior marker / chief marker.
- Further detail which demonstrates relevant information and creative text / use of humour must be given credit
- Register and tone should be friendly / colloquial. Style informal.

Question 11.2: Paragraph

- Candidates must supply details: Age / occupation / interests and hobbies / reason for entering and use of prize money.
- Appropriate tone, register and style must be used.

**ENGLISH ADDITIONAL
LANGUAGE
STANDARD GRADE GRID:
40 MARKS**

	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, parts of speech, punctuation and spelling.	- adequate use of idiom. - some errors in agreement. - can generally handle tenses. - adequate vocabulary. - few errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- slightly incorrect use of idiom. - mother-tongue influence impedes slightly. - several errors in agreement. - tenses inconsistent. - mostly simple sentence structure. - ordinary vocabulary. - some errors in pronouns, prepositions, parts of speech, 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 pronouns, 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.
CONTENT	1	2	3	4	5	6	7	8	9
EXCELLENT - exceptional development of topic. - original, creative, imaginative. - (<i>non-narrative</i>): argument logically developed and ideas thoroughly explored. - (<i>narrative</i>): strong story line building to a striking climax. - excellent introduction and conclusion. - vivid detail and/or examples. - realistic, sincere, mature.	A+	34 - 38	32 - 36	28 - 32	24 - 28	20 - 24			
VERY GOOD - topic well developed. - thought-provoking, interesting, convincing. - (<i>non-narrative</i>): several points explored and logically developed. - (<i>narrative</i>): story flows well, refreshing, unusual. - very good introduction and ending. - very good detail and/or examples.	A	32 - 36	30 - 34	28 - 32	24 - 28				
GOOD - content sound. - (<i>non-narrative</i>): well-planned, a few points developed. - (<i>narrative</i>): story flows well, shows potential. - good introduction and conclusion. - attempt at interesting detail and examples.	B	30 - 34	28 - 32	26 - 30	24 - 28				
ABOVE AVERAGE - adequate interpretation of topic. - (<i>non-narrative</i>): evidence of planning, some points developed. - (<i>narrative</i>): story reads easily. - relevant introduction and conclusion. - details adequate.	C	28 - 32	26 - 30	24 - 28	22 - 26	20 - 24			

<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 - 28	22 - 26	20 - 24	18 - 22	16 - 20			
<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 - 24	18 - 22	16 - 20	14 - 18	12 - 16	10 - 14	8 - 12
<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 - 20	14 - 18	12 - 16	10 - 14	8 - 12	4 - 10
<p>VERY WEAK</p> <p>INADEQUATE</p> <ul style="list-style-type: none"> - a vague attempt to answer the question. - contents irrelevant or disconnected. - no evidence of planning. 	G						12 - 16	10 - 14	8 - 12	4 - 10	0 - 8
<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 - 12	4 - 10	0 - 8	

**ENGLISH
ADDITIONAL
LANGUAGE
STANDARD
GRADE GRID:
20 MARKS**

	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>	<u>Very Weak</u>	<u>Unacceptable</u>
	- excellent command of English idiom. - perfect agreement. - uses tenses effortlessly. - complex sentences. - language evokes vivid images. - language manipulated skilfully. - 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, parts of speech, punctuation and spelling.	- adequate use of idiom. - some errors in agreement. - can generally handle tenses. - adequate vocabulary. - few errors in pronouns, prepositions, parts of speech, 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, parts of speech, 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 pronouns, 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.
CONTENT	1	2	3	4	5	6	7	8	9
EXCELLENT - Striking content. - Ideas: original, creative, imaginative. - Logical development of topic. Vivid, exceptional detail. - Appropriate style, tone and register. - Realistic, sincere, mature.	18 - 20	17 - 19	16 - 18						
VERY GOOD - Commendable content. - Ideas: thought-provoking, interesting. - Substantial development of details. Logical. - Appropriate style, tone and register. - Realistic and sincere.	17 - 19	16 - 18	15 - 17	14 - 16					
GOOD - Sound content. - Ideas: convincing, interesting. - Several relevant details developed. - Appropriate style, tone and register. - Realistic - shows potential.	16 - 18	15 - 17	14 - 16	13 - 15	12 - 14				
ABOVE AVERAGE - Adequate content. - Ideas: interesting. - Some points, necessary details developed. - Appropriate style and tone. - Realistic.		14 - 16	13 - 15	12 - 14	11 - 13	10 - 12			

<p>AVERAGE</p> <ul style="list-style-type: none"> - Appropriate but ordinary content. - Ideas: relevant. - Necessary points evident. - Appropriate style, tone and register. - Adequate. 	D			12 - 14	11 - 13	10 - 12	9 - 11	8 - 10		
<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. 	E				10 - 12	9 - 11	8 - 10	7 - 9	6 - 8	
<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. 	F					8 - 10	7 - 9	6 - 8	5 - 7	4 - 6
<p>VERY WEAK</p> <ul style="list-style-type: none"> - Vague attempt to answer the question. - Ideas: contents irrelevant or disconnected. - No evident focus or planning. - Inappropriate style, tone and register. - Lacking in most spheres of topic 	G						6 - 8	5 - 7	4 - 6	3 - 5
<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 	H							4 - 6	3 - 5	0 - 1

