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SENIOR PHASE

GRADE 9

NOVEMBER 2016

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MEMORANDUM**

MARKS: 45

This memorandum consists of 4 pages.

NOTE TO MARKERS:

1. This memorandum is only a guideline to be used together with the assessment rubrics that are provided at the back of this memorandum.
2. Candidates' creativity and imagination should be appropriately acknowledged.
3. Use the rubrics provided to mark SECTION A and SECTION B.

SECTION A: ESSAY**QUESTION 1**

"I have never been so scared in my life!"

- Narrative/story essay.
- The story must be clearly linked to these words.
- Candidates should have written in the past tense.
- These words should appear in the essay.

[30]

QUESTION 2

My dream house.

- Descriptive essay, although a narrative could be acceptable if it is linked to the topic.
- Use of descriptive words, adjectives, colours, etc. should have been used.
- Candidates should have described the house as indicated in the topic.

[30]

QUESTION 3

We are killing our world.

- Discursive essay.
- Candidates should explain and give examples of how the world is 'killed'.
- Candidates could mention the effect of 'killing' the world.

[30]

QUESTION 4

Mandela Day

- Reflective/descriptive essay, narrative if linked to topic.
- Candidates could reflect on the effect of Mandela Day on people, its origin/what it means to the candidate.
- Candidates could describe how candidate/people celebrate the day, what they do.

[30]

QUESTION 5**Pictures:**

- There **MUST** be a clear link between the picture and the essay.
- A mere description of the picture is not acceptable.

Possible interpretations:

- 5.1
- Narrative/descriptive/reflective.
 - Absent from school to watch a sports game.
 - Children doing things their parents don't know about.
 - Caught out when skipping school.

[30]

- 5.2
- Narrative/descriptive/reflective.
 - A child and his pet.
 - A dog is a man's best friend.
 - Exercise/outing with dog.
 - Having fun.

TOTAL SECTION A: [30]
30

SECTION B: TRANSACTIONAL WRITING

- NOTE:
- The correct format, tone and style are important in this section and should be appropriate for the chosen topic.
 - Use these guidelines together with the assessment rubric.

QUESTION 6: FRIENDLY LETTER

- Format for friendly letter should be correct, correct salutation.
- Letter should be addressed to a friend.
- Candidate should mention the argument and that he/she made hurtful comments.
- An apology should be included in letter. **[15]**

QUESTION 7: REPORT

- Style/tone/register of report is important.
- Only facts should be mentioned.
- All the necessary information should be included: date, place, what happened, who was involved, etc. **[15]**

QUESTION 8: POSTER

- Lay-out is important.
- Poster must include the following: Products/goods for sale
Venue, dates, times, prices, etc.
Purpose
- Candidate should have followed the AIDA-principles
- NO marks are allocated for decorations, only for the lay-out, format and content! **[15]**

QUESTION 9: DIARY ENTRIES

- There should be two diary entries with separate dates.
- Dates and Dear Diary should be included.
- Tone is personal.
- Thoughts, feelings about the upcoming date and after the date should be evident. **[15]**

TOTAL SECTION B: 15
GRAND TOTAL: 45

ASSESSMENT RUBRIC FOR ESSAY (30 MARKS)

LEVEL	4	3	2	1
MARKS	4	3	2	1
CRITERIA:				
	14–18 marks	10–14 marks	5–9 marks	0–4 marks
CONTENT Adherence to topic PLANNING, FORMAT, LENGTH	- Complete adherence to topic. - Ideas creative, original, fully supportive of topic. - Purpose fully achieved. - Planning produced good essay. - Format and length fully adhered to.	- Fairly good adherence to topic –minor deviations. Ideas average, mostly support topic. - Purpose partially achieved. - Evidence of planning. - Format and length mostly adhered to.	- Little adherence to topic. - Few supportive ideas. - Limited achievement of purpose. - Little planning evident. - Format mostly inappropriate. - Length: too long/short.	- Completely off topic. - No supportive ideas. - Purpose not achieved at all. - No planning and no adherence to format. - Length: much too long/short.
	10–12 marks	7–9 marks	4–6 marks	0–3 marks
LANGUAGE Register, tone, style, structure. Spelling, vocabulary, punctuation EDITING	- Excellent use of language. Register, tone and style very appropriate. - Excellent spelling and vocabulary. Punctuation effective. - Very few errors. Editing produced well-written essay.	- Good use of language. - Register, tone and style fairly appropriate. - Spelling is good. Vocabulary fairly good. - Punctuation fairly effective. - Few errors. Some evidence of editing.	- Language use basic. - Register, tone and style mostly inappropriate. - Spelling flawed. - Limited vocabulary. - Very little punctuation. - Many errors. - Little evidence of editing.	- Riddled with errors. - Sentences muddled, and meaning not clear. - Punctuation, tone and style, etc. inappropriate for purpose. - Vocabulary and spelling seriously flawed. - No evidence of editing.

ASSESSMENT RUBRIC FOR TRANSACTIONAL WRITING (15 MARKS)

LEVEL	4	3	2	1
MARKS	3	2	1	0
CRITERIA:				
	8–10 marks	5–7 marks	3–4 marks	0–2 marks
CONTENT Adherence to topic PLANNING, FORMAT, LENGTH	- Complete adherence to topic. - Content fully supports topic. - Purpose fully achieved. - Planning produced good writing. - Format and length fully adhered to.	- Partial adherence to topic with minor deviations. - Most ideas support topic. - Purpose mostly achieved. Evidence of planning. - Format and length mostly adhered to.	- Very little adherence to topic. Few supportive ideas. - Very limited achievement of purpose. - Little evidence of planning. - Format and length partially adhered to.	- No adherence to topic. - Writing not supportive of topic. Purpose not achieved at all. - No evidence of planning. - Format not adhered to. - Length: far too long/short.
	4–5 marks	3 marks	2 marks	1 mark
LANGUAGE Language use. Structure, tone, style, register, punctuation. Spelling, vocabulary. EDITING	- Very good use of language with very few errors. - Punctuation, tone and style appropriate for purpose. - Good vocabulary, spelling. - Editing produced well-written piece.	- Language use fairly good with few errors. Punctuation, tone, style etc. fairly appropriate for purpose. - Vocabulary and spelling fairly good. - Some editing evident.	- Language use basic with many errors. - Punctuation, tone, style, etc. mostly inappropriate for purpose. - Vocabulary and spelling basic and flawed. - Little evidence of editing.	- Riddled with errors. - Sentences muddled and meaning not clear. - Punctuation, tone, style, etc. inappropriate for purpose. - Vocabulary, spelling seriously flawed. - No evidence of editing.