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GRADE 12 2021

English

Study guide for writing essays and transactional texts

× × × **Home Language**

× × First Additional Language

× Second Additional Language

basic education
Department: Basic Education
REPUBLIC OF SOUTH AFRICA

Second Chance Matric Support Programme

NDP

NATIONAL EDUCATION COLLABORATION TRUST

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STAY SAFE PROTECT SOUTH AFRICA
TOGETHER WE CAN BEAT THE CORONAVIRUS

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1. INTRODUCTION

The purpose of this guideline is to briefly guide learners and teachers on the aspects of writing and presenting. Also, the guideline aims to produce competent, versatile writers who use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

WRITING AND PRESENTING allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. Knowledge of language structures and conventions will enable learners to produce coherent and cohesive texts. Language structures should be taught for constructing texts in their context of use. The application of language structures should not be restricted to the analysis of isolated sentences. It should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters and reports which learners learn to read and write in school.

The above skills, writing and presenting, should be integrated. In integrating these skills, the focus on one skill can lead to practice in another. For example, a learner involved in a debate will read an argumentative/discursive essay and then produce his own written argumentative/discursive essay using language structures.

This guideline may be used by teachers and learners of English Home (HL), First (FAL) and Second Additional Languages (SAL). Teachers and learners should be guided by the relevant CAPS document for each language level as this document covers a range of writing texts.

The writing and presenting skill combines three elements:

- using the writing process;
- learning and applying knowledge of the structure and features of different text types;
- learning and applying knowledge of paragraph and sentence structure and punctuation.

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2. Process writing

A writing instruction usually involves producing a text through the writing process. However, not every step of the process will be fully required on every occasion.

For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in so much detail. Writing and designing texts is a process and learners need the opportunity to put this process into practice. The process may unfold as stated below:

A learner should:

- decide on the purpose and audience of a text to be written and/or designed;
- brainstorm ideas using, for example mind maps, flow charts or lists;
- organise ideas;
- read draft critically and edit. At this stage, the following must be kept in mind:
    - avoid fancy characters and capital letters in the middle of sentences
    - sms language is not allowed (u vs you)
    - identify careless errors (they're vs their/ its vs it's)
- produce a well-designed final version.

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Note

- Learners should often be given the opportunity to write freely without an assessment requirement. In this regard, teachers may focus on a particular skill or sub-skill being dealt with during that particular stage of the process, without fully assessing the produced text.
- Teachers should ensure that learners are familiar with the rubrics for assessment, as well as how descriptors are used to assess the texts. Learners may be given a copy of each rubric so that they may use such in self and/or peer assessment.
- Peers should also learn to edit one another's work as this interaction is an important part of the process writing which improves own and other's awareness of the process.
- Teachers should provide learners with positive feedback to ensure improved writing skills.

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3. Essays

The length of texts ranges from:

Language level	Grade 10	Grade 11	Grade 12
English HL	300 – 350 words	350 – 400 words	400 – 450 words
English FAL	150 – 200 words	200 – 250 words	250 – 300 words
English SAL	150 – 180 words	180 – 200 words	200 – 250 words

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THE STRUCTURE OF AN ESSAY

Introduction

The introduction should catch the reader's attention. It must be striking and entice the reader to continue reading.

Body

The body comprises the full content of the essay. The body must be divided into paragraphs, each of which must have a main idea with supporting details.

Conclusion

The conclusion effectively rounds off your essay.

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STEPS TO WRITING AN ESSAY

THE FIVE ESSAY TYPES

English Home Language

3.1 Narrative essay

A narrative essay tells a story or tells of a past event. It does not have to be a true story, or based on your life/experience. It can be written from any perspective.

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3.1.1 Features of a narrative essay

- The essay must have a strong story line and be convincing even if it is fiction. Pay attention to the following:
  - ***Who is your protagonist (main character)?***
    Is it you or an imaginary person/animal/object you will create?
    How old is this character? What does the character look like? What are the character traits?

  - ***What are the protagonist's intentions/plans?***
    This is an important part of planning. If your reader understands from the beginning what your protagonist wants, it is easier for them to identify with the character.

  - ***What are the events that set your story into motion?***
    Decide on the sequence of these events and how they will develop.

  - ***What is the UNEXPECTED challenge or obstacle that now prevents your protagonist from achieving his/her/its plans?***
    For this to be effective, it must be a credible (believable) obstacle or challenge.

  - ***What is the unusual choice that your protagonist makes at the end?***
    OR
    What is the unexpected turn of events that change everything?

- A narrative essay is usually written in the past tense.
- The introductory paragraph should capture the reader's attention.
- An unusually interesting ending gives a story the final touch.
- The reader's interest must be maintained until the end. The style, rhetorical devices and action must ensure sustained interest.
- A successful narrative vividly highlights sensory details such as sight, sound, taste, smell and tactile sensations.

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- A narrative essay often has a strong descriptive element as shown below:

In the middle of the night…

The thunder was screaming in a gruesome voice. The rain was pouring like a waterfall onto the window sill. As usual I was alone – scared.

3.1.2 ACTIVITY

Write an essay of 400 – 450 words on ONE of the following topics:

3.2.3.1 An uncomfortable truth

3.2.3.2 Broken dreams

3.2.3.3 In the middle of the night…

3.2 Descriptive essay

In a descriptive essay, you are required to describe a person, memory, situation, place, experience or any object. The essay question will guide you on this. In contrast to other types of essays, the descriptive essay allows you to use many figures of speech and descriptors such as adjectives and adverbs, thus allowing you to give a vivid, memorable and powerful image of what you are describing.

3.2.1 Features of a descriptive essay

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Take note of the following as well:

- Use the present or past tense.
- Select your words (diction) carefully to achieve the desired effect.
- Use figurative language.
- Use sensory language (as shown below):

  - **Sensory Language**

    Language that uses the 5 senses:

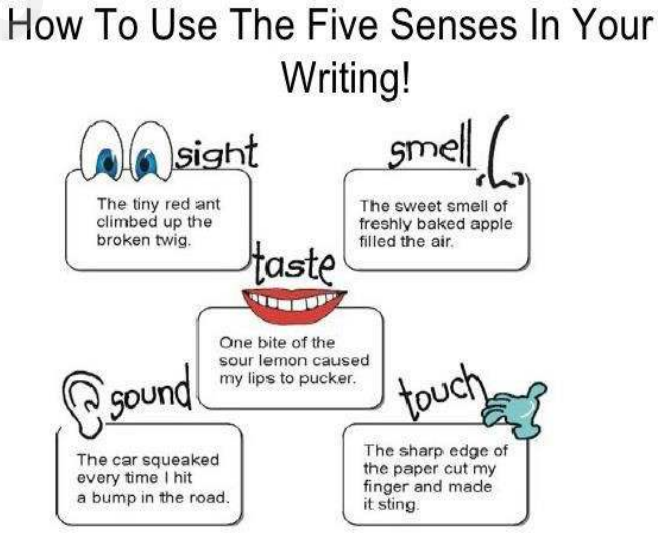
    - Sight
    - Sound
    - Taste
    - Touch
    - Smell

    Example: The acrid smell penetrated my nostrils as I breathed deeply. The humidity after the rain clung to my skin as I walked to my crippled car.

Adapted from: https://www.slideshare.net

Sensory language will give the reader an opportunity to engage all five senses in reading your descriptive essay.

Check this:



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3.2.2 ACTIVITIES

Write an essay of 400 – 450 words on ONE of the following topics:

3.2.2.1 Hope

3.2.2.2 The neighbours

3.2.2.3 The season that brings out the best in me

NOTE: For each one of the above topics the aim is to 'show' and not tell a story (as required in the Narrative essay). Study the table below; it illustrates the differences:

Examples of Showing	
Walk *slowly walked* – sauntered, strolled, loped, moseyed, wandered, meandered *quickly walked* – strode, darted, rushed, treaded, marched, advanced	**Look** *angrily looked* – glowered, glared *longingly looked* – gaped, ogled, stared *quickly looked* – glanced
Talk *loudly talked* – shouted, bellowed *softly talked* – whispered, mumbled	**Sit** *sat slowly* – perched, rested, settled *sat quickly or angrily or clumsily* – plopped, plodded

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TASK 1

Now that you are aware of what 'showing' is, try the following exercise:

Use the pictures in the middle column to assist you in providing a SHOWING paragraph (of no more than THREE sentences) for the given TELLING sentence.

	TELLING	SOME HELP	SHOWING
1	Nellie felt happy as her friends wished her Happy Birthday.		
2	Michelle was afraid as she sat in the dark house during load- shedding.		

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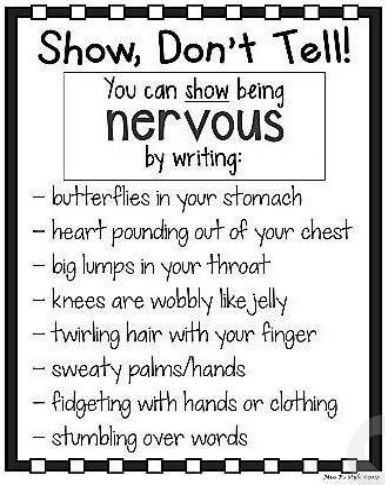
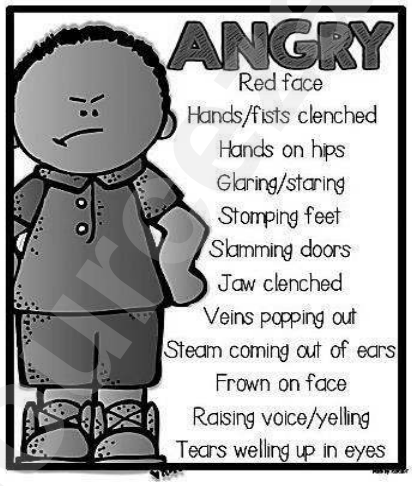
	TELLING	SOME HELP	SHOWING
3	Richard felt nervous as he arrived at the provincial trials for soccer.		
4	Tshepo was angry when he heard about the mugging of his best friend.		
5	Thembi felt tired after the three-hour Mathematics exam.		

Source: © Colleen Callahan, SES: English, Nelson Mandela Bay Metro District, 5 May 2020

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TASK 2

From the examples of possible topics for a descriptive essay, choose one topic and do only the plan for it in the space provided below. Remember to mainly focus on 'showing' (describing).

Topic:

Draft:

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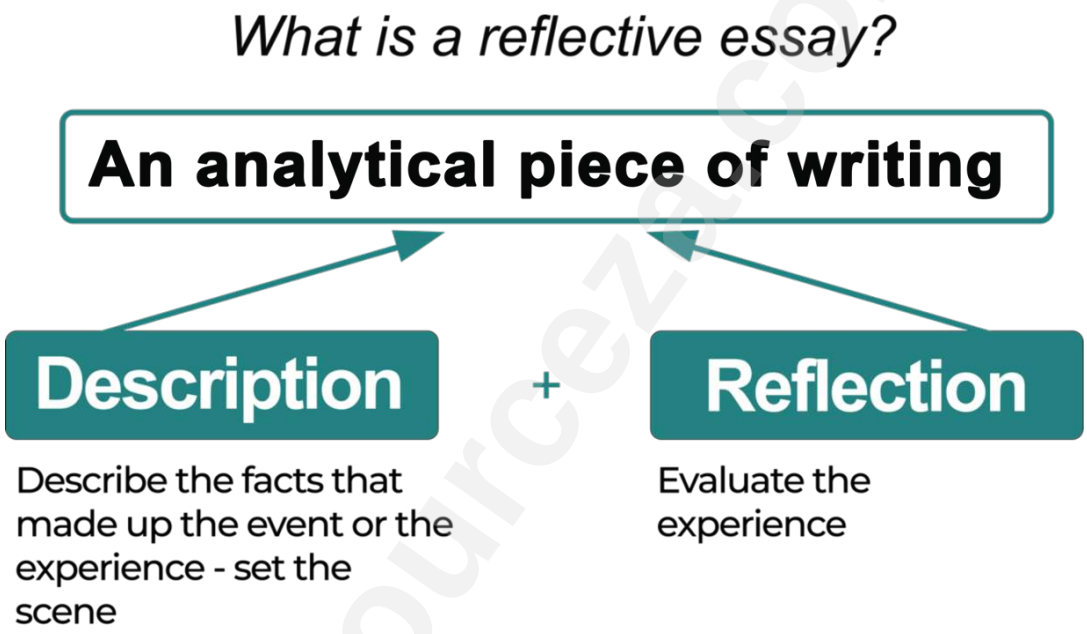
3.3 Reflective essay

In a reflective essay the writer contemplates an idea and gives his or her emotional reactions and feelings. The writer could, for example, reflect on dreams or aspirations. It presents a set of thoughts and ideas about a topic, with no particular attempt to argue for or against anything.

See a graphic presentation of a definition and guide on how to write a reflective essay below:



https://www.slideshare.net/b.nicolls/how-to-write-a-reflective-essay

3.3.1 Features of a reflective essay

- A reflective essay is personal and/or subjective.
- Feelings and emotions play a major role.
- A substantial part of the essay may be descriptive. These descriptions should be vivid and aim to recreate the recollections or feelings expressed by the writer.
- The ideas, thoughts or feelings expressed should reveal sincerity and personal involvement usually on something the writer feels strongly about.
- When writing your essay, keep in mind that you should focus on the deeper reflection of yourself or your experience.
- Focus on your inner emotions rather than on the event itself.
- You must use an appropriate tone.

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- You can conclude by stating what you have learnt from this experience.

3.3.2 ACTIVITY

Write an essay of 400 – 450 words on ONE of the following topics:

3.3.2.1 The day I realised the importance of...

3.3.2.2 If I could turn back the hands of time…

3.3.2.3 My haunting past

Below follows an example of an introductory paragraph for a reflective essay.

The moment of truth

Everyone has that one moment which changes one's life. A moment that one wishes had never happened. A moment that one cannot avoid or escape. The moment of truth.

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3.4 Discursive essay

A discursive essay is objective and aims to give a balanced view of both sides of an argument. The writer considers various aspects of the topic under discussion and presents opposing views impartially. The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well balanced and clearly analysed in the course of the essay.

3.4.1 Features of a discursive essay:

- You should reflect on both sides of the argument in an impartial manner (without taking sides).
- You must be rational and objective in presenting your viewpoints.
- Your viewpoints should be well substantiated.
- Your tone should be unemotional and convincing without being condescending.
- You should come to a particular conclusion at the end of the essay.

3.4.2 ACTIVITY

Write an essay of 400 – 450 words on ONE of the following topics:

(a) Giving children pocket money as a reward for hard work builds character.

(b) Your future is not created by others, but by yourself.

(c) Freedom of choice has both advantages and disadvantages.

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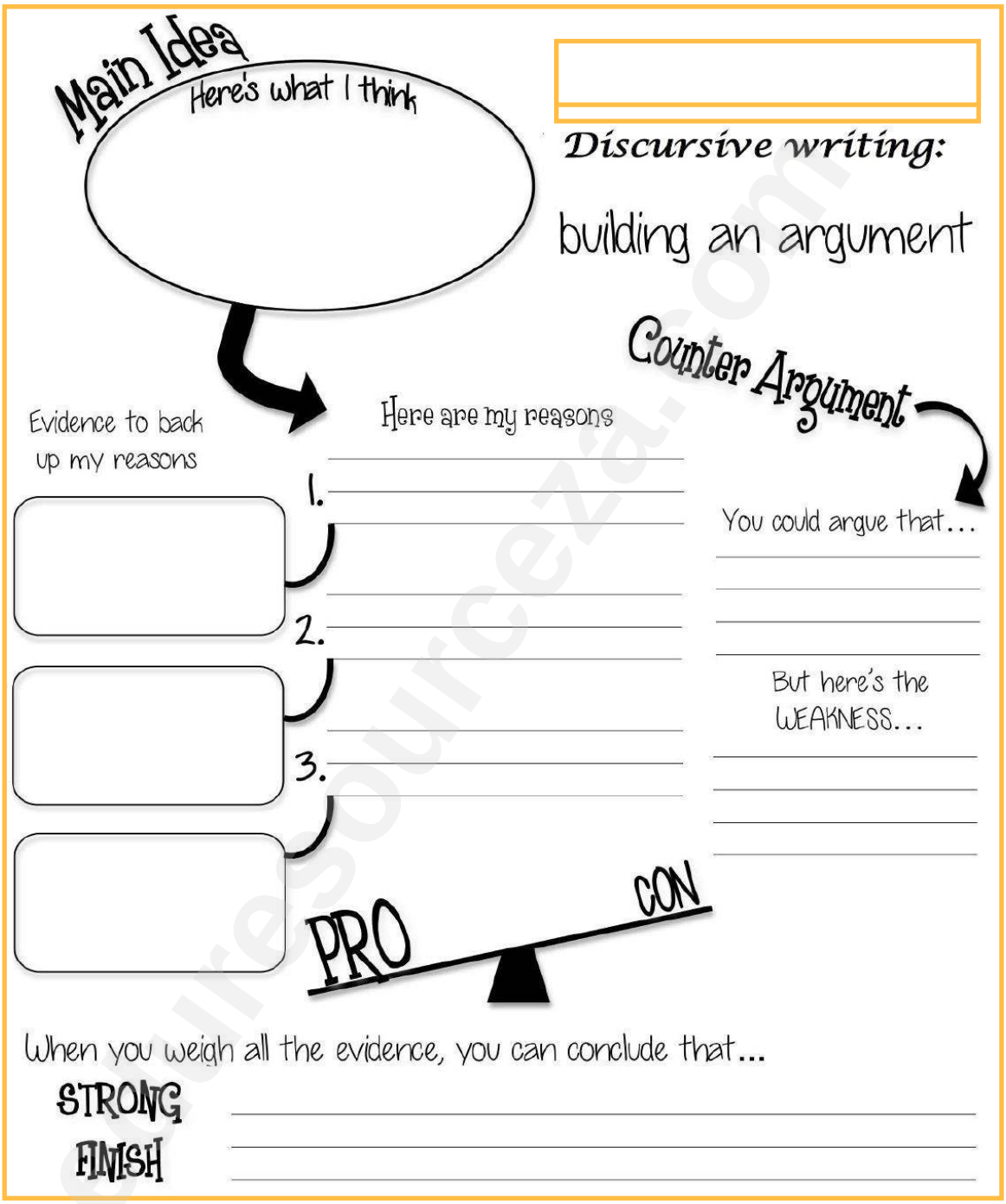
Use the template below to plan your discursive essay:



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Below follows an example of an introductory paragraph for a for a discursive essay.

Technology has improved our lives

Some people believe that technology has improved our lives, whilst others believe that it has been detrimental to our livelihoods. However, it is difficult to imagine the world without it; it is a necessary evil.

3.5 Argumentative essay

In an argumentative essay, you must have a specific opinion or viewpoint and argue to defend or motivate your position. Your opinion should be clear throughout. This is a subjective essay in which you try to convince the reader to share your point of view.

WHAT IS THE POINT OF

- **You want to get your point across!**
- **You want others to believe in what you have to say.**
- **An argumentative essay does the same thing – you must try to convince the reader of your point of view.**

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3.5.1 Features of an argumentative essay

- An argumentative essay is subjective and strong opinions are expressed.
- The essay should start with your view of the topic in an original and striking way.
- You should focus on points for OR against a statement.
- You should give a range of arguments to support and substantiate your view.
- You should use a variety of rhetorical devices and persuasive techniques.
- Use emotive language in a polite manner.
- Your conclusion should be strong, clear and convincing.

Argumentative Essay – Structure

1. Introduction

2. Body

a) Arguments supporting your stance
   1. Argument 1, supported by evidence.
   2. Argument 2, supported by evidence.
   and so on…..

b) Arguments opposing your stance
   I. Argument 1, supported (briefly by evidence – Refute this argument.
   II. Argument 1, supported (briefly by evidence – Refute this argument.

3. Conclusion

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3.5.2 ACTIVITY

Write an essay of 400 – 450 words on ONE of the following topics:

3.5.2.1 Most teenagers today do not pay much attention to leading a healthy life. Do you agree?

3.5.2.2 Teenagers are influenced more by their friends than by their parents. Do you agree?

3.5.2.3 Life is what happens when you sit around and moan.

Below follows an example of an introductory paragraph for an argumentative essay:

In order to thrive in this competitive world, it is necessary to appreciate the value of constructive criticism. Do you agree?

People who cannot accept constructive criticism are unable to succeed. They do not get along well with other people and usually become defensive blaming others for their mistakes.

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3.6 Interpretation of Visual Stimuli Texts (Pictures)

A visual stimulus is a picture or an illustration that asks you to write an essay based on what you see and the emotions that may be evoked. The purpose of the visual stimulus is to get your creative mind working.

3.6.1 Features

- Your essay can be written in any style (i.e. narrative, descriptive, argumentative, discursive or reflective) or a variety thereof.
- When responding to an essay with a visual, ask yourself the following questions:
  - What can you see in the images provided?
  - What stands out in the image?
  - What is the focus/main idea of the image?
  - What thoughts come to mind?
  - What feelings/emotions are evoked?
- Provide a suitable title for your essay.
- It is advisable not to merely describe the image/visual as a literal response to the essay.
- You must always ensure that there is a link between your content and the image/visual stimuli.
- Remember to use the Writing Process as a guideline when preparing and presenting your response.

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3.6.2 ACTIVITY:

The pictures reproduced below may evoke a reaction or feeling in you or stir your imagination.

- Select ONE picture and write an essay in response.
- Give your essay a title.
- **NOTE**: There must be a clear link between your essay and the picture you have chosen.

3.6.2.1

3.6.2.2

3.6.2.3

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3.6.3 Responding to Essay questions using quotations as topics

Quotations/Proverbs:

- This refers to a phrase or short piece of writing taken from a longerwork of literature, poetry, etc. or what someone else has said.
- Creative writing quotations from famous writers, leaders or well-knownpeople can provide a stimulus for writing a creative essay.
- Proverbs are also used as writing prompts. A proverb is a simple, concrete, traditional saying that expresses a perceived truth based uncommon sense or experience.
- Proverbs are often metaphorical/figurative.

3.6.4 Features:

- Quotations/Proverbs allow you to tackle the topic provided in any creative way you see fit.
- There must be a link between the quotation and the content of thewritten essay
- Extracts from poems, novels, articles, etc. can be used as a creative writing topic. Although these extracts usually focus on a specific theme, idea or issue, they sometimes address more than one idea/issue at a time.
- When responding to this question, ensure that you cover all/as many ideas/ issues expressed in the extract as possible. Failure to do so will affect the content mark when your essay is assessed.
- When analysing a quotation or proverb, you must consider thefollowing:
    - Pay attention to the main idea of the quotation.
    - Reflect on what you think the quotation is about.
    - Decide on the type of essay you can write linking with the quotation provided?
- Your essay should be based on the quotation, not on the author.

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3.6.5 ACTIVITY:

Write out an essay of 400 – 450 words on ONE of following topics:

3.6.5.1 'It is only impossible until it is done.' (Nelson Mandela)

3.6.5.2 'No bird soars too high if he soars with his own wings.' [William Blake]

3.6.5.3 Some of you say, "Joy is greater than sorrow,"and others say, "Nay, sorrow is the greater." But I say unto you, they are inseparable. Together they come, and when one sits alone with you at your board, remember that the other is asleepupon your bed.'
[Khalil Gibran, *The Prophet*]

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TRANSACTIONAL WRITING

3 ENGLISH HOME LANGUAGE (HL) TRANSACTIONAL TEXTS

Transactional writing is based on real life experiences and is thus factual. These texts are an exchange between the writer and his/her audience, hence the concept of a 'transaction'.

The length of texts ranges from:

Level	Grade 10	Grade 11	Grade 12
HL	180 – 200 words	180 – 200 words	180 – 200 words
FAL	120 – 150 words	120 – 150 words	120 – 150 words
SAL	80 – 100 words	80 – 100 words	80 – 100 words

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Letter Writing

In English Home Language there are two main types of letters (namely formal and informal letters).

The table below illustrates a comparison between features of Informal and formal letters:

	Informal	Formal
Audience	• You write to a friendor a member of your family.	• You write to a person you may not know personally or who you know in a more formal way.
Tone and Register	• Your language and tone should be informal. • You may use a conversational tone but not slang.	• Your language and tone must be formal and polite.
Purpose	• To keep in touch with someone you know or are related to. • To give information and enquire about things that are of mutual interest e.g. family matters, gossipor sharing news, congratulate or sympathise.	• To apply for a job. • To give your views on an issue of concern to you. • To complain. • To request information.

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Format	• You must include **only** your address and the date. • The salutation can be formal or informal depending on your relationship with the recipient. E.g. 'Granma', 'Dear Andy', 'Hi Eddie', etc. • Your letter must have an introduction, body and conclusion as different paragraphs. • Your ending/closing should be informal. E.g. 'Your grandson'/ 'Yours sincerely'/ 'Your favourite niece'/ 'Love Ted'.	• You must include both your address and the address of the recipient, as well as the date. • Your salutation must be formal. E.g. 'Dear Mrs. Ndlovu' or 'Dear Sir/Madam'. • You must include an underlined or capitalized topic line/subject line. • Your letter must have an introduction, body and conclusions as different paragraphs. • Your ending/closing will be formal: ○ 'Yours faithfully.'/ 'Yours truly'. If your salutation included the name of the person ('Dear Mrs. Ndlovu') then your letter may end with 'Yours sincerely'. ○ You must include your signature as well as your initial(s) and surname.

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Content	• The topic/question will determine what the content should be. • Your content must be well-structured.	• The topic/question will tell you what the content should be. • You must argue or put your points across in a logical manner as it strengthens your case. • You must be concise (to the point).

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4.1 Informal letter

Features:

Sender's address
Date
Salutation
Content: You may have up to three paragraphs depending on the topic of your letter and the recipient (the person you are writing to). Generally, in informal letter writing you are allowed to use contractions. Your register, tone and style can be informal.
Yours sincerely / Kind regards / Best wishes / Your favourite nephew
Name

Your ending can be informal depending on who you are writing to and the purpose of your letter.

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Example of an informal letter

Instruction

Your uncle sent you money to pay for your birthday outfit. Write a letter to thank him.

	8 Serengeti Street
	Kirstenhof
	East London
	2037
	28 February 2021
Dear Uncle Raphael	
It was great……	
……	
I want to thank ……	
……....	
……....	
I am planning to ……....	
……....	
I am looking forward to……	
……..	
Yours sincerely	
Sizwe	

Activities:

(a) A teacher has helped you overcome your fear of Mathematics and he/she was able to get you to improve your marks and pass the subject with distinction. Write a letter thanking him/her.

(b) Your best friend is currently experiencing some challenges. Write a letter to comfort and encourage her.

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(c) Write a letter to your neighbour requesting that he/she looks after your house while you are away on holiday.

4.2 FORMAL LETTER

Formal letters are written for different purposes such as …

- to order or request something
- to make enquiries
- to complain about a service provided or goods
- to congratulate/thank someone or an institution
- to apply or enquire about a job/apply for admission.

Features

1. The Salutation

If you know the name of the person you are writing to, you may begin by saying

- Dear Mr. Smith
- Dear Ms. Khumalo

If you do not know the name of the person you are writing to, you may begin with

- (Dear) Sir/Madam

2. The opening paragraph

This paragraph contains a clear statement/reason for writing the letter.

Typical openings are…

- I am writing with reference to …
- I am writing in response to…
- I am writing to complain about …

3 The body of the letter

The body must contain all the relevant information organised in paragraphs.

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4 **Closing paragraph (Conclusion)**

The final sentence or paragraph often indicates that the letter is going to finish. Typical sentences would be…

- I look forward to hearing from you…
- I hope you will respond at your earliest convenience…
- Thank you in advance for your consideration…
- Please find enclosed

5 **The ending**

- If your salutation included the name of the person ('Dear Mrs Ndlovu') then your letter must end with 'Yours sincerely', otherwise end your letter with 'Yours faithfully'.
- You must sign below the words 'Yours sincerely'/'Yours faithfully' and write your initials and surname below your signature.

4.2.1 LETTER OF REQUEST

You write this letter requesting a service, information, assistance, advice, etc. in a formal manner.

Activity

(a) You wish to go on holiday to the Kruger National Park in September, but need more information before making a booking. Write a letter requesting all the necessary information you need regarding the planning of your trip.

Use this guide:

- **Opening paragraph:** State why you are writing the letter.
- **Body:**

  You can enquire about the following:

  - Availability of accommodation on selected dates
  - The costs involved
  - The number of people to be accommodated
  - The type of adventure packages which are available
  - Other facilities being offered
- **Closing paragraph:** Conclude using (an) appropriate sentences.

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4.2.2 LETTER OF COMPLAINT

When you write a letter of complaint, you must express your dissatisfaction/disappointment to the recipient. You must never be rude or offensive, but you must clearly state your purpose.

Some common opening sentences would be:

- I am particularly unhappy about…
- I am sorry to have to inform you about…
- Sadly, the product that I purchased recently from you…
- I am writing to complain about…

Activity

(a) You recently purchased an appliance from a store in another city. Upon reaching home, you discovered that the appliance is faulty. Write a letter of complaint to the manager of the store.

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Features

- Start by using an appropriate greeting.
- Give a clear statement of your reason for writing.
- Explain your complaint about the item in detail. Arrange your information logically.
- End by saying what action must be taken (refund/compensate/replace/et

	12 Steve Biko Drive
	Lichtenburg
	2781
	28 February 2021
The Manager	
Address of Store	
Dear Sir/Madam	
FAULTY APPLIANCE	
I am disappointed ……	
……	
To my sheer displeasure I found that ……	
……	
I had to undergo a lot of trouble……	
……	
I sincerely hope that this problem……	
Yours faithfully	
Signature	
Ms P Ndlovu	

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ACTIVITIES:

a) Your cellphone was sent back to the company for repairs. The work undertaken on it was done unsatisfactorily. Write a letter of complaint to the cell phone company expressing your displeasure.

b) A recent visit to a restaurant to celebrate 'Mother's Day' was spoiled by the poor service and food. Write a letter to the restaurant owner to express your disappointment.

4.2.3 Letter to the editor/press

This letter is written to the editor of a newspaper or a magazine. The purpose of the letter is to reflect on or highlight current issues or problems. The letter could praise, criticise or inform.

Features

The following aspects of format should be included:

- **Address of the sender**
- **Date: The date is written below the sender's address**
- **Recipien**t: The Editor
- **Address of the recipient:** The address of the recipient of the letter i.e. the editor
- **Salutation**: Sir/Madam
- **Subject line**: The subject line outlines the main purpose of the letter; it must be written in one line
- **CONTENT**

  Introduction: Introduce yourself and state the purpose of writing the letter

  Body: Provide details of the topic

  Conclusion: Suggest possible solutions. However, remember not to request the editor to solve the problem.

  NOTE: Tone and **register** should for be formal.
- **Suitable ending: –** Yours faithfully
  - Signature
  - Name of the sender (Name and surname)

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Please note that either of the two formats below can be used to write a letter to the editor:

	Instruction You have had many electricity and water disruptions in your area. Write a letter to the editor of your local newspaper expressing your views and feelings about it.

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(Format 1)

	55 Spence Road
	Queensburgh
	4093
	29 March 2021
The Editor	
The Daily Sun	
Private Bag X 321	
Durban	
4000	
Sir/Madam	
<u>Electricity and water</u>	
During the past month we have experienced ……	
……	
The consequences of these disruptions ……	
……..	
Several requests were made to the municipality to investigate the cause of these	
disruptions but to date they have not responded. Going public with our plight is our	
last resort.	
Yours faithfully	
F Hanif	

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(Format 2)

The Editor
The Daily Sun
Private Bag X 321
Durban
4000
Sir/Madam
Electricity and water disruptions
During the past month we have experienced ……
……
The consequences of these disruptions ……
……..
Several requests were made to the municipality to investigate the cause of these
disruptions but to date they have not responded. Going public with our plight is our
last resort.
Concerned Citizen
F. Hanif
55 Spence Road
Queensburgh
4093
29 March 2021

Rule off above the salutation.

NOTE: It shows the editor which part of the letter to publish.

You can use a pseudonym (assumed name) if you do not want your identity revealed, then rule off before writing your actual name.

Activities

Respond to ONE of the following topics:

(a) The department of education has decided to impose a ban on matric dance at all schools, until after final examinations.
Write a letter to the local newspaper, expressing your views on the matter.

(b) Many schools have replaced face-to-face teaching and learning with online

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lessons. There have been mixed reactions to this.

Write a letter to the press, in which you present your views on this issue.

(c) The public library in your community does not make provision for people living with disabilities.

Write a letter to the local newspaper in which you voice your views and suggest measures that the library should employ to make the library more accessible for people living with disabilities.

The letters listed below can take the format of either the informal or the formal letter depending on the question

Type of letter	Informal	Formal
	A letter of thanks to a family member that contributed to your studies.	A letter to a company thanking them for their donation.
	A letter of request to your nephew for assistance with a difficult subject.	A letter of request to a company for assistance with a project at school.
	A letter of complaint to a neighbour regarding the incessant barking of his dogs.	A letter of complaint to the municipality regarding the non-removal of refuse.
	A letter of congratulations to a friend who has graduated at university.	A letter of congratulations to your teacher who hasbeen promoted to a higher position.

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4.2.4 Letter of application

An application letter is a formal letter written to apply for a job/admission/loan/etc.

Features

The following aspects of format should be included:

- **Address of the sender**
- **Date**: The date is written below the sender's address
- **Recipient**
- **Address of the recipient**
- **Salutation**
- **Subject line**: The subject line outlines the main purpose of the letter; it must be written in one line.
- **CONTENT**

  Introduction: Introduce yourself and state the purpose of writing the letter

  Body: Present all relevant information that would providea strong motivation for your application.

  Conclusion: Conclude your letter appropriately.

  NOTE: Tone and **register** should for be formal.

  Suitable ending:

  - Yours faithfully
  - Signature
  - Name of the sender (Name and surname)

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14 Barnard Street
Golf View
Mahikeng
2745
29 March 2021

on an informal letter as you would be writing to your acquaintance.

Name of company/firm. Give a fictitious name and address IF it is not given in the topic.

The Manager
Name of firm
Address

The post you have to apply for as given in the topic.

Dear Sir/Madam

APPLICATION FOR THE POST OF .....

I,(name and surname),would like to apply for the post of (name the post) as advertised in (name magazine/ newspaper/website).

Any fictitious name (make up your own if not provided in the topic).
Also provide the date of the advertisement on the magazine/newspaper/website.

Give details of yourself and qualifications

Age, school/college/university attended, subjects. Sport/activities you do.

Mention why you consider yourself suitable for the post.

Mention characteristics/talents/ special achievements/skills/ experience – anything that makes you the best/suitable candidate for this specific

I am available for an interview at any time convenient to you.

I hope my application will be considered favourably.

Yours faithfully

Signature

Initials and surname

If you use 'Dear Sir/Madam' as your salutation, your ending should be 'Yours faithfully' or 'Yours truly'.

If you mention the surname/name of the addressee on your salutation (e.g. Dear Mr Tau), your ending should be 'Yours sincerely' – This shows that you know the official to whom you are writing; that is why 35 this kind of ending can also be used on an informal letter as you would be writing to your acquaintance.

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Activities

(a) You are a commerce graduate from the North West University (NWU). You are seeking a suitable job. You came across an advertisement in *The Mail* newspaper dated 11 March 2021, inviting young and dynamic fresh graduates as sales assistants at Azure Consultants.
Write a letter in which you apply for the advertised job.

(b) Your local municipality has advertised a Community Development Learnership Programme for young matriculants in your community. They will be appointed for a period of twelve months and will be getting a stipend of R 3 500.00 per month. Write a letter to your municipal manager to apply for admission onto the programme.

4.3 Curriculum Vitae (CV) and covering letter

A Curriculum Vitae (CV) is a document through which you professionally present yourself to the prospective employer. The document should present a strong first impression of you. It should present information clearly, objectively and concisely.

Remember, a CV must address the post for which you seek employment. For example, when you apply for a sports-related post, you will present a CV which speaks more about your prowess in sports than in the academic field.

Features of a Curriculum Vitae (CV)

The following aspects must be outlined:

- Caption stating the owner of the CV's full surname and names (E.g. CURRICULUM VITAE OF JABU NGCOBO)
- The rest of the details must be listed in a consistent and orderly manner (giving each section a sub-heading as suggested below:
  - Personal details
  - Formal Qualifications
  - Work experience (if applicable)
  - Referees: Significant people who will be able to verify details on your CV and recommend you for the job. (They should not be your relatives or friends).

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NOTE: The CV and covering letter are assessed as a combination.

Covering Letter

A covering letter highlights the applicant's interests/strengths and key areas in applying for a particular position.

NOTE: The covering letter is shorter than an application letter but has a similar format**.** Information appearing on the CV should not be included in the covering letter.

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Below is a sample of how a curriculum vitae (CV) may be mapped out:

CURRICULUM VITAE OF …	
PERSONAL DETAILS	:……
Surname and full names	
Date of birth	:……
Identity number	:……

Address	:……
Contact numbers	:……
Gender	:……
Marital status	:……
Dependents (If applicable)	:……
Nationality	:……
FORMAL QUALIFICATIONS	
Tertiary education Name of institution Highest qualification obtained	:……
Year of completion	:…… :……
Secondary School education Name of institution Highest qualification obtained	:……
Year of completion	:…… :……
WORK EXPERIENCE	
Name of employer Address of employer	:…… :…… …… …… :…… :……
Period of employment Position	
HOBBIES	:…… :…… :…… :…… :…… :……
INTERESTS	
REFEREES Name R 1. …….. …… 2. …….. …… 3. …….. ……	Relationship Contact number …… …… …… …… …… ……

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Activity

(a) You have just matriculated and need an income to take care of your expenses. A part-time vacancy at a nearby restaurant has been advertised on the internet.
Write a covering letter and CV that you will submit to be considered for the job.

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4.4 Magazine and Newspaper Article

A magazine or newspaper article is written to inform, persuade or entertain. The style and tone of an article is determined by purpose, audience and the issue being addressed. For example, an article written for a school magazine will differ from an article written for a local newspaper or magazine.

Features

Consider the following when writing an article:

- The heading must be attractive and interesting.
- The style should be lively, neutral or informal.
- The reader must be addressed directly.
- It can be descriptive and figurative, appealing to the imagination of the readers.
- Names, places, times, positions and any other necessary details should be included in the article.
- Ideas should be divided into clear paragraphs.
- The article should stimulate interest and keep the reader absorbed.

Below is an example of a magazine article:

You have been asked to write a magazine article on bullying at schools. This article will be published in a teen magazine.

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The happiest days of your life? by Mpho Dlamini

School days should be a happy time in a young person's life. What can make people's lives a misery during this time, then? In my opinion, there is one word which answers this question – bullying.

Bullying is quite common in schools. It can affect learners of any age and gender. Cyber bullying has become a modern hazard to many teenagers. A friend of mine had a very negative experience last year when nasty messages were posted about him on Facebook. His school work deteriorated and some days, he did not want to come to school at all.

What can we do to stop this problem? Personally, I think teachers need to be aware that bullying may be happening in their classes and be very strict when they are aware of it. As for learners, if they find out a classmate is being bullied, they should support them as much as possible.

Bullying can be a nightmare but there are things we can do to prevent it. Hopefully, one day all learners will be able to go to school without fear of being bullied. School days will then be the happiest days of your life.

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4.5 Agenda and minutes of the meeting

An agenda is a list of items that will be discussed in a meeting.

The minutes are a record of matters discussed and decisions made, as per items of the agenda.

Features

The following items must be included in an agenda.

- The word "Agenda" must be written at the beginning
- The Name of the meeting should be next
- Followed by the date, time and venue of the meeting

Agenda

Name of organisation

Date:

Time:

Venue:

Agenda items:

1. Opening and Welcome
2. Attendance
3. Apologies
4.. Reading and adoption of minutes of previous meeting
5. Matters arising

6 New matters

6.1 ……

6.2. ……

7. General
8. Date of next meeting
9. Closure

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Features of Minutes The minutes must:

- reflect the name of the organisation
- show the date, the place and the time at which the meeting was held
- state the names of the people who attended the meeting – can be added as an annexure or an attendance register
- provide a summary of what was proposed and finally agreed upon
- be written in the past tense
- leave out trivialities like jokes
- indicate time meeting ended.
- only become legal and binding once signed and dated by the chairperson after being read and adopted in the next meeting

Tips

Keep the minutes simple, do not include unnecessary information. Follow the numbering in accordance with the Agenda It

Below is an example of minutes of a meeting:

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Heading of the minutes

MINUTES OF ZINNIAVILLE SECONDARY SCHOOL GOVERNING BODY MEETING

The meeting was held on the 13 February 2021 in the Public Library boardroom at9h00.

Agenda items:

1.	Opening and Welcome *The SGB chairperson, Mr S. Naicker, opened the meeting and welcomedall members present.*
2.	Ap*ologies* *Mr B Monyaki was on leave.*
3.	Attendance *Refer to attached attendance register.*
4..	Reading and adoption of minutes of previous meeting *Minutes of previous meeting were read by Mr S. Jabe. Mr E. Modise movedfor the adoption of the minutes and it was seconded by Ms O. Maharajh.*
5.	Matters arising from the minutes *5.1 Mr R. Hendricks reported on the progress of the farewell function and arrangements for Ms P. Ndlovu; who will be retiring at the end of March.*
6	New matters
6.1	Decrease in number of learners using the school library
	It was noted with concern that the number of secondary school learners visiting
	the library had decreased. It was decided that Ms O. Maharajh and Ms P.
	Ndlovu from the SGB would embark on a campaign to educate parents and
	learners on the importance of visiting the library.
6.2.	Unreturned library books
	……..
7.	General Upcoming Fundraising Events
8.	Date of next meeting *12 March 2021 at 9h00.*
9.	Closure *The meeting closed at 10h00.*

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Activities

Respond to one of the following topics:

(a) The principal of your school is concerned about the increase in littering on the school grounds. As the Chairperson of your Representative Council of Learners (RCL), you have been asked to convene a meeting to discuss this problem.
Write the Agenda and minutes of this meeting.

(b) Your school is planning an inter-school sports day. There are many arrangements to be made. As the chairperson of the sports committee, convene a meeting to discuss these arrangements.
Write the agenda and minutes of this meeting.

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4.6 Report (formal and informal)

Reports:

- are factual accounts or summaries written in a concise manner.
- can be formal or informal.
- are requested for a specific purpose and may be either investigative or an eye-witness account

Features of a Report

Formal (e.g. Investigative report)	Informal (e.g. Eye-witness report)
You must include the following: • **A recipient ('To')** WHO IS IT FOR? A report is usually presented to a specific audience. Who is/arethe person/ people who should read this report? • **A sender ('From')** The full name of the person who preparedthe report • **A topic/title/subject** This should be a short title and should point succinctly (clearly) to what the report deals with.	**You must include the following:** • **A recipient ('To')** WHO IS IT FOR? A report is usually presented to a specific audience. Who is/are the person/ people who should readthis report? • **A sender ('From')** The full name of the person who preparedthe report • **A topic/title/subject** This should be a short title and should point succinctly (clearly) to what the report deals with.
Introduction Briefly explain the background and purposeof the report.	**Introduction** Briefly explain the background and purpose of the report.
Body • Investigation o Procedure followed to gather information • Findings	**Body** • Should be a factual account of incident/accident/ situation • Who? Why? Where? When? What? How?

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o Based on investigation	
Conclusions • This needs to correlate with the purpose of the report.	**Conclusions** • Summarise your findings
Recommendations • Based on findings	**Recommendations** • If applicable
• Sign and date report	• Sign and date report
NOTE: • Formal language to be used. • The report must be objective. It must state the correct facts about the situation that was investigated without giving personal opinions. • Avoid using the first person.	**NOTE:** • Informal format but formal languageto be used. • No slang or colloquial language. • The report must be objective. It must state the correct facts about the situation that was witnessed without giving personal opinions.

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Below is an example of a Formal report:

TO : Ms B. Mzila, Head of the Mothers' Committee.

FROM : Mr S. Naicker

TOPIC : Investigation into the running of a soup kitchen at Fairview High School.

INTRODUCTION:

As requested by the Head of the Mothers' Committee, this report investigates the running of a soup kitchen from the school for the underprivileged in our community.

INVESTIGATION:

- A survey was drawn up and carried out in the local community bythe members of the Mothers' Committee, to determine how many families had no breadwinner.
- The school tuck-shop kitchen was inspected to see if it was suitable for preparing and serving the soup.
- A local supermarket was approached for donations of ingredients.
- The Community Service Group was asked if they could prepareand serve the soup.

FINDINGS:

- There is no permanent breadwinner in 40% of the families in the local community.
- The tuck-shop is the ideal venue to prepare and serve the soup.
- Choice 'n Change supermarket has agreed to donate the ingredients, plastic bowls and spoons.
- The Community Service Group said they would assist on Tuesday and Friday afternoons.

CONCLUSION:
The school will be able to run a soup kitchen every Tuesday and Friday.

RECOMMENDATIONS:
The soup kitchen should start on 1 April 2021.

S. Naicker

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Below is an example of an informal eye-witness report:

TO :Mr B. Bamber – School Principal

FROM : Nkosinathi Bhengu – Grade 12 G

TOPIC: Eye witness account of a fight between two learners outside the school gate.

INTRODUCTION:
On Wednesday, 9 February 2021, my friends and I were walking out of the schoolgate at the western exit when we witnessed a scuffle between two learners from our school. Although I do not know the names of the learners involved, this report contains an account of what I had witnessed. The report thus refers to the "taller boy" and "shorter boy".

BODY:
As we were approaching the school gate, a boy (shorter boy) pushed past us and ranup the embankment. We realised that something was wrong when we saw a second boy (taller boy) also rushed past us and followed the shorter boy.

The taller boy grabbed onto the other boy's bag and there was a heated exchangeof words but we were unable to hear what they were saying.

The taller boy grabbed the bag and began to walk away. Just as he turned around,the shorter boy kicked the taller boy on the ankles. The taller boy reacted by punching the other boy on the jaw. By this time, the children on the embankment got involved and separated the two boys. Three of the prefects then escorted bothboys to the principal's office.

CONCLUSION:
It is unclear what the argument was about but it was the shorter boy who attacked first.

N. Bhengu.
Nkosinathi Bhengu
10 February 2021

ACTIVITIES

(a) Your local youth organisation launched an anti-litter campaign in your community. A month ago, members of this youth organisation conducted a clean-up operation in your neighbourhood. Since you are the chairperson, the municipal manager has requested you to compile an informal report on the clean-up operation.
Write the report that will be submitted to him/her.

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(b) Parents have complained about the unhealthy food sold at your school tuckshop. The principal has instructed you, as RCL chairperson, to conduct an investigation and to compile a formal report.
Write the report that you will submit to the principal.

(b) You are a youth member of the Social Welfare Committee of the local municipality. The mayor has requested you to investigate unemployment levels in your community. Write a formal report in which you record your findings and make recommendations.

4.7 Speech

A speech is a written account of an oral address with a specific purpose in mind. The aim of writing a speech is to convince your audience to buy into your idea or pay attention to your subject of discussion. The purpose will be determined by the topic. In an examination, you might be asked to write a speech on a particular topic, or you could be asked to imagine yourself as someone else and give a speech to an audience.

Features

When writing your speech, always use the 1st person ("I") to express your opinion. The degree of formality in your speech depends on the audience and topic to be presented.

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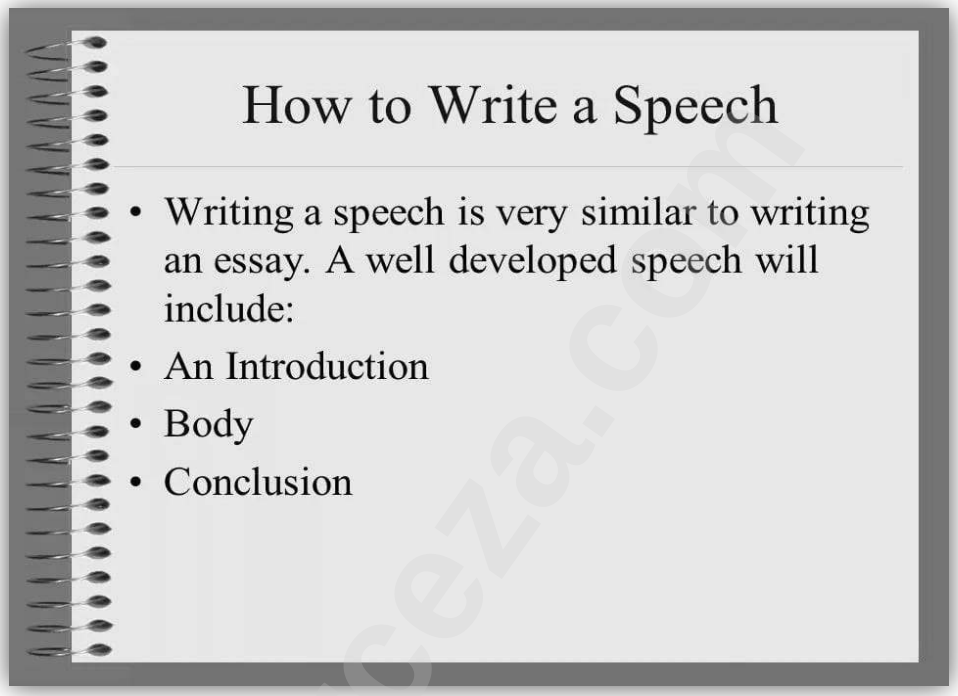
The structure of your speech



i) **Introduction:** Tell your audience who you are, what you are talking about, and grab their attention. Use a surprise statement, famous quote or a rhetorical question to grab your audience's attention.

ii) **Body:** This is where you present your main points or main arguments. These make up your different paragraphs.

iii) **Conclusion:** This is where you sum up your key points.

POINTS TO REMEMBER:

- Each of your paragraphs should have a topic sentence. This will make it clear what each section is about.
- Use varied sentences to express your opinion.
- Address your audience directly ("we", "you").
- You may use personal anecdotes to make your audience relate to you (tell a short story about yourself, or provide short personal details) and to breathe some life into your speech.

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4.7.1.1 Language Techniques

- You may use a few rhetorical questions in the body of your speech (each in a different paragraph) and this will help to keep your audience attentive.
- Use emotive language (Go back to the Descriptive essay to check what was said about emotive language).
- Use figurative language to create powerful images in your audience's mind.
- You can also use repetition for emphasis on some of your points.

The following acronym might help you remember some of the points on what makes a great speech:

P-ersonal anecdotes to bring your speech to life
E-motive language to persuade your audience.
R-hetorical questions to make your audience listen.
F-igurative language such as metaphors and similes.
E-mphasis through repetition.
C-omparison and contrast to make your points clear.
T-one of voice that is relevant and persuasive for your specific audience.

Activities

(a) You are a university student. Your former school has invited you to deliver a motivational speech to the current matric class. Write the speech you will deliver to them.

(b) You are the captain of a sports team at your school. The team has been selected to represent the country in the youth games to be held overseas. Due to an injury you will not be able to travel with your team mates. A special dinner will be hosted the night before the team leaves the country. Your coach has asked you to deliver a speech to motivate the team.

Write the speech you will deliver on that night.

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(c) There has been a series of burglaries and vandalism at your school. It is suspected that members of the nearby community are involved. As the chairperson of the Representative Council of Learners (RCL), the principal has asked you to present a speech to the members of the School Governing Body (SGB). In your speech, express how these incidents have affected both learning and teaching at the school. Write the speech you will deliver to the members of the SGB.

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4.8 Dialogue/Interview

- A dialogue is a conversation between two people. It is a record of the exchanges as they occur, directly from the speaker's point of view.
- An interview is similar to a dialogue. The major difference is that, in an interview the one speaker probes the other by asking questions whereas in a dialogue the speakers engage in a conversation.

Features

- **When writing a dialogue/interview:**
  - Write the names of the characters on the left side of the page. (Avoid using 'You'/ 'Me' to replace actual names of characters).
  - Use a colon after the name of the character who is speaking.
  - Use a new line to indicate each new speaker.
  - Avoid using long greetings and introductions – respond to the question.
  - Stage directions must be given in brackets before the words are spoken.
  - Provide a scenario before you start writing your dialogue.
  - The dialogue that is written, should be composed in such a way that it appears to be spontaneous and natural, and a free-flowing conversation.
  - The writer of the dialogue has to put himself/herself into two imaginary persons so as to make them express their opinions as two different persons in a natural way.

Below is an extract from a dialogue:

An example of a scenario

Casey and Thembi are talking about the Mathematics test that they have just written.

Casey: (Excited) I think I aced it!

Thembi: Wow! I'm happy for you, but I found it difficult.

Casey: ……..

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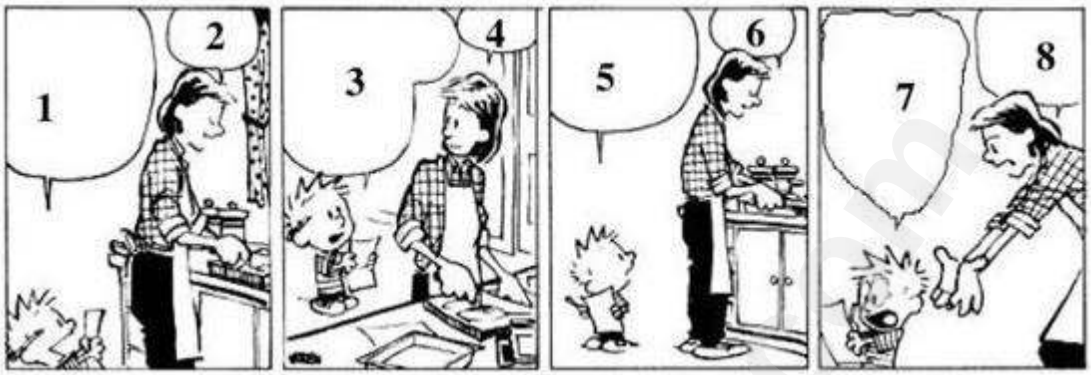
TASK

(a) Write a dialogue about what the characters are saying in the blank comic strip below.



Activities

Respond to the following topics:

(a) While waiting in a slow-moving queue, you engage in a conversation with the person ahead of you. The conversation takes an unexpectedturn.
Write the conversation.

(b) You visited your local restaurant and were surprised that the menu has been changed. Write the dialogue that ensues between you and the owner of the restaurant.

(c) A local radio station has become aware of your involvement in acts of kindness in your community. The host of an afternoon programme has invited you to an interview. Write the interview.

POINTS TO REMEMBER

DO NOT:

- use quotation marks.
- use obscene/vulgar language.
- repeat sentences or information.

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4.9 Review

A review is an individual's response to a work of art, film, book, TV programme, occasion, etc. It can appear in a magazine or newspaper. Reviews are subjective as two reviewers may respond differently to what is being reviewed. Good reviewers attempt to be fair but honest.

BOOK REVIEW

Features of the book review

- The book review should include the following:
  - A very honest/ frank opinion of the book that is substantiated by references to the text
  - A mature and critical approach to the book
  - Evidence of an understanding and critical analysis of the book
  - The story is important but the **way** the story is developed and narrated is far more important. The emphasis needs to be on the latter.

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Use the following headings to write your book review:

Title of Book

Author

Publisher

Genre

Date of First Publication

Number of Pages

Introduction

Provide a brief background of the story.

Summary of the plot

Do not divulge all elements of the story as it will ruin the enjoyment of the book by others.

Main characters

Provide a brief description of the main characters. Indicate whether the characters are well developed or not.

Narrative/ Writing Style

Description of what makes the writer different from other writers. Make reference to unique writing styles and why this is entertaining/impressive.

Themes

List of themes, how they are developed and relevance to the reader, including life lessons.

Overall Impact of the Book & Recommendation

How did the book affect the reviewer? To what kind of reader will the book appeal?

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FILM REVIEW

Features of the film review

- You must do more than simply summarise the plot: It must include a critical analysis of all major aspects of film-making.
- The language and tone you use must match your target audience.
- Use the following headings to write your film review.

1. **Genre & plot (storyline)**

   What type offilm is it?

   What is the film about?

2. **Setting**

   What is the geographical (where most of the main events take place) and temporal (which time period) setting?

3. **Cast, characters & portrayal**
   - Who is on the cast and what are their past and present roles as well as acting achievements?
   - Are the characters well developed?
   - Is the protagonist believable, flawed or complex?
   - Do the actors convey the depth of the characters well? How do they achieve this?

4. **Screenplay**

   This refers to the order in which the events unfold on screen. What do you see on screen? What techniques are used to transition from one scene to the next?

5. **Script**

   Does the dialogue ring true and realistic? What kind of impact do the words have on the audience?

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6. **Cinematography & lighting**

   How do the camera angles/movements (or lack of them) contribute to theeffect or impact of the film? How creatively is lighting used for each shot (Natural source, selective illumination and colours)? How do the colour tones contribute to the mood of the film?

7. **Editing**

   Good editing is rarely noticed by the filmgoer. There should be cohesiveness in the screenplay and the different elements should becreatively put together on screen.

8. **Music (soundtracks)**

   Does it drive the mood or complement the mood of the film? Is it intrusive or subtle?

9. **Effects**

   Briefly comment on visual or special effects if any. Are they good enough for the viewer to suspend belief?

10. **Comment on the director**

    Who is the director?

    Is the vision of the director apparent throughout the film? How much of room is there for improvement of the final product that appears on screen.

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THE RESTAURANT REVIEW

Many people want variety when eating out but they are afraid to try places they have not been to before because they have no idea what to expect. Such people read restaurant reviews to see what is good and what should be avoided. Your review then needs to attempt to recreate your entire experience so that readers can almost taste the food and feel the atmosphere.

Features of a restaurant review

A review of a restaurant gives an opinion that will capture the whole experience of visiting a restaurant. It is therefore more than just a comment on the taste of the food and the variety in the menu. The following components are recommended in a restaurant review (in random order):

- The menu, portions, presentation, texture, taste/flavour, temperature of food served
- Ambience (atmosphere)
- Attitude of staff and owner/manager
- Parking facilities
- Entertainment/music
- Opening days and times
- Are reservations necessary?
- Price range of meals

POINTS TO REMEMBER

- It is important to be fair and balanced in your view. If you have something negative to say, make sure that you do not allow one negative point to cloudyour entire experience.
- Be reasonable in your comments: Restaurants are not fast-food outlets, so it is unreasonable to expect food to be prepared and served in less than 20 minutes.

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Activities

(a) Write a review of a theme restaurant that has recently opened. The restaurant is suitable for families. The review is to be published in yourlocal newspaper.

(b) You are the chairperson of the reading club at school. You have to write a book review on a novel for young adults. Write out your review that will be published in your school newsletter.

(c) You have recently watched an interesting film for teenagers and have been asked to review this film. Write out this review that will be published in a magazine for teenagers.

4.10 Obituary

An obituary is defined as a formal announcement (notice) of the passing on of someone known by the audience. It also outlines the cause of death as well as the funeral arrangements.

When someone dies, people like to remember them and how they lived. It tells us about all their achievements, when and where they were born and grew up, where they lived and how and when they died.

Features of an obituary

The following important information is given in an obituary:

- Name and surname of the deceased, address, age, date of birth and of death, place where the person died, cause of death, duration of illness, and the names of next of kin. **(NOTICE**)
- Achievements/ highlights/ education/ community involvement. **(TRIBUTE)**
- Anecdotes about the deceased. Personal memories of family and friends can beshared. The reader should obtain a clear picture of the deceased. **(EULOGY**)
- A sympathy message to the family can be included.

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POINTS TO REMEMBER

- Some obituaries add a personal note in the form of a loving poem.
- Language, style, and register are formal.
- Use euphemism, e.g. ‘passed away’ instead of ‘died’

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Obituary Template

Year of birth and death must correlate with age of person, e.g. agrandmother willbe differentthan a learner at school

Full name and surname must be given

Heading: name and surname of deceased
Year of birth and year of death
Name and surname of deceased ..... , age ….., passed away on ……..(date) at
…..(place). Cause of death ….. .
Born in …(town/city), he was the son/daughter of …… (parents). He/she attended…
(school) / graduated at … (University/College). He/she was employed at …
(place of work) and worked as …. (job title).
He/she (name) was a member of (church /organisations/ groups/ committees/RCL).
He /she enjoyed….. (hobbies/activities, etc.)
Pay tribute + Anecdotes about the deceased. Personal Memories
He/she is survived by wife/husband, children, grandchildren, etc. *(be very careful to de-*
termine this. If it is a child, then it will be parents and siblings. If a grandmother/
grandfather then there must be grandchildren).
The funeral service will be held on .... (date) at ....(time) at.....(place and address).
He/she (name) will be remembered for his/her ... (personality traits/things)

Tribute & Eulogy is where you say positive things about deceased. Refer to the requirements in the paper, e.g. 'sports', then you mention sport achievements or 'person helped poor' – give examples.

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Activities

(a) You have just received the sad news that your aunt/uncle has passed away from a heart disease. You have been asked to write an obituary on behalf of the family. Write down her/his obituary.

(b) Write an obituary for a well-known and respectable member of your community who passed away in hospital after a car accident.

(c) The night after your matric dance at school, you receive news of the passing away of one of your class mates. As the head boy/head girl, you have been asked to write an obituary in honour of his/her life.
Write down your obituary.

5.7 Email

The email, short for electronic mail, is the transmission of messages/ sharing information via the internet to a recipient. It is a popular form of communication.

Features

- The form and content of an e-mail is very similar to the writing of formal and informal letters.
- An email can be **Informal (Personal) or Formal (Business).**
- An **informal email** usually goes to a person you know well, such as a friend or family member.

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- A **formal email** is typically sent to someone **you do not know well** or to someone who is in **authority**, e.g., your teacher/tutor, a public figure, or even a company you are doing business with.

Some of the differences between a formal email and an informal email are indicated in the table below:

FORMAL EMAIL	INFORMAL EMAIL
Formal emails are very similar to formal letters. The principles that apply to Formal Letters may also be used for formal emails.	Informal emails are very similar to informal letters.
A formal email has a defined structure, with a definite salutation (the opening part of the email), signature section, opening sentence, and body.	The informal email has a more casual structure, however, please write in paragraph form.
Greetings and closing lines are formal (Good afternoon Mr Sizwe…., Yours sincerely, etc.)	Greetings and closing lines are more informal (Hi_____, thanks, etc.)
Language used is formal. Avoid using abbreviations, contractions, slang, emoticons, and other informal terminology.	Language used is more informal since the person who is being addressed is someone that you know well. Contractions can be used. Here are some example sentences: • I haven't seen him. (I have not seen him.) • Who's calling? (Who is calling?) • They're coming. (They are coming.)

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Tone and register must be formal.	Tone and register can be conversational and informal

Aspects of an e-mail

From	Indicate your email address
To	Email address of the recipient
CC (Carbon Copy) – indicates that you want to keep them informed but you are not necessarily looking for a response from them.	This is optional
BCC (Bi Carbon Copy) – while it is similar to 'CC-ing', 'BCC-ing' means that no other recipient will be able to see who has been 'BCC-ed'.	This is optional
Date	Write the date
Subject	Topic
Opening	The introduction/purpose or reason for writing the email
Body	Elaborate on the purpose of writing the email
Closing	The conclusion
Signature Block	This is optional
Attachments	This is optional

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Writing a Formal Email

Introduction

- The opening of a formal email often requires you to introduce yourself.
- There are certain questions you must ask yourself every time you start a new email:
  - To whom am I writing this email?
  - Why am I writing this email?
  - What do I want to tell my recipient?
  - What do I want them to do as a result of my email?
- Introduce yourself briefly (long texts often discourage people from reading them), then follow on with:
  - I am writing with regard to… (email subject)
  - I am writing in connection with… (email subject)
  - I am writing with reference to…
- If you are writing an email to send information, you can start with one of the following sentences:
  - I am writing to let you know…
  - I am delighted to tell you… (if you are communicating good news)
  - I regret to inform you that… (if you are communicating bad news)
- If you are replying to an email you received, you can say:
  - I am writing in response to…
  - I am writing in reply to…
  - I am writing to thank you for… (if you need to thank the recipient)

Body

- The body of a formal email typically elaborates on the purpose of the email.
- Although the body contains detailed information, it is important to write clearly and concisely in a formal email.
- Remember your reader/recipient is not familiar with you and may not be familiar with your topic. You do not want your email recipient to misunderstand an important point.

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Closing

- Based on the type of message you are sending, there are various ways to write a closing statement/conclusion before ending the email, such as:
  - I look forward to hearing from you soon.
  - Thank you in advance…
  - For further information, please do not hesitate to contact me.
  - Please let me know if you have any questions.
- The most common ways to end an email are:
  - Best regards
  - Kind regards
  - Yours faithfully (if you began the email with 'Dear Sir/Madam' because you do not know the name of the recipient)
  - Yours sincerely (if you began the email with 'Dear Mr/Mrs/Ms + surname')
  - Regards

Style

- Make sure you break up the text into approximately three or four paragraphs. This will enable the reader to quickly see the key points.
- Keep your tone professional. Think carefully about your word choice in an email and how someone else could read them.
- Avoid negativity, sarcasm and adjectives that can cause you to sound overly emotional.
- Slang should be avoided.
- Avoid using sms language: E.g. "u" for "you," or "wanna" instead of "want to."

A Sample of Formal Email Writing Format

To: emodise@gmail.com

CC: fhanif@gmail.com

BCC: snailpace@yahoo.com

Subject: Resignation Letter

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Dear Sir

Please accept this mail as a notice that I am resigning from my position as hotel manager. As per company policy, I have to give a month's notice before resigning. I hope you will get a good replacement for me within this time period.

I really appreciate the opportunities that were given to me. It has been an enriching experience to be associated with professionals of such high calibre. During my five year stay at Sun City Cabanas, I have progressed from the position of a filing clerk to that of a hotel manager. I have now been offered a higher position in London which was difficult to turn down……
……
……

Kindly advise on the administrative processes that need to be taken care of during the course of my final month with the company……...
……

I would like to wish you and the company all the best in the future.

Yours faithfully

E. Modise

(Hotel Manager)

Writing an Informal email

- An informal email is usually between people who know each other fairly well.
- In addition to giving news, they are often used to request information, congratulate people, give advice and ask questions.

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Openings

• When writing an informal email, you would normally start with a greeting, then acknowledge the email to which you are replying.

Useful phrases for the opening

- I hope you are well.
- Thank you/Many thanks for your (recent/last) email.
- It was great to hear from you again.
- I was so surprised to hear that...

Closing

- The end of your email is as important as the beginning. There are some standard ways of finishing an informal letter or email.
  - Give my love/regards to...
  - Closing statement such as 'Lots of love', 'All the best', 'Take care', 'Best wishes', should be written on a new line.

Activities

(a) Your community is plagued by constant load shedding. As a grade 12 learner you have been impacted negatively. Write an email to a community leader expressing your concerns and suggest ways of improving the service.

(b) You would like to raise funds for a charity that is close to your heart. Write an email to your friend to request him/her to support your venture.

(c) A restaurant chain is planning to build a new restaurant on land currently used by local youngsters to play sport. Write an email to the Chief Executive Officer (CEO) of the company stating your views on this plan.

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ASSESSMENT RUBRIC FOR ESSAY – ENGLISH HOME LANGUAGE [50 MARKS

Criteria		Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context **30 MARKS**	**Upper level**	**28–30**	**22–24**	**16–18**	**10–12**	**4–6**
		-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 unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	**25–27**	**19–21**	**13–15**	**7–9**	**0–3**
		-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skillfully organised andcoherent (connected), including introduction.	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	-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

Criteria		Exceptional	Skillful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling **15 MARKS**	**Upper level**	**14–15**	**11–12**	**8–9**	**5–6**	**0-3**
		-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skillfully 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 less 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 not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	**13**	**10**	**7**	**4**	
		-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skillfully 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 variety in sentences -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction **5 MARKS**		**5**	**4**	**3**	**2**	**0–1**
		-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well- constructed	-Logical development of details -Coherent -Sentences, paragraphs logical, varied	-Relevant details developed -Sentences, paragraphs well- constructed -Essay still makes sense	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

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ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT–ENGLISH HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **15 MARKS**	**13–15** -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	**10–12** -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	**7–9** -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	**4–6** -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 -Some critical oversights	**0–3** -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
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **10 MARKS**	**9–10** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	**7–8** -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	**5–6** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3–4** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–2** -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

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ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Criteria		Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context **30 MARKS**	**Upper level**	**28–30**	**22–24**	**16–18**	**10-12**	**4-6**
		-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 unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	**25–27**	**19–21**	**13–15**	**7–9**	**0–3**
		-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skillfully organised and coherent (connected), including introduction, body and conclusion/ending	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	-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 & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling **15 MARKS**	**Upper level**	**14–15**	**11-12**	**8- 9**	**5- 6**	**0 - 3**
		-Tone, register, style and 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 -Very skillfully 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	**13**	**10**	**7**	**4**	
		-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skillfully 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 variety in sentence -Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction **5 MARKS**		**5**	**4**	**3**	**2**	**0–1**
		-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed	-Logical development of details -Coherent -Sentences, paragraphs logical, varied	-Relevant details developed -Sentences, paragraphs well constructed -Essay still makes sense	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

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ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context **18 MARKS**	**15–18** -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	**11-14** -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	**8-10** -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	**5-7** -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 -Necessary rules of format vaguely applied -Some critical oversights	**0–4** -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling **12 MARKS**	**10–12** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	**8–9** -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well constructed -Very good vocabulary -Mostly free of errors	**6–7** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**4-5** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–3** -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

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ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context **12 MARKS**	**10–12** -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	**8-9** -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	**6-7** -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	**4-5** -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 -Necessary rules of format vaguely applied -Some critical oversights	**0-3** -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling **8 MARKS**	**7–8** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	**5-6** -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well constructed -Very good vocabulary -Mostly free of errors	**4** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3** -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	**0–2** -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

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ASSESSMENT RUBRIC FOR ESSAY– ENGLISH SECOND ADDITIONAL LANGUAGE [40 MARKS]

Criteria		Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context **24 MARKS**	**Upper level**	22–24	18	12–16	7–11	0–6
		-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 -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 unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	19–21	17			
		-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skillfully organised and coherent (connected) including introduction, body and conclusion/ending	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected) including introduction, body and conclusion			
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context Word choice Language use and conventions, punctuation, grammar, spelling **12 MARKS**		10–12	8–9	6–7	4–5	0–3
		-Language is excellent, and rhetorically effective in tone, -Virtually error-free in grammar and spelling. -Skillfully crafted	-Language is 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 variety in sentence. -Exceptionally limited vocabulary.	-Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
STRUCTURE Features of text Paragraph development and sentence construction **4 MARKS**		4	3	2	1	0
		-Excellent development of topic. -Exceptional detail. -Sentences, paragraphs exceptionally well-constructed.	-Logical development of details. -Coherent -Sentences, paragraphs logical, varied.	-Relevant details developed. -Sentences, paragraphs well-constructed	-Develop some valid points. -Sentences, paragraphing faulty -Essay still makes some sense.	-Necessary points lacking -Sentences,-paragraphs faulty -Essay lacks sense

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ASSESSMENT RUBRIC FOR LONGER AND SHORTER TRANSACTIONAL WRITING – ENGLISH SAL [20 MARKS]

Criteria	Exceptional	Skillful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas Organisation of ideas Features/conventions and context **12 MARKS**	10–12 -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	8–9 -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.	6–7 -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.	4–5 -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. -Necessary rules of format vaguely applied -Some critical oversights.	0–3 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic. -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context. Language use and conventions Word choice Punctuation and spelling **8 MARKS**	7–8 -Tone, register, style, vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free.	5–6 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	4 -Tone, register, style and vocabulary appropriate to purpose, audience and context. -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–2 -Tone, register, style and vocabulary do not correspond to purpose, audience and context. -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired

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