



**[eduresourceza.com](http://eduresourceza.com)**



# Mind the Gap!

English First Additional Language Paper 3: Literature

**Writing**  
Study Guide

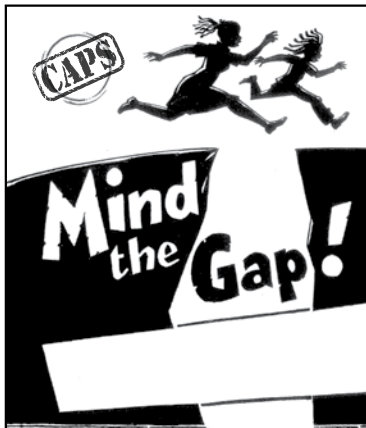
Grade  
**12**



**basic education**

Department:  
Basic Education

REPUBLIC OF SOUTH AFRICA



This content may not be sold or used for commercial purposes.

**Curriculum and Assessment Policy Statement (CAPS) Mind the Gap study guide for Grade 12 English First Additional Paper 3: Writing**  
**ISBN 978-1-4315-1938-5**

This publication has a **Creative Commons Attribution NonCommercial Sharealike license**. You can use, modify, upload, download, and share content, but you must acknowledge the Department of Basic Education, the authors and contributors. If you make any changes to the content you must send the changes to the Department of Basic Education. This content may not be sold or used for commercial purposes. For more information about the terms of the license please see:  
<http://creativecommons.org/licenses/by-nc-sa/3.0/>.

Copyright © Department of Basic Education 2015  
222 Struben Street, Pretoria, South Africa  
Contact person: Dr Patricia Watson  
Email: [watson.p@dbe.gov.za](mailto:watson.p@dbe.gov.za)  
Tel: (012) 357 4502  
<http://www.education.gov.za>  
Call Centre: 0800202933

The first edition published in 2012 for the Revised National Curriculum Statement (RNCS) Grade 12 Mind the Gap study guides for Accounting, Economics, Geography and Life Sciences; the second edition, published in 2014, aligned these titles to the Curriculum and Assessment Policy Statement (CAPS) and added more titles to the series, including the CAPS Grade 12 English First Additional Language Paper 3 **Mind the Gap study guide for Paper 3: Writing ISBN 978-1-4315-1938-5**

**Mind the Gap team**

**Series managing editor:** Dr Patricia Watson

**Production co-ordinators for CAPS edition:** Rachel Adatia and Gill McDowell

**Authors:** Thembeke Dlamini, Sydney Gosher, Elizabeth Huggett, Thapelo Lekena, Boitumelo Mashiya, Lungile Mgaga, Peggy Moatshe, Sonja Myburgh, Nonhlanhla Mzila, Thokozile Sabelo, Nimmi Singh, Ramatladi Takalo, Mamorufe Tshikane

**Expert readers:** Sue Jordaan, Gill McDowell, Bulara Monyaki, Roselet Netshilata and Willem Ros

**Editor:** Julia Grey

**Proofreader:** Pat Tucker

**Designers:** Gill McDowell and Nomalizo Ngwenya

**Illustrators:** Michele Dean, Ivan Keir, Vusi Malindi, Khosi Pholosa, Kenneth Tekane

**Series cover illustration:** Alastair Findlay

**Onsite writers' workshop support:** Wayne Cussons

# Ministerial foreword

The Department of Basic Education (DBE) has pleasure in releasing the second edition of the *Mind the Gap* study guides for Grade 12 learners. These study guides continue the innovative and committed attempt by the DBE to improve the academic performance of Grade 12 candidates in the National Senior Certificate (NSC) examination.

The study guides have been written by teams of experts comprising teachers, examiners, moderators, subject advisors and coordinators. Research, which began in 2012, has shown that the *Mind the Gap* series has, without doubt, had a positive impact on grades. It is my fervent wish that the *Mind the Gap* study guides take us all closer to ensuring that no learner is left behind, especially as we celebrate 20 years of democracy.

The second edition of *Mind the Gap* is aligned to the 2014 Curriculum and Assessment Policy Statement (CAPS). This means that the writers have considered the National Policy pertaining to the programme, promotion requirements and protocols for assessment of the National Curriculum Statement for Grade 12 in 2014.

The *Mind the Gap* CAPS study guides take their brief in part from the 2013 National Diagnostic report on learner performance and draw on the Grade 12 Examination Guidelines. Each of the *Mind the Gap* study guides defines key terminology and offers simple explanations and examples of the types of questions learners can expect to be asked in an exam. Marking memoranda are included to assist learners to build their understanding. Learners are also referred to specific questions from past national exam papers and examination memos that are available on the Department's website – [www.education.gov.za](http://www.education.gov.za).

The CAPS editions include Accounting, Economics, Geography, Life Sciences, Mathematics, Mathematical Literacy and Physical Sciences. The series is produced in both English and Afrikaans. There are also nine English First Additional Language (EFAL) study guides. These include EFAL Paper 1 (Language in Context); EFAL Paper 3 (Writing) and a guide for each of the Grade 12 prescribed literature set works included in Paper 2. These are Short Stories, Poetry, *To Kill a Mockingbird*, *A Grain of Wheat*, *Lord of the Flies*, *Nothing but the Truth* and *Romeo and Juliet*. Please remember when preparing for Paper 2 that you need only study the set works you did in your EFAL class at school.

The study guides have been designed to assist those learners who have been underperforming due to a lack of exposure to the content requirements of the curriculum and aim to mind-the-gap between failing and passing, by bridging the gap in learners' understanding of commonly tested concepts, thus helping candidates to pass.

All that is now required is for our Grade 12 learners to put in the hours required to prepare for the examinations. Learners, make us proud – study hard. We wish each and every one of you good luck for your Grade 12 examinations.



Matsie Angelina Motshekga, MP  
Minister of Basic Education

A handwritten signature in black ink, appearing to read 'Matsie Angelina Motshekga', written over a horizontal line.

Matsie Angelina Motshekga, MP  
Minister of Basic Education  
2015

# Table of contents

|                                                                               |       |
|-------------------------------------------------------------------------------|-------|
| Dear Grade 12 learner .....                                                   | ix    |
| How to use this study guide .....                                             | x     |
| Top 7 study tips .....                                                        | xi    |
| On the exam day .....                                                         | xii   |
| Overview of the English First Additional Language Paper 3: Writing Exam ..... | xiii  |
| Question words .....                                                          | xiv   |
| Words to know: Vocabulary .....                                               | xvi   |
| Words to know: Spellings .....                                                | xviii |

|                                                                           |           |
|---------------------------------------------------------------------------|-----------|
| <b>Section A: Essays .....</b>                                            | <b>1</b>  |
| 1. All about essays .....                                                 | 2         |
| 1.1 The structure of an essay .....                                       | 2         |
| 1.2 Steps to writing an essay in the exams .....                          | 2         |
| 2. The five essay types .....                                             | 9         |
| 2.1 Narrative essays .....                                                | 9         |
| A learner's example of a narrative essay using the four steps .....       | 10        |
| Activity: Writing a narrative essay .....                                 | 13        |
| 2.2 Descriptive essays .....                                              | 14        |
| A learner's example of a descriptive essay using the four steps .....     | 15        |
| Activity: Writing a descriptive essay .....                               | 18        |
| 2.3 Reflective essays .....                                               | 19        |
| A learner's example of a reflective essay using the four steps .....      | 20        |
| Activity: Writing a reflective essay .....                                | 23        |
| 2.4 Discursive essays .....                                               | 24        |
| A learner's example of a discursive essay using the four steps .....      | 25        |
| Activity: Writing a discursive essay .....                                | 28        |
| 2.5 Argumentative essays .....                                            | 29        |
| A learner's example of an argumentative essay using the four steps .....  | 30        |
| Activity: Writing an argumentative essay .....                            | 33        |
| 2.6 Writing an essay from a picture .....                                 | 34        |
| A learner's example of an essay from a picture using the four steps ..... | 35        |
| Activity: Writing an essay from a picture .....                           | 38        |
| 2.7 Essay checklist .....                                                 | 39        |
| 3. What is expected from you in the exam? .....                           | 40        |
| <b>Section B: Longer transactional texts .....</b>                        | <b>43</b> |
| 1. Steps to writing longer transactional texts .....                      | 44        |
| 2. Category A .....                                                       | 50        |
| 2.1 Writing a formal letter .....                                         | 50        |
| A learner's example of a formal letter using the four steps .....         | 51        |
| Activity: Writing a formal letter .....                                   | 54        |
| 2.2 Writing an informal letter .....                                      | 55        |
| A learner's example of an informal letter using the four steps .....      | 56        |
| Activity: Writing an informal letter .....                                | 59        |
| 2.3 Writing a letter to the press .....                                   | 60        |
| A learner's example of a letter to the press using the four steps .....   | 60        |
| Activity: Writing a letter to the press .....                             | 64        |
| 2.7 Category A checklist .....                                            | 65        |
| 3. Category B .....                                                       | 66        |
| 3.1 Writing a CV .....                                                    | 66        |
| A learner's example of a CV using the four steps .....                    | 67        |
| Activity: Writing a CV .....                                              | 70        |
| 3.2 CV checklist .....                                                    | 70        |

|                                                                                         |                |
|-----------------------------------------------------------------------------------------|----------------|
| 3.3 Writing an obituary .....                                                           | 71             |
| A learner's example of an obituary using the four steps .....                           | 72             |
| Activity: Writing an obituary .....                                                     | 75             |
| 3.2 Obituary checklist .....                                                            | 75             |
| <b>4. Category C .....</b>                                                              | <b>76</b>      |
| 4.1 Writing a review .....                                                              | 76             |
| A learner's example of a review using the four steps .....                              | 77             |
| Activity: Writing a review .....                                                        | 80             |
| 4.2 Review checklist .....                                                              | 80             |
| 4.3 Writing a newspaper article .....                                                   | 81             |
| A learner's example of a newspaper article using the four steps .....                   | 82             |
| Activity: Writing a newspaper article .....                                             | 85             |
| 4.4 Newspaper article checklist .....                                                   | 85             |
| 4.5 Writing a magazine article .....                                                    | 86             |
| A learner's example of a magazine article using the four steps .....                    | 87             |
| Activity: Writing a magazine article .....                                              | 90             |
| 4.6 Magazine article checklist .....                                                    | 90             |
| 4.7 Writing an agenda and minutes of a meeting .....                                    | 91             |
| A learner's example of an agenda and minutes of a meeting<br>using the four steps ..... | 92             |
| Activity: Writing an agenda and minutes of a meeting .....                              | 95             |
| 4.8 Agenda and minutes of a meeting checklist .....                                     | 95             |
| 4.9 Writing a formal report .....                                                       | 96             |
| A learner's example of a formal report using the four steps .....                       | 97             |
| Activity: Writing a formal report .....                                                 | 100            |
| 4.10 Formal report checklist .....                                                      | 100            |
| <b>5. Category D .....</b>                                                              | <b>101</b>     |
| 5.1 Writing a dialogue .....                                                            | 101            |
| A learner's example of a dialogue using the four steps .....                            | 102            |
| Activity: Writing a dialogue .....                                                      | 105            |
| 5.2 Dialogue checklist .....                                                            | 105            |
| 5.3 Writing an interview .....                                                          | 106            |
| A learner's example of an interview using the four steps .....                          | 107            |
| Activity: Writing an interview .....                                                    | 110            |
| 5.4 Interview checklist .....                                                           | 110            |
| 5.5 Writing a speech .....                                                              | 111            |
| A learner's example of a speech using the four steps .....                              | 112            |
| Activity: Writing a speech .....                                                        | 115            |
| 5.6 Speech checklist .....                                                              | 115            |
| <b>6. What is expected from you in the exam? .....</b>                                  | <b>116</b>     |
| <br><b>Section C: Shorter transactional texts .....</b>                                 | <br><b>118</b> |
| <b>1. Steps to writing longer shorter texts .....</b>                                   | <b>119</b>     |
| <b>2. Category A .....</b>                                                              | <b>125</b>     |
| 2.1 Writing an advertisement .....                                                      | 125            |
| A learner's example of an advertisement using the four steps .....                      | 126            |
| Activity: Writing an advertisement .....                                                | 128            |
| 2.2 Advertisement checklist .....                                                       | 129            |
| 2.3 Writing an invitation card .....                                                    | 130            |
| A learner's example of an invitation card using the four steps .....                    | 130            |
| Activity: Writing an invitation card .....                                              | 133            |
| 2.4 Invitation card checklist .....                                                     | 133            |
| 2.5 Writing a flyer .....                                                               | 134            |
| A learner's example of a flyer using the four steps .....                               | 135            |
| Activity: Writing a flyer .....                                                         | 137            |
| 2.6 Flyer checklist .....                                                               | 138            |

|                                                                 |     |
|-----------------------------------------------------------------|-----|
| 2.7 Writing a poster .....                                      | 139 |
| A learner's example of a poster using the four steps .....      | 140 |
| Activity: Writing a poster .....                                | 143 |
| 2.8 Poster checklist .....                                      | 143 |
| 3. Category B .....                                             | 144 |
| 3.1 Writing a diary entry .....                                 | 144 |
| A learner's example of a diary entry using the four steps ..... | 145 |
| Activity: Writing a diary entry .....                           | 147 |
| 3.2 Diary entry checklist .....                                 | 147 |
| 3.3 Writing a postcard .....                                    | 148 |
| A learner's example of a postcard using the four steps .....    | 148 |
| Activity: Writing a postcard .....                              | 150 |
| 3.4 Postcard checklist .....                                    | 151 |
| 4. Category C .....                                             | 152 |
| 4.1 Writing instructions .....                                  | 152 |
| A learner's example of instructions using the four steps .....  | 152 |
| Activity: Writing instructions .....                            | 154 |
| 4.2 Instructions checklist .....                                | 155 |
| 4.3 Writing directions .....                                    | 156 |
| A learner's example of directions using the four steps .....    | 156 |
| Activity: Writing directions .....                              | 158 |
| 4.4 Directions checklist .....                                  | 159 |
| 5. What is expected from you in the exam? .....                 | 160 |

# Dear Grade 12 learner

This *Mind the Gap* study guide helps you to prepare for the end-of-year Grade 12 English **First Additional Language (EFAL) Writing** exam.

There are three exams for EFAL: Paper 1: Language in Context; Paper 2: Literature; and Paper 3: Writing.

There are nine great EFAL *Mind the Gap* study guides which cover Papers 1, 2 and 3.

Paper 2: Literature includes the study of novels, drama, short stories and poetry. A *Mind the Gap* study guide is available for each of the prescribed literature titles. Choose the study guide for the set works you studied in your EFAL class at school.



# How to use this study guide

This study guide looks at the three sections of the Paper 3: Writing curriculum:

- Section A: Essays
- Section B: Longer transactional texts
- Section C: Shorter transactional texts

In each section:

- Important facts about types of writing in each of the three sections are provided;
- Step-by-step information is provided on choosing your topic; planning; drafting; and then producing your final text;
- Worked examples based on former learners' work are provided to show you the correct process to follow in producing your own work;
- Activities based on exam questions are provided for you to practise your skills. There are also references to previous exams for further practice; and
- Checklists are provided so that you can make sure you are familiar with all forms of the text types that you will need to know to succeed in the exam.

Look out for these icons in the study guide.



Each section provides information about what is expected from you in the exam. This includes a rubric which details exactly the kinds of skills and knowledge the examiners are looking for.

|                                                                                     |                           |                                                                                     |                                                                       |                                                                                       |                                             |
|-------------------------------------------------------------------------------------|---------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------|
|  | Pay special attention     |  | Hints to help you remember a concept or guide you in solving problems |  | Activities with questions for you to answer |
|  | Step-by-step instructions |  | Worked examples                                                       |  | Refers you to exam questions                |

# Top 7 study tips

1. Break your learning up into manageable sections. This will help your brain to focus. Take short breaks between studying one section and going onto the next.
2. Have all your materials ready before you begin studying a section – pencils, pens, highlighters, paper, glass of water, etc.
3. Be positive. It helps your brain hold on to the information.
4. Your brain learns well with colours and pictures. Try to use them whenever you can.
5. Repetition is the key to remembering information you have to learn. Keep going over the work until you can recall it with ease.
6. Teach what you are learning to anyone who will listen. It is definitely worth reading your revision notes aloud.
7. Sleeping for at least eight hours every night, eating healthy food and drinking plenty of water are all important things you need to do for your brain. Studying for exams is like exercise, so you must be prepared physically as well as mentally.



## On the exam day

1. Make sure you bring pens that work, sharp pencils, a rubber and a sharpener. Make sure you bring your ID document and examination admission letter. Arrive at the exam venue at least an hour before the start of the exam.
2. Go to the toilet before entering the exam room. You don't want to waste valuable time going to the toilet during the exam.
3. Use the 10 minutes' reading time to read the exam instructions carefully. Remember that you must answer ONE question from EACH section of Paper 3: Writing.
4. Break each question down to make sure you understand what is being asked. If you don't answer the question properly you won't get any marks for it. Look for the key words in the question to know how to answer it. You will find a list of question words on page xiv of this study guide.
5. Manage your time carefully. Start with the question you think is the easiest. Check how many marks are allocated to each question so you give the right amount of information in your answer.
6. Remain calm, even if the question seems difficult at first. It will be linked with something you have covered. If you feel stuck, move on and come back if time allows. Do try and answer as many questions as possible.
7. Take care to write neatly so the examiners can read your answers easily.



# Overview of the English First Additional Language Paper 3: Writing Exam

The Paper 3: Writing exam is 2 ½ hours long. There are THREE sections. You must answer ONE question from EACH of the three sections. The total of the marks for the exam is 100.

## Here is a summary of the three sections in the Paper 3: Writing exam:

| Section   | Text types                         | What marks are awarded for                                                                                                     | Number of marks        |
|-----------|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------|
| Section A | <b>Essays</b>                      | <ul style="list-style-type: none"> <li>Content and planning</li> <li>Language, style and editing</li> <li>Structure</li> </ul> | 30 marks               |
|           |                                    |                                                                                                                                | 15 marks               |
|           |                                    |                                                                                                                                | 5 marks                |
|           |                                    |                                                                                                                                | <b>Total: 50 marks</b> |
| Section B | <b>Longer transactional texts</b>  | <ul style="list-style-type: none"> <li>Content and planning</li> <li>Language, style and editing</li> </ul>                    | 18 marks               |
|           |                                    |                                                                                                                                | 12 marks               |
|           |                                    |                                                                                                                                | <b>Total: 30 marks</b> |
| Section C | <b>Shorter transactional texts</b> | <ul style="list-style-type: none"> <li>Content and planning</li> <li>Language, style and editing</li> </ul>                    | 12 marks               |
|           |                                    |                                                                                                                                | 8 marks                |
|           |                                    |                                                                                                                                | <b>Total: 20 marks</b> |

Manage your time so that you answer all the questions.



It is recommended that you spend the following amount of time on each section:

|                                                   |            |
|---------------------------------------------------|------------|
| Section A: Essays (50 marks)                      | 80 minutes |
| Section B: Longer transactional texts (30 marks)  | 40 minutes |
| Section C: Shorter transactional texts (20 marks) | 30 minutes |



- You must show your planning and draft version of all your work. The plan must appear BEFORE each text. Make sure that the planning and draft version of your final work is clearly labelled as such. It is advisable to draw a line through your planning.
- Give each text type that you write a suitable title or heading. Do not include the title or heading in the word count.
- Make sure that you number your answers correctly, according to the numbering system used in the question paper.
- Start each section on a new page.

# Question words

Here are examples of question types found in the exam.

| Question type                                                                                                                                                                                                                                                                               | What you need to do                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Literal:</b> Questions about information that is clearly given in the text or extract from the text                                                                                                                                                                                      |                                                                                                                                                      |
| <b>Name</b> characters/places/things ...                                                                                                                                                                                                                                                    | Write the specific names of characters, places, etc.                                                                                                 |
| <b>State</b> the facts/reasons/ideas ...                                                                                                                                                                                                                                                    | Write down the information without any discussion or comments.                                                                                       |
| <b>Give</b> two reasons for/why ...                                                                                                                                                                                                                                                         | Write two reasons (this means the same as 'state').                                                                                                  |
| <b>Identify</b> the reasons ...                                                                                                                                                                                                                                                             | Write down the reasons.                                                                                                                              |
| <b>Describe</b> the place/character/what happens when ...                                                                                                                                                                                                                                   | Write the main characteristics of something, for example: What does a place look/feel/smell like? Is a particular character kind/rude/aggressive ... |
| <b>What</b> happened when ...                                                                                                                                                                                                                                                               | Write what happened.                                                                                                                                 |
| <b>Why</b> did this happen ...                                                                                                                                                                                                                                                              | Given reasons for what happened.                                                                                                                     |
| <b>Who</b> did ...                                                                                                                                                                                                                                                                          | Write down who is responsible for the action.                                                                                                        |
| <b>To whom</b> does xx refer ...                                                                                                                                                                                                                                                            | Write the name of the relevant character/person.                                                                                                     |
| <b>Reorganisation:</b> Questions that need you to bring together different pieces of information in an organised way.                                                                                                                                                                       |                                                                                                                                                      |
| <b>Summarise</b> the main points/ideas ...                                                                                                                                                                                                                                                  | Write the main points, without a lot of detail.                                                                                                      |
| <b>Group</b> the common elements ...                                                                                                                                                                                                                                                        | Join the same things together.                                                                                                                       |
| <b>Give an outline</b> of ....                                                                                                                                                                                                                                                              | Write the main points, without a lot of detail.                                                                                                      |
| <b>Inference:</b> Questions that need you to <b>interpret</b> (make meaning of) the text using information that may not be clearly stated. This process involves thinking about what happened in different parts of the text; and using your own knowledge to help you understand the text. |                                                                                                                                                      |
| <b>Explain</b> how this idea links ...                                                                                                                                                                                                                                                      | Identify the links.                                                                                                                                  |
| <b>Compare</b> the attitudes/actions of character x with character y ...                                                                                                                                                                                                                    | Point out the similarities and differences.                                                                                                          |
| <b>What</b> do the words ... suggest/reveal about /what does this situation tell you about ...                                                                                                                                                                                              | State what you think the meaning is, based on your understanding of the text.                                                                        |
| <b>How</b> does x react when ....<br><b>Describe how</b> something affected ...<br><b>State how</b> you know that x is ...                                                                                                                                                                  | Write down the character's/person's reaction or what the character/person did or felt.                                                               |
| <b>What</b> did x mean by the expression ...                                                                                                                                                                                                                                                | Explain why the character/person used those particular words.                                                                                        |
| Is the following statement <b>true or false</b> ?                                                                                                                                                                                                                                           | Write 'true' or 'false' next to the question number. You must give a reason for your answer.                                                         |

|                                                                                                                                                 |                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Choose</b> the correct answer to complete the following sentence (multiple choice question).                                                 | A list of answers is given, labelled A–D. Write only the letter (A, B, C or D) next to the question number.                                                                     |
| <b>Complete</b> the following sentence by filling in the missing words ...                                                                      | Write the missing word next to the question number.                                                                                                                             |
| <b>Quote</b> a line from the extract to prove your answer.                                                                                      | Write the relevant line of text using the same words and punctuation you see in the extract. Put quotation marks (“ ” inverted commas) around the quote.                        |
| <b>Evaluation</b> Questions that require you to make a judgement based on your knowledge and understanding of the text and your own experience. |                                                                                                                                                                                 |
| <b>Discuss</b> your view/a character's feelings/a theme ...                                                                                     | Consider all the information and reach a conclusion.                                                                                                                            |
| <b>Do you think</b> that ...                                                                                                                    | There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.                                   |
| <b>Do you agree</b> with ...                                                                                                                    |                                                                                                                                                                                 |
| <b>In your opinion</b> , what ...                                                                                                               |                                                                                                                                                                                 |
| <b>Give your views</b> on ...                                                                                                                   |                                                                                                                                                                                 |
| <b>Appreciation</b> Questions that ask about your emotional response to what happens and how the text is written.                               |                                                                                                                                                                                 |
| <b>How would you feel if you were</b> x when ...                                                                                                | There is no 'right' or 'wrong' answer to these questions, but you must give a reason for your opinion based on information given in the text.                                   |
| <b>Discuss your response</b> to ...                                                                                                             |                                                                                                                                                                                 |
| <b>Do you feel</b> sorry for ...                                                                                                                |                                                                                                                                                                                 |
| <b>Discuss the use of the writer's style, diction and figurative language, dialogue</b> ...                                                     | To answer this type of question, ask yourself: Does the style help me to feel/ imagine what is happening or how someone is feeling? Why/why not? Give a reason for your answer. |

## words to know

These are words about writing and text types that you should learn.

|                              |                                                                                                                                                                                                  |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>abbreviations</b>         | words which are shortened, e. g. prof (professor). Do not use contractions in formal writing.                                                                                                    |
| <b>active voice</b>          | the subject of a sentence carries out the action e.g. the team won the game.                                                                                                                     |
| <b>advertisement</b>         | a notice or announcement in a public medium such as newspapers, radio or television, which promotes a product, service, or event                                                                 |
| <b>agenda</b>                | a list of items to be discussed at a meeting                                                                                                                                                     |
| <b>argumentative essay</b>   | an essay which strongly supports one side of an argument                                                                                                                                         |
| <b>article</b>               | a piece of writing published in a newspaper or magazine                                                                                                                                          |
| <b>audience</b>              | the person or people who are expected to read a particular piece of writing                                                                                                                      |
| <b>characters</b>            | the people who play a part/feature in an essay, story or play                                                                                                                                    |
| <b>climax</b>                | the high point of a piece of writing. A story builds up to a climax                                                                                                                              |
| <b>colloquial</b>            | informal, everyday language e.g. okay, guys                                                                                                                                                      |
| <b>contractions</b>          | words which are joined and therefore shortened e.g. didn't (did not). An apostrophe must be placed where a letter/letters have been left out. Contractions should not be used in formal writing. |
| <b>covering letter</b>       | the letter which is sent with a CV                                                                                                                                                               |
| <b>curriculum vitae (CV)</b> | a document which lists a person's personal details. A CV is submitted with an application for a job.                                                                                             |
| <b>descriptive essay</b>     | an essay which focuses on describing a person, a place or experience                                                                                                                             |
| <b>dialogue</b>              | a conversation between two or more people                                                                                                                                                        |
| <b>diary</b>                 | a written record of a person's experiences and thoughts                                                                                                                                          |
| <b>directions</b>            | information explaining how to go somewhere                                                                                                                                                       |
| <b>discursive essay</b>      | an essay which considers an argument from many points of view                                                                                                                                    |
| <b>draft</b>                 | a first version of a piece of writing                                                                                                                                                            |
| <b>edit</b>                  | to read a text carefully and correct errors in it                                                                                                                                                |
| <b>eulogy</b>                | a speech given at a funeral in praise of someone                                                                                                                                                 |
| <b>figures of speech</b>     | expressions which are not meant to be taken literally e.g. similes, metaphors, alliteration, onomatopoeia. The purpose of figures of speech is to add detail and life to writing.                |
| <b>first person</b>          | I, me, we, us                                                                                                                                                                                    |
| <b>flyer</b>                 | an advertisement on a piece of paper which can be given to people                                                                                                                                |
| <b>format</b>                | the way a piece of writing is set out on a page e.g. a letter has a format (address/es, date etc)                                                                                                |
| <b>genre</b>                 | type of writing e.g. play, poem, narrative essay                                                                                                                                                 |
| <b>graphics</b>              | drawings used to give more detail, to attract the reader, or to explain something e.g. most printed advertisements have written information, as well as graphics                                 |
| <b>instructions</b>          | words used to explain how to do something e.g. to build a model aeroplane, or to assemble a computer                                                                                             |
| <b>interview</b>             | a situation in which one person (the interviewer) asks another person (interviewee) questions                                                                                                    |
| <b>invitation card</b>       | a polite request in writing for someone to attend a function e.g. a prize-giving, or party                                                                                                       |
| <b>irony</b>                 | something which is the opposite of what is expected e.g. she found maths difficult at school, so it is an irony that she is now an accountant.                                                   |

|                              |                                                                                                                                                                                                                   |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>key words</b>             | the most important words in a piece of writing. You may be asked to underline key words to improve your understanding of a passage.                                                                               |
| <b>language</b>              | the way in which something is written. It includes grammar, such as punctuation, correct use of verbs, etc.                                                                                                       |
| <b>minutes</b>               | the written record of a meeting                                                                                                                                                                                   |
| <b>narrative essay</b>       | an essay which tells a story                                                                                                                                                                                      |
| <b>narrator</b>              | the person who tells a story                                                                                                                                                                                      |
| <b>obituary</b>              | a piece of writing about the life and personal qualities of someone who has recently died                                                                                                                         |
| <b>objective</b>             | a neutral, unbiased attitude                                                                                                                                                                                      |
| <b>passive voice</b>         | the object of a sentence becomes the subject e.g. the game was won by the team.                                                                                                                                   |
| <b>perspective</b>           | a particular way of thinking. People look at life from different perspectives.                                                                                                                                    |
| <b>plot</b>                  | the main points of a story                                                                                                                                                                                        |
| <b>point of view</b>         | a particular attitude or way of looking at a matter                                                                                                                                                               |
| <b>postcard</b>              | a card for sending a message by post without an envelope. Only a small amount of information can fit onto a postcard.                                                                                             |
| <b>poster</b>                | a large printed written notice, or picture used to advertise or to decorate. Posters may display only writing, only a picture, or a combination of pictures and writing. Movies are often advertised on posters.  |
| <b>practice/practise</b>     | practice (noun) e.g. there will be a soccer practice this evening; practise (verb) e.g. I practise writing essays every week.                                                                                     |
| <b>reflective essay</b>      | an essay in which the writer thinks about an experience, or feelings about a topic                                                                                                                                |
| <b>register</b>              | the use of different language styles to suit different speakers and audiences. Language can be formal (e.g. how do you do?) or informal (e.g. hi/howzit) depending on who is speaking and who is being addressed. |
| <b>report</b>                | a factual account of an event such as an accident which has taken place, often after an investigation.                                                                                                            |
| <b>review</b>                | a piece of writing which considers the good and bad points of e.g. a book, play or restaurant                                                                                                                     |
| <b>rubric</b>                | a detailed explanation of how a piece of work will be assessed                                                                                                                                                    |
| <b>setting</b>               | the place where events take place in a piece of writing                                                                                                                                                           |
| <b>structure</b>             | the way in which a piece of writing is put together. There should be an introduction, body and conclusion.                                                                                                        |
| <b>style</b>                 | The way in which something is written e.g. formal, informative                                                                                                                                                    |
| <b>subjective</b>            | from a particular point of view; often emotional and one-sided                                                                                                                                                    |
| <b>text</b>                  | a piece of writing. This could be e.g. a novel, an article in a newspaper, a poem, etc. A visual text is a picture.                                                                                               |
| <b>third person</b>          | he, she, it, they                                                                                                                                                                                                 |
| <b>tone</b>                  | the emotional message contained in a text e.g. the tone of the letter is angry and critical.                                                                                                                      |
| <b>transactional writing</b> | writing intended for a particular function, such as to inform or persuade                                                                                                                                         |

## words to know

Here are the correct spellings of useful words. Learn to spell these words correctly before you take the exam.

accommodate/accommodation

achieve

acquaintance

acquire

advertisement

advice – noun – e.g. My father gave me good advice.

advise – verb – e.g. I asked my father to advise me.

argument

beautiful

beginning

business

calendar

commitment

committed

committee

conscience

conscious

dairy

deceive

definitely

definition

diary

disappear

disappoint – HINT: when you add a prefix onto a word, simply add the prefix to the word **dis**appoint

embarrass/embarrassment

environment

exaggerate

excitement

existence

favourite

finally

foreign

friend

glamorous

government

grammar

guarantee

humorous

immediately

independent

If you aren't sure of the meaning of a word, look it up in dictionary.



|                                                                                                               |
|---------------------------------------------------------------------------------------------------------------|
| interrupt                                                                                                     |
| laboratory                                                                                                    |
| licence – noun e.g. I have a driver's licence.                                                                |
| license – verb e.g. I must remember to license my car.                                                        |
| mischievous                                                                                                   |
| necessary                                                                                                     |
| noticeable                                                                                                    |
| obedience                                                                                                     |
| occasion                                                                                                      |
| occurrence                                                                                                    |
| original/originally                                                                                           |
| peace                                                                                                         |
| piece                                                                                                         |
| practically                                                                                                   |
| practice – noun e.g. He did not attend singing practice.                                                      |
| practise – verb e.g. He practises singing each day.                                                           |
| privilege                                                                                                     |
| probably                                                                                                      |
| proceed                                                                                                       |
| publicly                                                                                                      |
| receive                                                                                                       |
| recommend                                                                                                     |
| referred/referring                                                                                            |
| scared                                                                                                        |
| scarred                                                                                                       |
| separate                                                                                                      |
| sincerely                                                                                                     |
| successful                                                                                                    |
| thorough                                                                                                      |
| through                                                                                                       |
| tomorrow                                                                                                      |
| truly                                                                                                         |
| unnecessary - HINT: when you add a prefix onto a word, simply add the prefix to the word - <b>unnecessary</b> |
| until                                                                                                         |
| unusual - HINT: when you add a prefix onto a word, simply add the prefix to the word = <b>unusual</b>         |
| usual                                                                                                         |
| weight                                                                                                        |
| wherever                                                                                                      |

eduresourceza.com

# Essays

To write a successful exam essay, you need to give yourself time to plan your ideas and write a draft. Once you have edited and corrected your draft, your final essay should be a well-structured and interesting piece of writing.

In this section, you will learn how to express yourself using the rules that will earn you marks in the final Grade 12 exam.

## 1. All about essays

- The structure of an essay
- Steps to writing an essay in the exams

## 2. The five essay types

- Narrative essays
- Descriptive essays
- Reflective essays
- Discursive essays
- Argumentative essays
- Writing an essay from a picture
- Essay checklist

## 3. What is expected from you in the exam?



vocab

A **topic** means the exam question.

# 1. All about essays

## 1.1 The structure of an essay

An essay must have an introduction, a body and a conclusion.

### Introduction

The introduction is the first paragraph of an essay. It should catch the reader's attention and suggest what the essay is about (the topic).

### Body

The longest part of an essay is the body of the essay. It is divided into paragraphs. Each paragraph usually contains one main idea about the essay topic.

### Conclusion

The last paragraph in an essay is the conclusion. It brings the essay to an end. No new information is given in the conclusion, but it often brings together some key points or ideas.

### vocab

#### Coherent:

Expressed in a clear way that is easily understood.

**Logical order:** Arranging information so that the points follow each other in an order that makes sense.

### hint

#### Essay structure

- The points you make in your paragraphs need to be relevant to the topic, and make sense.
- Aim to write a **coherent** essay. This means that the ideas in the essay link together so a reader can read and understand the essay easily.
- Your sentences and paragraphs need to be in a **logical order** so that your ideas are easy to follow and to understand.
- Your sentences and paragraphs must be written using correct grammar and no spelling or punctuation errors.



## 1.2 Steps for writing an essay in the exams

There are four main steps involved in writing an exam essay:

**Step 1:** Choose your topic and type of essay

**Step 2:** Plan your essay

**Step 3:** Write and edit your draft essay

**Step 4:** Write your final essay

### Step 1: Choose your topic and type of essay

#### Topic

In the essay section of the exam, there will be about **eight topics**. You need to choose **one** of these topics on which to write your essay. You only need to write **one essay**.

**Essay type**

A particular topic may suit one type of essay better than another type of essay. For example, if a topic asks whether you agree or disagree, then use the argumentative essay type. The table below shows brief descriptions of the five essay types. See pages 9 to 38 for more information on each essay type.

| The five essay types   |                                                                                         |
|------------------------|-----------------------------------------------------------------------------------------|
| 1. Narrative essay     | It tells a story; will have the word story in the topic; has characters, setting, plot. |
| 2. Descriptive essay   | It describes an experience, an event or a place.                                        |
| 3. Reflective essay    | It shows how you think or feel about a topic. It shows your emotions, hopes and dreams  |
| 4. Discursive essay    | It must present BOTH sides of an issue based on the topic.                              |
| 5. Argumentative essay | It must support ONE side of an issue based on the topic.                                |

**Choosing an essay topic in the exam**

- Read carefully through all the essay topics in your exam paper.
- Read through the essay topics a second time. Cross out those topics that do not interest you.
- Choose the topic about which you have the most to write.
- Focus your attention on the topic you have chosen. Decide which essay type best suits the topic you have chosen. Start planning your essay based on your chosen topic.



Content and planning are important! They are worth more than half the marks for your essay.

## Step 2: Plan your essay

Decide which type of essay you think is most suitable for the essay topic. Remind yourself of the features of this type of essay.

Plan your essay by writing down your ideas for the content of the essay. The content refers to the main ideas (points or details) in your essay – what it is mainly about. It must be relevant to the topic.

Once you have written down a few ideas, you can organise them by numbering them. This will show the order of your paragraphs for the structure of your essay.

There are many different ways to plan an essay. For example, you could use a mind map. Use the planning method that works best for you. There are examples of planning tools on pages 5 and 6.



### Essay content and planning

- The content of your essay needs to show that you have understood the essay topic.
- Your ideas must be relevant to the essay topic. Avoid repeating the same ideas in your essay. Write a new paragraph for each idea in the body of your essay, based on your planning. Aim to include a variety of interesting ideas in your essay.
- You need to show evidence that you have planned your essay. The examiner will want to see your crossed-out planning notes or mind map in your exam answer book.
- Make sure you understand the features of the type of essay you have chosen (narrative, descriptive, reflective, discursive or argumentative). This will help focus your ideas and your planning.

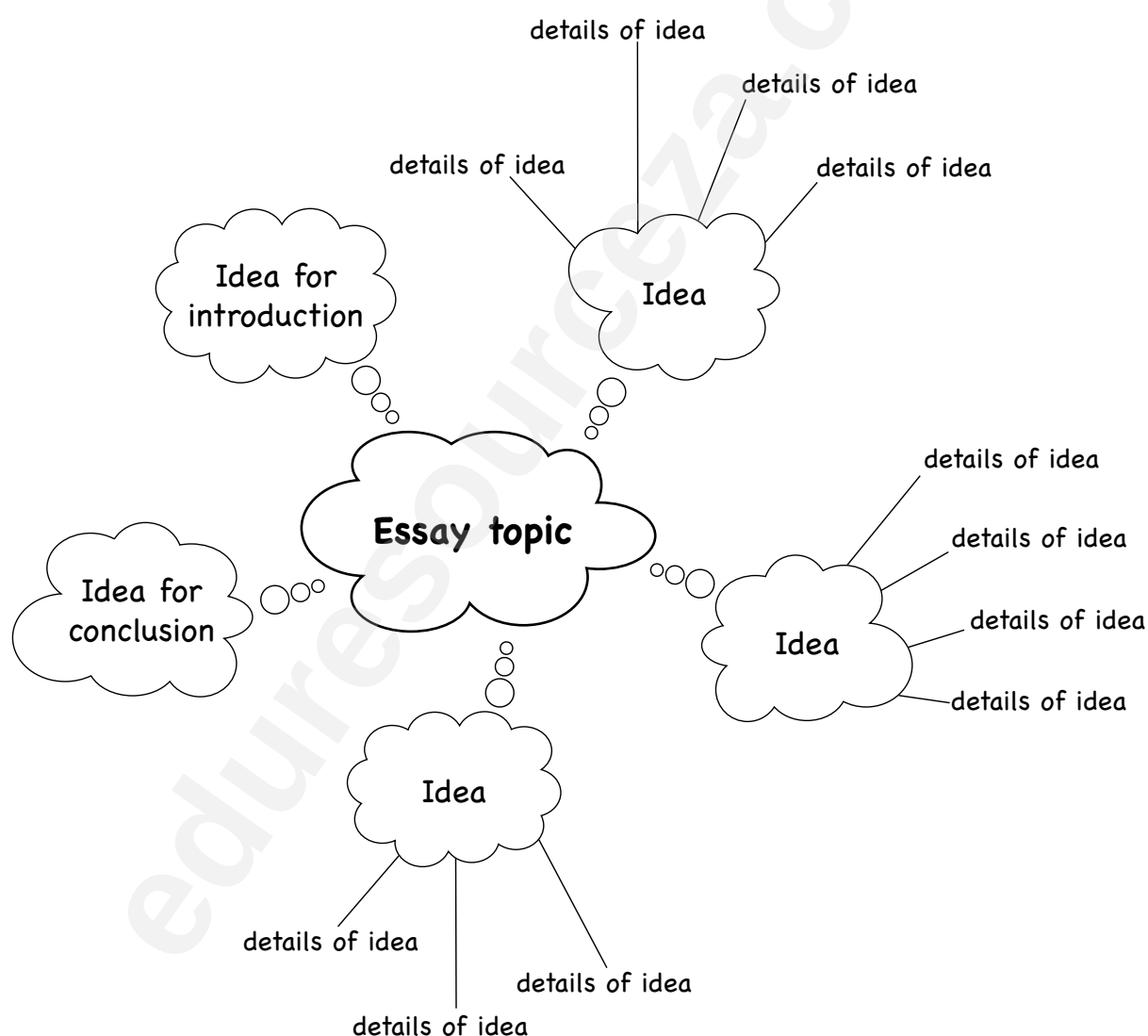
## ways to plan an essay

A plan helps you think about what ideas you want to include in your essay. It also helps you put your ideas into a clear structure. You will earn marks for showing your planning.

You can use a **mind map** or an **ideas list** to plan your essay.

### 1. Mind maps

These are diagrams of ideas. The title is in the centre with branches coming from it showing thoughts and ideas. Below is an example of a mind map.



## 2. Idea lists

These help you to quickly write down ideas for each paragraph. Write down your ideas as they come to you and then organise them in a logical order. Below is an example.

### Random idea list

#### Essay topic

Idea for conclusion

Idea   
 details of idea   
 details of idea   
 details of idea

Idea   
 details of idea   
 details of idea

Idea   
 details of idea   
 details of idea   
 details of idea

Idea for introduction

### Numbered idea list

#### Essay topic

Idea for introduction

1. Idea   
 details of idea   
 details of idea   
 details of idea

2. Idea   
 details of idea   
 details of idea

3. Idea   
 details of idea   
 details of idea   
 details of idea

Idea for conclusion

When you are planning your essay, remember the features of the type of essay you have chosen. See pages 9 to 38 for information on each essay type.



### Step 3: Write and edit your draft essay

Write a draft of your essay, using the ideas from your plan.

Read through each sentence carefully to proofread it. Look for any spelling, punctuation or other language mistakes. Edit your draft by correcting these mistakes and making any other changes you think are needed.

This will improve your language and writing style in your final essay.

Count the number of words in your essay and make any changes to meet the word limit. For example, you may need to add some words or use fewer words.



An exam essay must be between 250 and 300 words long.



#### Essay proofreading and editing

- Check that your grammar, spelling and punctuation are correct.
- Check that you have chosen a variety of words that are appropriate for your topic.
- It is important to show the marker that you have edited your draft.





You must give your essay a title. Sometimes the essay topic will tell you what the title must be. If it does not, think of a title that clearly expresses what the essay is about.

## Step 4: Write your final essay

Write your final essay by rewriting your draft. Make sure that you make all the changes you marked in your draft so that your final essay has no mistakes and clearly expresses all your best ideas.

When you have finished your final essay, cross out your planning and draft essay. If you do not do this, the examiner may mark your draft and not your final essay.



### Final essay

- To improve your final essay, you must rewrite your draft so that it shows all the corrections and improvements you have made. Keep looking back at your draft as you write your final essay so that you copy it correctly.
- Your writing must be clear and neat so that it is easy for the marker to read. Do your best not to make new mistakes as you write your final essay.
- The essay must be within the word limit. The total number of words in your essay must not be less than 250 words and not more than 300 words. Do not include the words of your essay title in the word count.

Use the checklist on page 39 to check that your essay has all the important features of an essay.



## 2. The five essay types

There are different types or genres of essays. Each type is written for a different purpose. To prepare for the exam, you need to revise how to write five types of essay:

1. Narrative essays
2. Descriptive essays
3. Reflective essays
4. Discursive essays
5. Argumentative essays

The main features of each type of essay and guidelines for writing each type of essay are given in this section. To prepare for the exam, practise writing the different types of essays.

### 2.1 Narrative essays

A narrative essay tells a story or describes a **sequence** of events. It can be written from any perspective (first person or third person narrative). The first person narrator will use the pronouns “I” or “we”, while the third person narrator will use pronouns such as “he”, “she”, “they” and “them”.

A narrative essay can include dialogue (speech between characters in the story) and often includes interesting descriptions. This helps the reader to imagine what is happening, so the story comes alive.



#### In a narrative essay, you must tell a story

- Introduce the characters and setting (where and when the story happens). Narrate what happens (the plot). End your essay with an interesting ending (conclusion).
- Describe what things look, sound, taste or smell like. Use language creatively by using adjectives and adverbs. These will make your descriptions more exciting.
- Use different lengths of sentences and paragraphs to create different effects. For example, short sentences create drama and tension: “He heard footsteps. They came closer. The door slowly opened.”
- It can be useful to include words that show time passing. For example, “Early that evening ...” or “The next day ...”.



## A learner's example of a narrative essay using the four steps



Write a narrative essay if the word "story" is in the question.

Always give your essay a title.

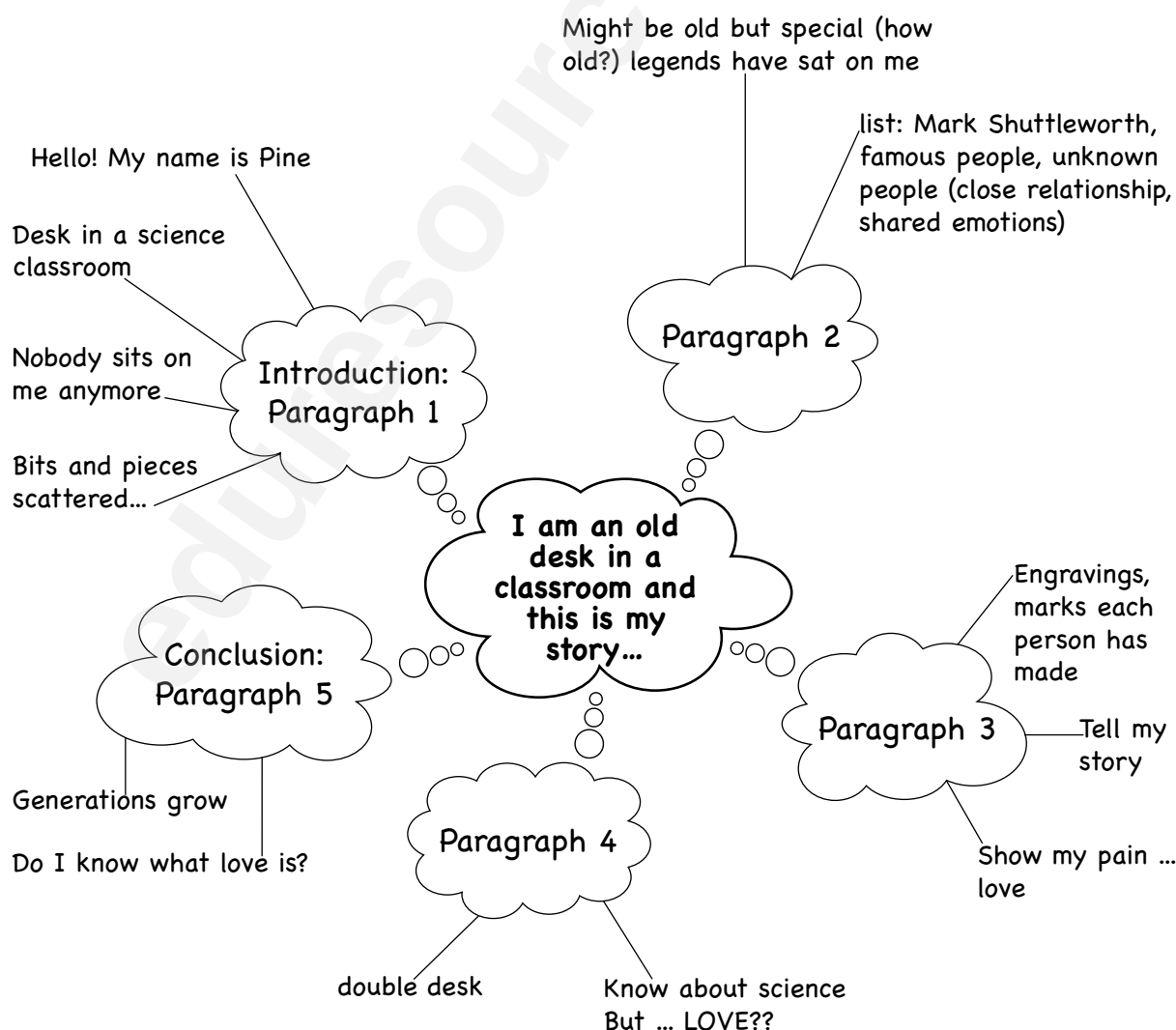
### Step 1: Choose the topic and type of essay

This learner chose this essay topic because it fitted a narrative essay type:

**I am an old desk in a classroom and this is my story...**

### Step 2: Plan the essay

The learner used a mind map to plan her essay.



### Step 3: Write and edit the draft essay

Editing means checking your draft and correcting any grammar, punctuation and spelling errors. You can also change your word choice to make your writing stronger.

See in this example below how the learner edited her draft.



#### I am an old desk in a classroom and this is my story...

Hello there! My name is Pine. I am an old, ~~broken~~<sup>broken</sup>-down desk, situated at the back of a science classroom. Nobody sits on me anymore. ~~because my~~ My bits and pieces are scattered around the whole school.

You may think that I am kind of silly-looking and old. In fact, I am very special; legends have sat on me. You don't know them all but one may stand out in particular – Mark Shuttleworth! He makes my wooden ~~heart~~<sup>heart</sup> beat stronger ~~of~~ with pride and he makes me forget about back pain... caused by those rotten, rusted nails!

The other legends you won't know, but they stayed special to me. I felt their pain when they failed a test. My age-lines grinned and smiled and rejoiced with them when they excelled! I know they made it far and move forests today, but ~~me~~ as for me ...

I am still here ...

The engravings on my ~~top~~<sup>head</sup> show my life's story. The story of loneliness. Frustration. Excitement. Pain. (Notice the word "pain" is very similar to my name). And of course, love...

Did I mention that I am a double desk? A desk for two? I have seen all kinds of love: childish love, forbidden love and great love. I know everything there is to know about science because I have learned it over and over again. But, I don't understand love.

Love is mystical. Love is kind. Love is blind ...

I see the new generations grow older. They ~~go~~ grow bolder. They will always ~~wonder~~ be stronger. And my heart grows fonder ... Maybe I really know what love is.

The learner corrects her spelling: **broken**

She makes a long sentence into two shorter sentences for effect.

She adds punctuation **dash: –**

She corrects her spelling: **heart**

She corrects preposition: **with**

She corrects word order

She uses a better word: **head**

She uses better words: **be stronger**

Step 4: Write the final essay

By including her edits from her draft essay, the learner greatly improved her final essay.



**I am an old desk in a classroom and this is my story...**

Hello there! My name is Pine. I am an old, broken-down desk, situated at the back of a science classroom. Nobody sits on me anymore. My bits and pieces are scattered around the whole school.

You may think that I am kind of silly-looking and old. In fact, I am very special; legends have sat on me. You don't know them all but one may stand out in particular – Mark Shuttleworth! He makes my wooden heart beat stronger with pride and he makes me forget about back pain... caused by those rotten, rusted nails!

The other legends you won't know, but they stayed special to me. I felt their pain when they failed a test. My age-lines grinned and smiled and rejoiced with them when they excelled! I know they made it far and move forests today, but as for me ...

I am still here ...

The engravings on my head show my life's story. The story of loneliness. Frustration. Excitement. Pain. (Notice the word "pain" is very similar to my name). And of course, love...

Did I mention that I am a double desk? A desk for two? I have seen all kinds of love: childish love, forbidden love and great love. I know everything there is to know about science because I have learned it over and over again. But, I don't understand love.

Love is mystical. Love is kind. Love is blind ...

I see the new generations grow older. They grow bolder. They will always be stronger. And my heart grows fonder ... Maybe I really know what love is.

word count: 262

## Main features of a narrative essay that are shown in this learner's story

| Features                                                      | Examples in the essay                                                                                                                                                                                      |
|---------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Characters</b><br>People in the story                      | Pine, learners (including famous people), and lovers, who used the desk                                                                                                                                    |
| <b>Plot</b><br>What happens in the story, the order of events | The story has a strong story line. The desk remembers people who have used it, and how they made it feel. It ends with the climax – as the desk realises that it loves the learners who used it.           |
| <b>Setting</b><br>Where and when the story happens            | The science classroom                                                                                                                                                                                      |
| <b>Theme</b><br>The main ideas shown in the story             | The movement of learners through the classroom – they move on as they grow up, but the desk remains. The meaning of love                                                                                   |
| <b>Structure</b><br>The organisation of the paragraphs        | From the past to the present, looking ahead to the future; from the concrete to the abstract                                                                                                               |
| <b>Creative use of language</b>                               | Strong, interesting words are used, for example: age-lines, legends, scattered, move forests, rejoice, excelled, rotten, frustration, forbidden love, mystical. Short sentences and paragraphs add impact. |



### Activity: Writing a narrative essay

Here are some narrative essay topics to help you to practise your writing skills:

- Write a story that includes the following words:

**Suddenly there was absolute silence...**

NOTE: The words given in the topic **MUST** be included somewhere in your essay.

- Write a story that begins with the following words:

**It was the greatest day of my life.**

NOTE: The words given in the topic **MUST** be used in the first sentence of your introduction.



For more practice on writing **narrative essays**, go to these past exam papers:

- November 2011, page 3, Question 1.1
- Feb/March 2013, page 3, Question 1.2

## 2.2 Descriptive essays

In a descriptive essay, the writer describes an experience, an event, a situation, an object or a person. The purpose is to allow the reader to imagine what is being described as clearly as possible. Writing a descriptive essay is like creating a picture with words, rather than telling a story.

### hint

#### In a descriptive essay, you must describe an experience or event

- Write about what you know and have experienced in some way. It is difficult to describe something you know nothing about.
- A descriptive essay is often told from a first person perspective.
- Explain what you will be writing about in the introduction. For example, a descriptive essay about a concert could begin with the words: "The concert was on a Saturday night in ...". Avoid beginning your introduction with: "I am going to describe my visit to the clinic..."
- Describe what things look, sound, taste or smell like by using figurative language, such as similes, metaphors, personification and alliteration. For example: "Her rough voice cut through the silence like sandpaper scraping over a metal surface."





## A learner's example of a descriptive essay using the four steps

### Step 1: Choose the topic and type of essay

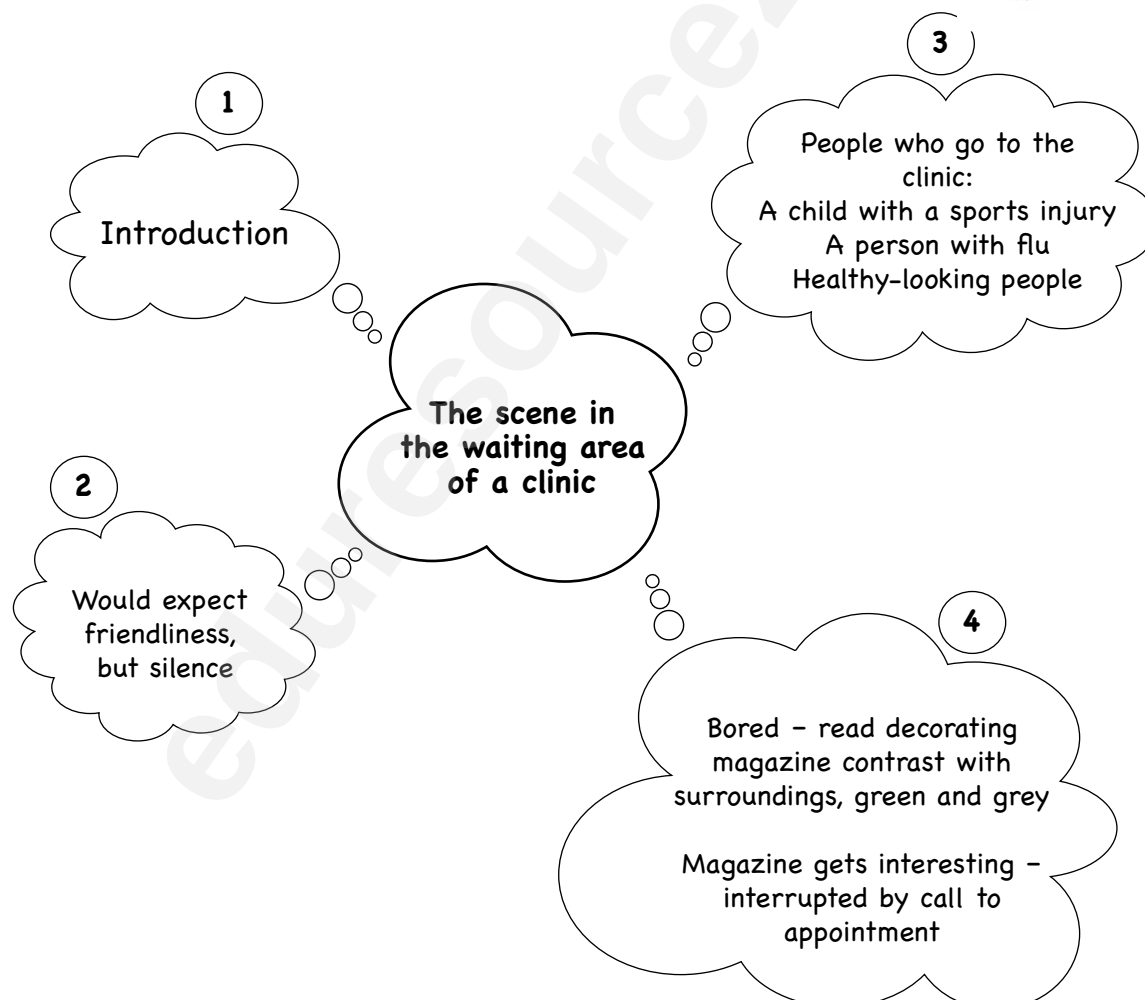
This learner chose this essay topic because it fitted a descriptive essay type:

**The scene in the waiting area of a clinic OR a doctor's surgery.**

### Step 2: Plan the essay

The learner used a mind map to plan his essay.

The word "scene" in the topic suggests that a descriptive essay is appropriate for this topic.



See how the learner edited his draft essay in the example below.



### Step 3: Write and edit the draft essay

Editing means checking your draft and correcting any grammar, punctuation and spelling errors. You can also change your word choice to make your writing stronger.

#### The scene in the waiting area of a clinic

A clinic waiting area is possibly one of the most awkward places to be. You come in through the door, go to reception to tell the friendly lady that you are here for an appointment with the doctor and ~~as soon as you want to take a seat, you~~ as you go to take a seat, you politely nod to all the other people.

With all this friendliness you would think that some people would be talking to each other, but for some unknown reason there is a silence among the adults. The only voices you <sup>hear</sup> ~~heare~~ are the receptionists talking on the phone and the little kid who is <sup>nagging</sup> ~~frequently asking~~ his mum if he can go build a puzzle or play with the toys.

A few characters will always be found in the waiting area. For example, there will almost always be a kid with a sports injury accompanied by his ~~worried~~ hysterical mother. And then there's also the person with flu-like symptoms even in the middle of the summer. And lastly, there is the person who just calmly sits and reads one of the magazines that <sup>are</sup> ~~is~~ three years old, but appear to be in perfect condition.

As you sit there in your boredom ~~trying to~~ unable to figure out what could be wrong with the calm and collected man, you decide to read one of those magazines. 'Home and Décor' is the magazine <sup>closest</sup> ~~closests~~ to you, ironically enough, since you find this magazine in a clinic which is <sup>coloured</sup> ~~colored~~ pale green and grey, but you decide to read through it anyway. And at that moment when you find a great article, you hear the receptionist calling, "Mr ....., could you follow ~~with~~ me to the doctor's office, please?"

The learner shortens the sentence and cuts out unnecessary words

He corrects his spelling: **hear**

He replaces "frequently asking" with "nagging" - a better choice of word

He uses better word: **hysterical**

He corrects concord: **are**

He chooses better word: **unable**

He corrects spelling: **closest**

He corrects spelling: **coloured**

He corrects use of preposition

## Step 4: Write the final essay



### The scene in the waiting area of a clinic

A clinic waiting area is possibly one of the most awkward places to be. You come in through the door, go to reception to tell the friendly lady that you are here for an appointment with the doctor and as you go to take a seat, you politely nod to all the other people.

With all this friendliness you would think that some people would be talking to each other, but for some unknown reason there is a silence among the adults. The only voices you hear are the receptionists talking on the phone and the little kid who is nagging his mum if he can go build a puzzle or play with the toys.

A few characters will always be found in the waiting area. For example, there will almost always be a kid with a sports injury accompanied by his hysterical mother. And then there's also the person with flu-like symptoms even in the middle of the summer.

And lastly, there is the person who just calmly sits and reads one of the magazines that are three years old, but appear to be in perfect condition.

As you sit there in your boredom unable to figure out what could be wrong with the calm and collected man, you decide to read one of those magazines. 'Home and Décor' is the magazine closest to you, ironically enough, since you find this magazine in a clinic which is coloured pale green and grey, but you decide to read through it anyway. And at that moment when you find a great article, you hear the receptionist calling, "Mr ....., could you follow me to the doctor's office, please?"

word count: 271

By including his edits from his draft essay, the learner greatly improved his final essay.



Your essay must be between 250 and 300 words long.

## Main features of a descriptive essay that are shown in this learner's essay

| Features                                                      | Examples in the essay                                                                                                                                     |
|---------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Characters</b><br>People in the story                      | Receptionist, the child, the mother, other people waiting in the queue                                                                                    |
| <b>Plot</b><br>What happens in the story, the order of events | Description and observation of events from the moment of registration with the receptionist up to the point where the patient is called to see the doctor |
| <b>Setting</b><br>Where and when the story happens            | The waiting area of a clinic                                                                                                                              |
| <b>Theme</b><br>The main ideas shown in the story             | Awkwardness of being in a small public space with strangers                                                                                               |
| <b>Structure</b><br>The organisation of the paragraphs        | The events move from the arrival up to the point when the doctor is ready to see the patient.                                                             |
| <b>Creative use of language</b>                               | Strong, interesting words are used, for example: hysterical, flu-like symptoms, calm and collected man, coloured pale green and grey.                     |



### Activity: Writing a descriptive essay

Here are some descriptive essay topics to help you to practise your writing skills:



For more practice on writing **descriptive essays**, go to these past exam papers:

- November 2010, page 3, Question 1.5
- November 2012, page 3, Question 1.4

1. Write an essay on the following topic:

**Life with my neighbours.**

2. Write an essay on the following topic :

**It was a dream come true!**

NOTE: The words given in the topic **MUST** be included somewhere in your essay.

3. Write an essay on the following topic :

**An amazing performance.**

## 2.3 Reflective essays

A reflective essay is written to explain what the writer thinks, and/or feels, about an object, an idea, a situation or an experience. It is **subjective** (based on the writer's personal experience) and uses first person pronouns ("I", "we", "us").

A reflective essay usually includes the writer's emotional reactions or feelings. It could be about, for example, a dream, your hopes for the future or a past event.

vocab

**Subjective:** Your own personal feelings and point of view.



hint

**In a reflective essay, you write your thoughts, hopes and dreams about the essay topic**

- Write about what you know, or have experienced – this will make it easier to write well about the ideas, thoughts or feelings you express.
- Choose interesting words, similes or metaphors that describe emotions, or your point of view.
- You may use a flashback technique. This means that your essay begins in the present and something causes you to reflect on a past event. You describe past events throughout the essay and return to the present in the final paragraph.
- For example, "I floated with the sounds of that simple song, back to the schoolroom where our lives had been blank pages waiting to be filled".



## A learner's example of a reflective essay using the four steps



A reflective essay will be about what you think and feel about a topic. It shows your emotions, hopes and dreams.

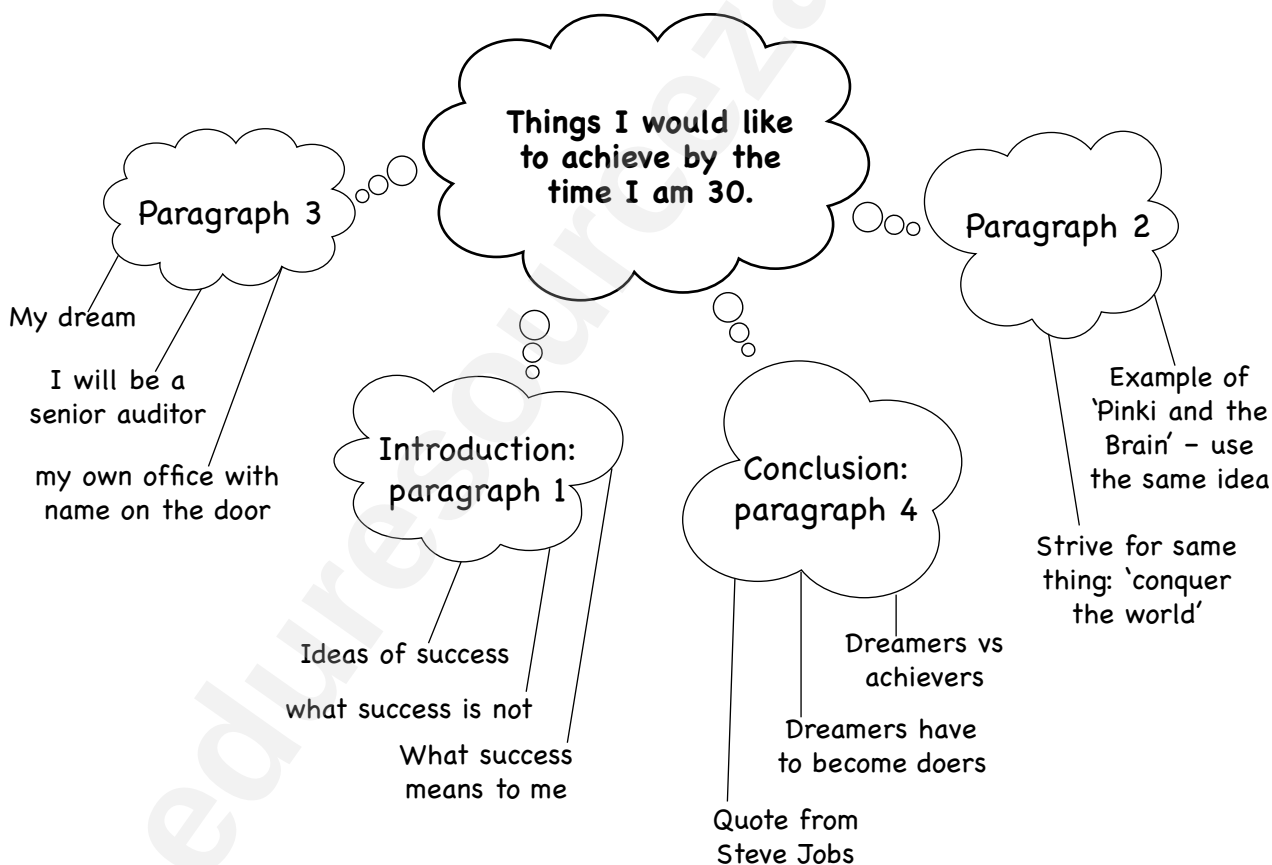
### Step 1: Choose the topic and type of essay

This learner chose this essay topic because it fitted a reflective essay type:

**Things I would like to achieve by the time I am 30.**

### Step 2: Plan the essay

The learner used a mind map to plan her essay.



When you brainstorm, write your ideas as they come to you. Then organise your ideas by numbering them.

### Step 3: Write and edit the draft essay

Editing means checking your draft and correcting any grammar, punctuation and spelling errors. You can also change your word choice to make your writing stronger.

See how the learner edited her draft essay in the example below.



#### Things I would like to achieve by the time I am 30

There are a number of things success is not. It's not money or power, although I have to admit these do have a certain ring to them. Success is bounding out of the door in the mornings because you can't bear to contain the excitement of going to work (a bit <sup>pretentious</sup> ~~pretentious~~, but you get the point). Success is bringing together people with <sup>similar</sup> ~~similar~~ universal dreams ~~and goals~~ and inspiring the people you work with to walk the extra mile.

I want that – I want success. I used to sit <sup>in front</sup> ~~in front~~ of the television watching 'Pinki and the Brain' and every single day Pinki asked Brain, "What are we going to do today?" and Brain would answer with such determination, "Today we'll conquer the world". I guess it must have brainwashed me somehow, for now I strive for the same thing.

You know how they say that people reach their prime when they reach 30, "just enough ignorance still to ~~still~~ have energy and just enough smarts to use the energy wisely". At 30, I <sup>intend</sup> ~~intend~~ to be confidently walking to the door of my office, marked "Senior Auditor". Never once have I dreamt about the whole <sup>suburban</sup> ~~suburban~~ living, a white picket fence with two-point-five angelic children. No, I dream of making a name for myself on the corporate ladder.

This isn't some futile dream I'll give up half way through. I'll reach the top and I know this because dreamers have to be doers <sup>in order</sup> ~~in order~~ to be achievers. Recently deceased Steve Jobs once said, "Those who are crazy enough to think they can conquer the world are the ones who usually do."

The learner corrects her spelling: **pretentious**

She shortens the sentence to make it more effective

She corrects her spelling: **in front**

She corrects position of "still"

She uses correct verb: **intend**

She corrects her spelling: **suburban**

She corrects her spelling: **in order**

Step 4: Write the final essay

Leave a line between each paragraph to make your essay easy to read.



### Things I would like to achieve by the time I am 30

There are a number of things success is not. It's not money or power, although I have to admit these do have a certain ring to them. Success is bounding out of the door in the mornings because you can't bear to contain the excitement of going to work (a bit pretentious, but you get the point). Success is bringing together people with universal dreams and inspiring the people you work with to walk the extra mile.

I want that – I want success. I used to sit in front of the television watching 'Pinki and the Brain' and every single day Pinki asked Brain, "What are we going to do today?" and Brain would answer with such determination, "Today we'll conquer the world". I guess it must have brainwashed me somehow, for now I strive for the same thing.

You know how they say that people reach their prime when they reach 30, "just enough ignorance still to have energy and just enough smarts to use the energy wisely". At 30, I intend to be confidently walking to the door of my office, marked "Senior Auditor". Never once have I dreamt about the whole suburban living, a white picket fence with two-point-five angelic children. No, I dream of making a name for myself on the corporate ladder.

This isn't some futile dream I'll give up half way through. I'll reach the top and I know this because dreamers have to be doers in order to be achievers. Recently deceased Steve Jobs once said, "Those who are crazy enough to think they can conquer the world are the ones who usually do."

word count: 260



## Main features of a reflective essay that are shown in this learner's essay

| Features                                 | Examples in the essay                                                                                                                                                                                                    |
|------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Characters</b><br>People in the story | The speaker (the writer) is the main person in this story, as it is about personal hopes and dreams. Steve Jobs is quoted as an inspiring person.                                                                        |
| <b>Introduction</b>                      | The writer introduces the main idea for the essay – “success”.                                                                                                                                                           |
| <b>Body</b>                              | The writer's viewpoint is supported by examples of what personal success means to the writer.                                                                                                                            |
| <b>Creative use of language</b>          | Strong, interesting words are used, for example: success is bounding out of the door, universal dreams, walks the extra mile, conquer the world, brainwashed, a white picket fence with two-point-five angelic children. |



### Activity: Writing a reflective essay

Here are some reflective essay topics to help you to practise your writing skills:

- Write an essay that includes the following words:  
**‘I wish I hadn’t ...’**  
NOTE: The words given in the topic **MUST** be included somewhere in your essay.
- Write an essay that includes the following words:  
**As I looked at that photograph ...**  
NOTE: The words given in the topic **MUST** be included somewhere in your essay.
- Write an essay that includes the following words:  
**This experience has made me realise that ...**  
NOTE: The words given in the topic **MUST** be included somewhere in your essay.



For more practice on writing **reflective essays**, go to these past exam papers:

- November 2010, page 3, Question 1.1
- Feb/March 2013, page 3, Question 1.3

## 2.4 Discursive essays

The word “discursive” comes from the word “discourse” which means the sharing of thoughts and ideas.

A discursive essay presents both sides of an argument. Its purpose is to tell the reader about various sides of a topic. This could be the advantages and disadvantages of something, or the reasons for or against a particular point of view.

It must be **objective** (looking at both sides equally), and give a balanced view. In the conclusion, the writer usually gives a summary of the main points, and suggests, or recommends, some action or way forward.

In the conclusion, the writer may state the opinion, or view, with which he or she personally agrees. However, the reasons for that decision must be clearly shown in the essay.

### vocab

**Objective:** Giving a general point of view.

### hint

**In a discursive essay, you must show both sides of the topic**

- Give both sides of an issue — the advantages and disadvantages. Give a balanced account of the views, without favouring one view. You will not be giving your opinion but presenting two opposite points of view.
- Give reasons to support each view, and link them together. For example, use words like “because ...”; “this shows ...”; “however ...”; “therefore...” ; “so ...”
- Use the present tense.
- Be clear and objective. Avoid using personal pronouns (“I”, “me”, “we”) and avoid describing personal emotions.



## A learner's example of a discursive essay using the four steps

In a discursive essay you must present BOTH sides of an issue. For example, the advantages AND disadvantages of



### Step 1: Choose the topic and type of essay

This learner chose this essay topic because it fitted a discursive essay type:

**Freedom of choice has both advantages and disadvantages**

**Discuss this statement.**

### Step 2: Plan the essay

The learner used a list to plan his essay.

#### TOPIC: Freedom of choice – advantages and disadvantages

- Introduction – Paragraph 1
  - SA is democratic
  - People have freedom of choice – this has advantages and disadvantages
- Conclusion – Paragraph 4
  - People have rights
  - Rights bring responsibilities
- Paragraph 2
  - Advantages – we have right to choose what we want: to eat, wear, sense of individuality
- Paragraph 3
  - Disadvantages – bad impact on individuals, people make wrong choices



When you brainstorm, write your ideas as they come to you. Then **organise** your ideas by numbering them.

### Step 3: Write and edit the draft essay

Editing means checking your draft and correcting any grammar, punctuation and spelling errors. You can also change your word choice to make your writing stronger.

#### Freedom of choice has advantages and disadvantages

South Africa has become one of the most democratic countries in Africa. We, as South Africans, are privileged to be able to enjoy many rights that <sup>enable</sup>~~enables~~ us to live freely and democratically in our country. One of the many rights we share is the freedom of choice. All citizens are free to choose whatever they want to eat, wear and listen to, among other choices. However, freedom of choice has both advantages and disadvantages.

Freedom of choice gives one a sense of individuality. Nothing feels as satisfyingly good as <sup>being</sup>~~been~~ able to make our own choices without being obliged to satisfy the government or anybody else. It prevents people from entering into situations that are uncomfortable for them and instead allows them to make choices that suit their own needs. Knowing that you are not restricted by anything is definitely an advantage.

However, there are not always advantages to having freedom of choice. The fact that all citizens have the freedom to make their own choices can be dangerous. The choices people make are not always good and tend to violate other people's rights as well. Perhaps the most common example would be the freedom a woman has to choose to terminate a pregnancy. It has been argued that by this choice, an unborn <sup>baby's</sup>~~babies~~ right to life is violated, besides the fact that the woman also puts her own health in danger.

There are pros and cons to everything. Nothing is ever completely and comfortably ~~on the good side~~ positive. ~~As we can~~ It has become clear that while freedom of choice is great, we cannot ~~completely say~~ be sure that it has not come with its own disadvantages. It seems right to conclude that it is every citizen's responsibility to exercise ~~their~~ his or her freedom of choice wisely. After all, every right comes with a responsibility.

He corrects verb concord: "rights" is plural

He corrects spelling: **being**

He corrects spelling: **baby's** (apostrophe used in possessive form)

He chooses better words

He chooses better words

He corrects pronoun

## Step 4: Write the final essay



### Freedom of choice has advantages and disadvantages

South Africa has become one of the most democratic countries in Africa. We, as South Africans, are privileged to be able to enjoy many rights that enable us to live freely and democratically in our country. One of the many rights we share is the freedom of choice. All citizens are free to choose whatever they want to eat, wear and listen to, among other choices. However, freedom of choice has both advantages and disadvantages.

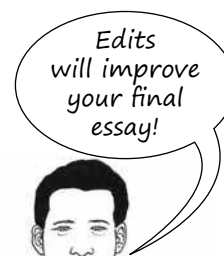
Freedom of choice gives one a sense of individuality. Nothing feels as satisfyingly good as being able to make our own choices without being obliged to satisfy the government or anybody else. It prevents people from entering into situations that are uncomfortable for them and instead allows them to make choices that suit their own needs. Knowing that you are not restricted by anything is definitely an advantage.

However, there are not always advantages to having freedom of choice. The fact that all citizens have the freedom to make their own choices can be dangerous. The choices people make are not always good and tend to violate other people's rights as well. Perhaps the most common example would be the freedom a woman has to choose to terminate a pregnancy. It has been argued that by this choice, an unborn baby's right to life is violated, besides the fact that the woman also puts her own health in danger.

There are pros and cons to everything. Nothing is ever completely and comfortably positive. It has become clear that while freedom of choice is great, we cannot be sure that it has not come with its own disadvantages. It seems right to conclude that it is every citizen's responsibility to exercise his or her freedom of choice wisely. After all, every right comes with a responsibility.



Your essay must be between 250 and 300 words long. Do not include the title in your word count.



word count: 300

## Main features of a discursive essay that are shown in this learner's essay

| Features                 | Examples in the essay                                                                                                                                                                                                                                                                                        |
|--------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                  | The writer presents two sides of the argument, and makes a judgement at the end of the essay.                                                                                                                                                                                                                |
| Introduction             | The writer introduces the main idea for the essay – freedom of choice.                                                                                                                                                                                                                                       |
| Body                     | The writer presents both the advantages and disadvantages of freedom of choice. The writer organises the paragraphs by presenting arguments for, followed by arguments against, the topic. The concluding line shows the writer's personal view.                                                             |
| Creative use of language | Strong, interesting words are used, for example: Freedom of choice gives one a sense of individuality; the choices people make are not always good and tend to violate other people's rights as well; an unborn baby's right to life is being violated; nothing is ever completely and comfortably positive. |



### Activity: Writing a discursive essay



In a discursive essay, use formal language, no slang.

Here are some descriptive essay topics to help you to practise your writing skills:

- Sport can unite or divide people.**  
Discuss your views.
- Do subjects offered at school prepare you for life?**  
Discuss your views.
- Wearing school uniform is very important.**  
Do you agree?  
Discuss your views on wearing school uniform.



For more practice on writing **discursive essays**, go to these past exam papers:

- Feb/March 2011, page 3, Question 1.7
- Feb/March 2013, page 3, Question 1.6

## 2.5 Argumentative essays

In an argumentative essay, the writer expresses his or her opinion or viewpoint on a topic. The purpose of the essay is to try to convince, or persuade, the reader to agree with that opinion. The writer's opinion about the topic is clear throughout the essay. It is a **subjective** essay, and strong personal opinions may be expressed.

vocab

**Subjective:** Based on personal feelings, tastes, or opinions.



**In an argumentative essay, you must express your personal opinion about the topic**

- Use the present tense.
- Begin by stating your opinion of the topic. Do not state that you agree or disagree with the topic, but rather present your point of view in your introduction.
- Give reasons to support your view, and link them together in a logical way. For example, use linking words like "because...", "this shows...", "however...", "therefore..."
- End the essay with a strong conclusion that clearly, and convincingly, states your opinion. It may repeat the same idea given in your introduction, but written in a different way.





## A learner's example of an argumentative essay using the four steps

### Step 1: Choose the topic and type of essay

This learner chose this essay topic because it fitted an argumentative essay type:

**Today young people are influenced more by their friends than by their parents.**

**Do you agree?**

### Step 2: Plan the essay

This learner used a list to plan her essay.

#### TOPIC: Influences on youth

Introduction ——— Rapid change, old-fashioned traditions,  
- Paragraph 1 change in parenthood

Paragraph 3 ——— Number of people in world - want  
recognition

Paragraph 4 ——— Time spent with parents vs time spent  
with friends

Conclusion- ——— Disadvantages - bad impact on individuals,  
Paragraph 5 people make wrong choices

Paragraph 2 ——— Example: children smoking.  
Number of people in the world: be unique,  
be seen, be recognised.  
You want your voice to be heard; peer  
pressure



When you brainstorm, write your ideas as they come to you. Then **organise** your ideas by numbering them.

### Step 3: Write and edit the draft essay

Editing means checking your draft and correcting any grammar, punctuation and spelling errors. You can also change your word choice to make your writing stronger.

See how the learner edited her draft essay in the example below.



#### Today young people are influenced more by their friends than by their parents

Are young people ~~more~~ influenced more by their peers than their parents? In a modern world, most certainly! Rapid change has taken place over the past 10 years in our modern world. Family values and norms ~~has~~ have a question mark behind them. Parenthood is not exactly what it used to be.

• She changes position of "more"

• She corrects concord "have"

How can you explain why a grade seven boy would share a cigarette with his friends in a portable toilet on the school ~~premises~~ <sup>premises</sup>? A number of factors need to be considered to explain such actions: peer pressure, growing population numbers and time.

• She corrects spelling: **premises**

There are ~~defenitely~~ <sup>definitely</sup> many factors that contribute to the influence of peers dwarfing the influence of parents on youth. One reason is the number of people in the world. With growing populations, it is becoming more difficult to be unique and special. This is a big problem for teenagers, because they want to be seen and recognised. Peer influences provide a solution where parent influences do not. By doing what their friends want to do, youth make their voices heard. Peers: 1 Parents: 0.

• She corrects spelling: **definitely**

Another big contributor to peer influence is time. Teenagers spend much more time with their friends. Apart from the time spent together at school, many afternoons are spent together watching television. It is thus obvious that much more time is spent with friends than with family. The more time spent with peers, the more influence they have on ~~you~~ youths. Peers: 2 Parents: 0.

• She uses better choice of word

It is thus understandable why so many youths are influenced by their friends. The facts show that in a modern society, this movement is inevitable. But it does not excuse any form of ~~misbehaviour~~ <sup>misbehaviour</sup> against parents. It most certainly does not ~~dismiss~~ excuse parents from doing their job.

• She corrects spelling: **misbehaviour**

• She uses better choice of word

Step 4: Write the final essay

Remember to clearly state your opinion in the introduction.



### Today young people are influenced more by their friends than by their parents

Are young people influenced more by their peers than their parents? In a modern world, most certainly! Rapid change has taken place over the past 10 years in our modern world. Family values and norms have a question mark behind them. Parenthood is not exactly what it used to be.

How can you explain why a grade seven boy would share a cigarette with his friends in a portable toilet on the school premises? A number of factors need to be considered to explain such actions: peer pressure, growing population numbers and time.

There are definitely many factors that contribute to the influence of peers dwarfing the influence of parents on youth. One reason is the number of people in the world. With growing populations, it is becoming more difficult to be unique and special. This is a big problem for teenagers, because they want to be seen and recognised. Peer influences provide a solution where parent influences do not. By doing what their friends want to do, youth make their voices heard. Peers: 1 Parents: 0.

Another big contributor to peer influence is time. Teenagers spend much more time with their friends. Apart from the time spent together at school, many afternoons are spent together watching television. It is thus obvious that much more time is spent with friends than with family. The more time spent with peers, the more influence they have on youths. Peers: 2 Parents: 0.

It is thus understandable why so many youths are influenced by their friends. The facts show that in a modern society, this movement is inevitable. But it does not excuse any form of misbehaviour against parents. It most certainly does not excuse parents from doing their job.



word count: 282

## Main features of an argumentative essay that are shown in this learner's essay

| Features                 | Examples in the essay                                                                                                                                                                                    |
|--------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                  | The writer begins with a general statement and moves on to explain her point of view. The viewpoint is supported with good reasons.                                                                      |
| Introduction             | The writer introduces the main idea for the essay by giving some background to the topic.                                                                                                                |
| Body                     | The writer supports her viewpoint with examples. Related facts are combined within paragraphs. Use is made of connecting words to back up the argument. For example, How else can you explain; but; thus |
| Creative use of language | Strong, interesting words are used. For example: values and norms; peers; dwarfing the influence of parents; in a modern society this movement is inevitable.                                            |



### Activity: Writing an argumentative essay

Here are some argumentative essay topics to help you to practise your writing skills:

- Most teenagers today do not pay much attention to leading a healthy life.**  
Do you agree?
- Technology has changed the lives of teenagers.**  
Do you agree?
- Should alcohol and cigarettes be advertised in the mass media?**  
Discuss your views.



For more practice on writing **argumentative essays**, go to these past exam papers:

- November 2010, page 3, Question 1.6
- November 2011, page 3, Question 1.4

## 2.6 Writing an essay from a picture

There is always a question in the exam that asks you to write an essay based on a picture. You only need to write an essay about ONE of the pictures. Choose which picture you are going to write about. Then you need to decide what type of essay you are going to write. The content of your essay must link with the picture.

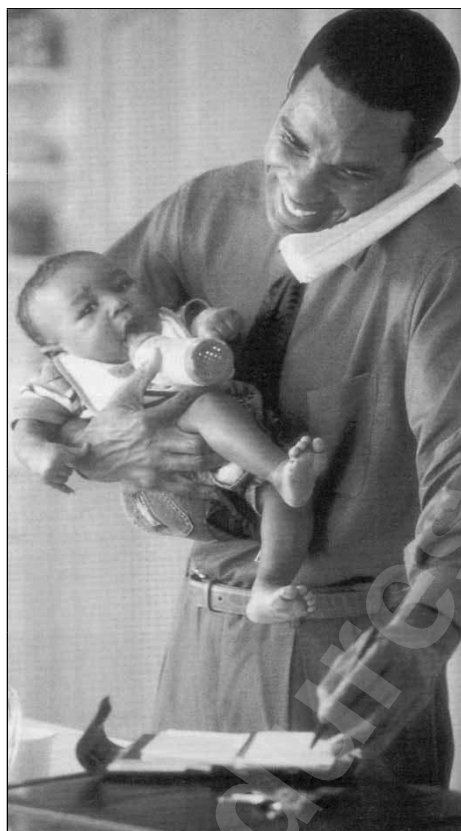


You can choose any one of the five essay types when writing an essay based on a picture.

Looking closely at the picture, identify information you can use in your essay. For example, the picture below shows a man who is:

- Laughing/smiling
- Dressed smartly in a shirt and tie
- Holding a baby
- Speaking/listening on the telephone
- Writing something in a book/diary

There are **five different types of essay** that could be written about this picture, as shown below.



### 1. A narrative essay

**For example:** Tell a story about the man and how he came to be in this situation. Or imagine that you are the character in the picture and tell the story in the first person or from your point of view.

### 2. A reflective essay

**For example:** Write an essay about what you feel or think about when you look at this picture. Does it remind you of a person you know or an experience that you have had?

### 3. A descriptive essay

**For example:** Write a description about this situation, the sounds the baby is making, who the man is listening to on the phone, the place he is in.

### 4. A discursive essay

Write about both sides of an issue the picture suggests.

**For example:** In today's world, men also have to help with child care. However, there are advantages and disadvantages to this ...

### 5. An argumentative essay

Express your opinion about an issue the picture suggests.

**For example:** Many people say that men are not good at looking after babies. I disagree because ...



## A learner's example of an essay from a picture using the four steps

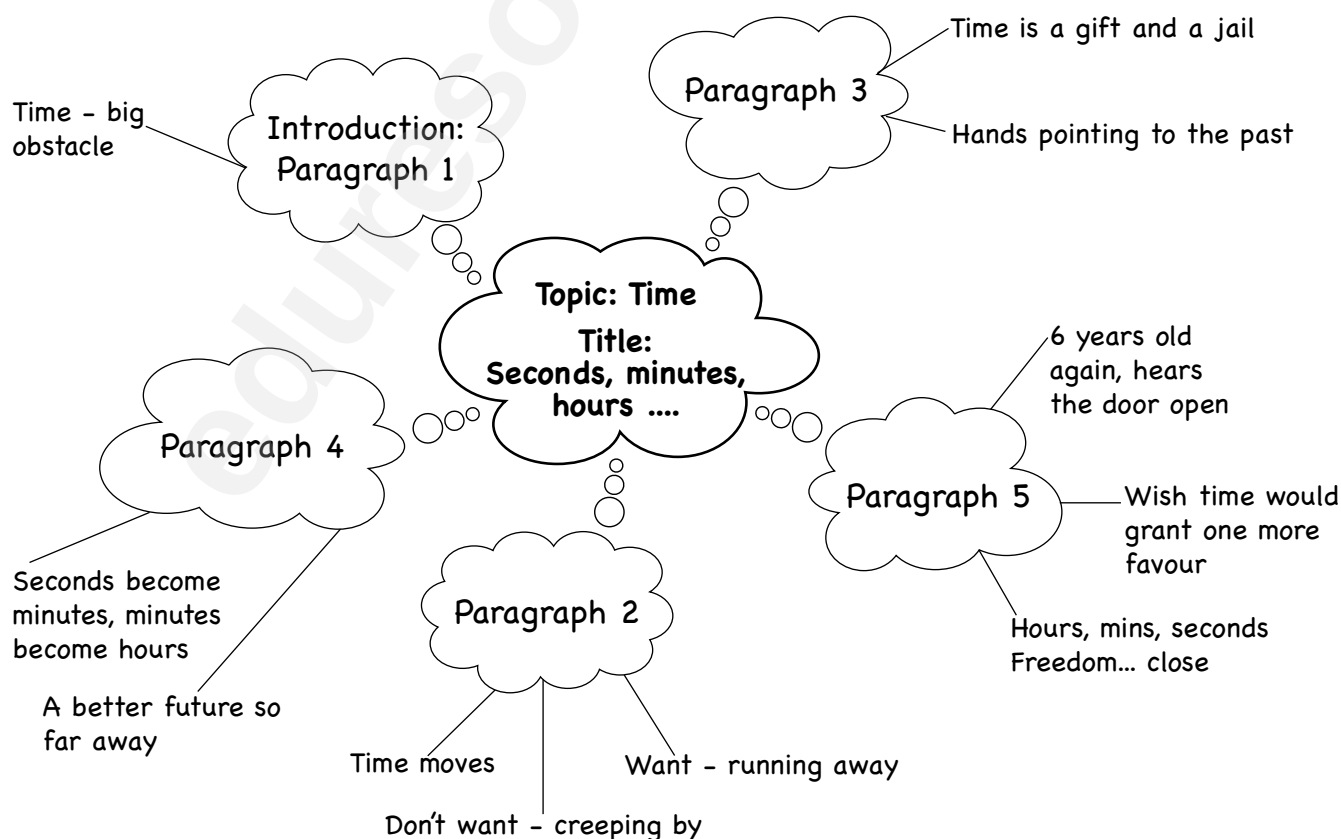
### Step 1: Choose the topic and type of essay

This learner chose to write a **reflective essay** based on this picture of a watch:



### Step 2: Plan the essay

This learner used a mind map to plan his essay.



### Step 3: Write and edit the draft essay



He uses a better choice of word

He adds a preposition: **from**

He uses a better conjunctive: **but**

He uses the correct word

He corrects his spelling: **passed**

He uses a stronger word: **longs**

#### Seconds, minutes, hours ...

Time had always been her biggest obstacle. Bigger than the rocks she had to climb over to get to the river – the only escape she had from her troubled surroundings. Bigger than the barrels of water she had to carry on her head, when it felt like the heat of the sun was going to consume her ~~thin~~ frail body. Bigger than the weight she felt lying on her body after the sun had gone to bed and her mother laid her head to rest after the long day.

Time was strange and unkind to her in many ways. It always ran away whenever she enjoyed something, like a midnight swim in the river or the hours spent learning at school. Yet it always seemed to linger longer when her deepest wish was to escape <sup>from</sup> her current situation.

Time. Some call it a gift. She calls it a jail that keeps her caught up in a routine of wishing it away ~~and~~ but wanting to hold onto it for just a while longer. The ~~fingers~~ hands that point out the time, point at her in return. They point out what happened in the past, constantly reminding her of her own weakness.

Seconds become minutes. Minutes become hours. Her redemption seems light years away, while the past feels so close that she can smell the burnt food on the gas burner mixing with the smell of sweat and her own fear.

Although years have <sup>passed</sup> ~~past~~, sometimes she feels six years old again. She hears the door open just as it did many times in the past and she wishes that time would grant her one last favour – to turn the hours into minutes and the minutes into seconds. Seconds away from freedom is where she still ~~would like~~ longs to be.

## Step 4: Write the final essay



### Seconds, minutes, hours ...

Time had always been her biggest obstacle. Bigger than the rocks she had to climb over to get to the river – the only escape she had from her troubled surroundings. Bigger than the barrels of water she had to carry on her head, when it felt like the heat of the sun was going to consume her frail body. Bigger than the weight she felt lying on her body after the sun had gone to bed and her mother laid her head to rest after the long day.

Time was strange and unkind to her in many ways. It always ran away whenever she enjoyed something, like a midnight swim in the river or the hours spent learning at school. Yet it always seemed to linger longer when her deepest wish was to escape from her current situation.

Time. Some call it a gift. She calls it a jail that keeps her caught up in a routine of wishing it away but wanting to hold onto it for just a while longer. The hands that point out the time, point at her in return. They point out what happened in the past, constantly reminding her of her own weakness.

Seconds become minutes. Minutes become hours. Her redemption seems light years away, while the past feels so close that she can smell the burnt food on the gas burner mixing with the smell of sweat and her own fear.

Although years have passed, sometimes she feels six years old again. She hears the door open just as it did many times in the past and she wishes that time would grant her one last favour – to turn the hours into minutes and the minutes into seconds. Seconds away from freedom is where she still longs to be.

word count: 297



## Main features of an essay from a picture that are shown in this learner's essay

| Features                 | Examples in the essay                                                                                                                                                                                                                                                                                   |
|--------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Content                  | The writer has interpreted the picture in a figurative way. That is, the watch reminds the writer of time and how it is linked to the events in someone's life.                                                                                                                                         |
| Introduction             | The writer introduces the main idea for the essay by giving some background to the topic - time.                                                                                                                                                                                                        |
| Body                     | In each paragraph, the writer talks about a different aspect of time in the woman's life; and how it did not work in her favour - it was a jail, not a gift. The essay ends with the character wishing that time would go faster, so she can escape from her current situation and be free of her past. |
| Creative use of language | Strong, interesting figurative language is used, for example: the metaphor "hands of time" can refer to the watch as well as to what happens to the character in the story.<br><br>Alliteration is used in "linger longer" to emphasise the slow passing of time.                                       |



### Activity: Writing an essay from a picture

Choose ONE of the pictures below and write an essay on a topic that comes to mind. Write the question number and give your essay a suitable title/heading.

**Note:** There must be a clear link between your essay and the picture you have chosen. Use your imagination when answering questions based on pictures. You can interpret them in any way.



For more practice on writing essays from a picture, go to these past exam papers:

- Feb/March 2012, page 4, Question 1.7.1
- November 2011, page 4, Question 1.7.2



1.



2.

## 2.7 Essay checklist

| Features                           | Examples in the essay                                                                                                                                                                                                                               | Yes | No | Don't know |
|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Essay instructions                 | I understand the exam instructions for writing an essay.                                                                                                                                                                                            |     |    |            |
| Essay topic                        | I understand the essay topic I have chosen.                                                                                                                                                                                                         |     |    |            |
| Essay type                         | I understand the features of the essay type I have chosen: <ul style="list-style-type: none"> <li>• Narrative essay</li> <li>• Descriptive essay</li> <li>• Reflective essay</li> <li>• Discursive letter</li> <li>• Argumentative essay</li> </ul> |     |    |            |
| <b>Content and planning</b>        |                                                                                                                                                                                                                                                     |     |    |            |
| Planning                           | I can show evidence of essay planning.                                                                                                                                                                                                              |     |    |            |
| Content                            | Each point in my plan is relevant to the essay topic.<br>I will use these points in my essay.                                                                                                                                                       |     |    |            |
| Purpose / audience                 | I understand the purpose of the essay type I have chosen.<br>I understand the audience for the essay type I have chosen.                                                                                                                            |     |    |            |
| <b>Structure</b>                   |                                                                                                                                                                                                                                                     |     |    |            |
| Sentences                          | I have not repeated sentences in my paragraphs.<br>I have used full sentences.                                                                                                                                                                      |     |    |            |
| Paragraphs                         | My ideas link and are well organised in paragraphs.<br>Each paragraph contains a new idea. Ideas are not repeated.<br>The ideas in the paragraphs link to the essay topic.                                                                          |     |    |            |
| Essay structure                    | The first paragraph of my essay introduces the topic.<br>The body of my essay has a few paragraphs related to the topic.<br>The last paragraph is clearly the conclusion or ending of the essay.                                                    |     |    |            |
| <b>Language, style and editing</b> |                                                                                                                                                                                                                                                     |     |    |            |
| Choice of words / diction          | I have chosen my words carefully to make my essay interesting.                                                                                                                                                                                      |     |    |            |
| Verb tenses                        | I have used the correct tenses (past, present or future).                                                                                                                                                                                           |     |    |            |
| Concord                            | My nouns and verbs are in agreement.                                                                                                                                                                                                                |     |    |            |
| Spelling                           | My spelling is correct.                                                                                                                                                                                                                             |     |    |            |
| Punctuation                        | My sentences start with a capital letter and end with a punctuation mark.<br>I have used apostrophes correctly.                                                                                                                                     |     |    |            |

### 3. What is expected from you in the exam?

In the exam, you must write one essay that is no less than 250 and no more than 300 words long (about 1 to 1 1/2 pages).

The essay is worth **50 marks** out of 100 marks in the exam – half the total marks for Paper 3. Examiners will give marks for your essay based on:

- Content and planning (30 marks)
- Language, style and editing (15 marks)
- Structure (5 marks)

#### vocab

**Rubric:** A guide that examiners use to mark a learner's exam essay.

The **rubric** on the next two pages is a table the examiners use to mark your essay. It shows the five levels of achievement that the examiners can award an essay, from the lowest achievement (Inadequate column) to the highest achievement (Exceptional column).

The table also describes the skills the examiner looks for when marking. For example, when marking an essay's content, the examiner will assess how well the ideas relate to the topic, and whether they are well planned and organised.

The rubric is a useful guide for you to use when practising your essay writing because it reminds you of the skills the examiner will be assessing when marking your exam.



Remember that practice makes perfect! To succeed in your exams, use the rubric to remind you of the skills you need to improve on as you keep practising.

## RUBRIC: ASSESSMENT ESSAY [50 MARKS]

| CRITERIA                                                                                                                                                                                                               | Exceptional                                                                                                                                                                                                                                                                                                           | Skilful                                                                                                                                                                                                                                                                                     | Moderate                                                                                                                                                                                                                                                                    | Elementary                                                                                                                                                                                                              | Inadequate                                                                                                                                                                                                        |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT &amp; PLANNING</b><br>(Response and ideas)<br><ul style="list-style-type: none"> <li>• Organisation of ideas for planning</li> <li>• Awareness of purpose, audience, and context</li> </ul> <b>30 MARKS</b> | <b>27-30 marks</b><br><ul style="list-style-type: none"> <li>• Outstanding / striking response beyond normal expectations</li> <li>• Intelligent, thought-provoking and mature ideas</li> <li>• Exceptionally well organised and coherent (connected) including introduction, body and conclusion (ending)</li> </ul> | <b>22-23 marks</b><br><ul style="list-style-type: none"> <li>• Very well-crafted response</li> <li>• Fully relevant and interesting ideas with evidence of maturity</li> <li>• Very well organised and coherent (connected) including introduction, body and conclusion (ending)</li> </ul> | <b>15-17 marks</b><br><ul style="list-style-type: none"> <li>• Satisfactory response</li> <li>• Ideas reasonably coherent and convincing</li> <li>• Reasonably organised and coherent including introduction, body and conclusion/ending</li> </ul>                         | <b>9-11 marks</b><br><ul style="list-style-type: none"> <li>• Inconsistently coherent response</li> <li>• Unclear ideas and unoriginal</li> <li>• Little evidence of organisation and coherence</li> </ul>              | <b>3-5 marks</b><br><ul style="list-style-type: none"> <li>• Totally irrelevant response</li> <li>• Confused and unfocused ideas</li> <li>• Vague and repetitive</li> <li>• Unorganised and incoherent</li> </ul> |
|                                                                                                                                                                                                                        | <b>24-26 marks</b><br><ul style="list-style-type: none"> <li>• Excellent response but lacks exceptionally striking qualities of the outstanding essay</li> <li>• Mature and intelligent ideas</li> <li>• Skilfully organised and coherent (connected) including introduction, body and conclusion (ending)</li> </ul> | <b>18-20 marks</b><br><ul style="list-style-type: none"> <li>• Very well-crafted response</li> <li>• Relevant and interesting ideas</li> <li>• Well organised and coherent (connected) including introduction, body and conclusion</li> </ul>                                               | <b>12-14 marks</b><br><ul style="list-style-type: none"> <li>• Satisfactory response but some lapses in clarity</li> <li>• Ideas fairly coherent and convincing</li> <li>• Some degree of organisation and coherence including introduction, body and conclusion</li> </ul> | <b>6-8 marks</b><br><ul style="list-style-type: none"> <li>• Largely irrelevant response</li> <li>• Ideas tend to be disconnected and confusing</li> <li>• Hardly any evidence of organisation and coherence</li> </ul> | <b>0-2 marks</b><br><ul style="list-style-type: none"> <li>• No attempt to respond to the topic</li> <li>• Completely irrelevant and inappropriate</li> <li>• Unfocused and muddled</li> </ul>                    |
|                                                                                                                                                                                                                        | <b>14-15 marks</b>                                                                                                                                                                                                                                                                                                    | <b>10-11 marks</b>                                                                                                                                                                                                                                                                          | <b>6-7 marks</b>                                                                                                                                                                                                                                                            | <b>2-3 marks</b>                                                                                                                                                                                                        | <b>0 marks</b>                                                                                                                                                                                                    |
|                                                                                                                                                                                                                        | Upper level                                                                                                                                                                                                                                                                                                           | Lower level                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                         |                                                                                                                                                                                                                   |

| CRITERIA                                                                                                                                                                                                                                                                                        |             | Exceptional                                                                                                                                                                                                                                                                                                                                            | Skilful                                                                                                                                                                                                                                                                                                 | Moderate                                                                                                                                                                                                                                                                         | Elementary                                                                                                                                                                                                                                                | Inadequate                                                                                                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>LANGUAGE, STYLE &amp; EDITING</b> <ul style="list-style-type: none"> <li>• Tone, register, style, vocabulary appropriate to purpose / effect and context</li> <li>• Word choice</li> <li>• Language use and conventions</li> <li>• Punctuation, grammar, spelling</li> </ul> <b>15 MARKS</b> | Upper level | <ul style="list-style-type: none"> <li>• Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>• Language confident, exceptionally impressive</li> <li>• Compelling and rhetorically effective in tone</li> <li>• Virtually error-free in grammar and spelling</li> <li>• Highly skilfully crafted</li> </ul> | <ul style="list-style-type: none"> <li>• Tone, register, style, vocabulary very appropriate to purpose, audience and context</li> <li>• Language is effective and a consistently appropriate tone is used</li> <li>• Largely error-free in grammar and spelling</li> <li>• Very well-crafted</li> </ul> | <ul style="list-style-type: none"> <li>• Tone, register, style, vocabulary appropriate to purpose, audience and context</li> <li>• Appropriate use of language to convey meaning</li> <li>• Tone is appropriate</li> <li>• Rhetorical devices used to enhance content</li> </ul> | <ul style="list-style-type: none"> <li>• Tone, register, style, vocabulary not appropriate to purpose, audience and context</li> <li>• Very basic use of language</li> <li>• Tone and diction inappropriate</li> <li>• Very limited vocabulary</li> </ul> | <ul style="list-style-type: none"> <li>• Language incomprehensible</li> <li>• Tone, register, style, vocabulary not appropriate to purpose, audience and context</li> <li>• Vocabulary limitations so extreme as to make comprehension impossible</li> </ul> |
|                                                                                                                                                                                                                                                                                                 | Lower level | <b>12-13 marks</b> <ul style="list-style-type: none"> <li>• Language excellent and rhetorically effective in tone</li> <li>• Virtually error-free in grammar and spelling</li> <li>• Skilfully crafted</li> </ul>                                                                                                                                      | <b>8-9 marks</b> <ul style="list-style-type: none"> <li>• Language engaging and generally effective</li> <li>• Appropriate and effective tone</li> <li>• Few errors in grammar and spelling</li> <li>• Well-crafted</li> </ul>                                                                          | <b>4-5 marks</b> <ul style="list-style-type: none"> <li>• Adequate use of language with some inconsistencies</li> <li>• Tone generally appropriate and limited use of rhetorical devices</li> </ul>                                                                              | <b>0-1 marks</b> <ul style="list-style-type: none"> <li>• Inadequate use of language</li> <li>• Little or no variety in sentence</li> <li>• Exceptionally limited vocabulary</li> </ul>                                                                   | <b>1</b> <ul style="list-style-type: none"> <li>• Necessary points lacking</li> <li>• Sentences and paragraphs faulty</li> <li>• Essay lacks sense</li> </ul>                                                                                                |
| <b>STRUCTURE</b> <ul style="list-style-type: none"> <li>• Features of text</li> <li>• Paragraph development and sentence construction</li> </ul> <b>5 MARKS</b>                                                                                                                                 |             | <ul style="list-style-type: none"> <li>• Excellent development of topic</li> <li>• Exceptional detail</li> <li>• Sentences, paragraphs exceptionally well-constructed</li> </ul>                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Logical development of details</li> <li>• Coherent</li> <li>• Sentences, paragraphs logical, varied</li> </ul>                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Relevant details developed</li> <li>• Sentences, paragraphs well-constructed</li> <li>• Essay still makes some sense</li> </ul>                                                                                                         | <ul style="list-style-type: none"> <li>• Some valid points</li> <li>• Sentences and paragraphs faulty</li> <li>• Essay still makes sense</li> </ul>                                                                                                       | <ul style="list-style-type: none"> <li>• Necessary points lacking</li> <li>• Sentences and paragraphs faulty</li> <li>• Essay lacks sense</li> </ul>                                                                                                         |
| <b>MARK RANGE</b>                                                                                                                                                                                                                                                                               |             | <b>40-50 marks</b>                                                                                                                                                                                                                                                                                                                                     | <b>30-39 marks</b>                                                                                                                                                                                                                                                                                      | <b>20-29 marks</b>                                                                                                                                                                                                                                                               | <b>10-19 marks</b>                                                                                                                                                                                                                                        | <b>0-9 marks</b>                                                                                                                                                                                                                                             |

# Longer transactional texts

A transactional text is a written exchange of information, or a written record of communication between people. This type of writing has a specific purpose and format, such as conducting business, or sharing news.

In this section, you will learn the features of each type of longer transactional text that will earn you marks in the final Grade 12 exam.

There are four categories of longer transactional text.

## 1. Steps to writing longer transactional texts in the exams

### 2. Category A

- Formal letter
- Informal or friendly letter
- Formal and informal letter to the press

### 3. Category B

- Curriculum vitae (CV) and covering letter
- Obituary

### 4. Category C

- Review
- Newspaper article
- Magazine article
- Agenda and minutes of a meeting
- Formal and informal report

### 5. Category D

- Dialogue
- Written interview
- Written formal and informal speech

## 6. What is expected from you in the exam?



# 1. Steps for writing longer transactional texts

There are four main steps for writing a longer transactional text in an exam:

**Step 1:** Choose your text type

**Step 2:** Plan your topic

**Step 3:** Write a draft of your text and edit it

**Step 4:** Write your final text

## Step 1: Choose your text type and topic

There are four categories of longer transactional texts. The exam has one question for each of these four categories. You only have to answer ONE of the questions. Choose the text type **format** you know best.

| Longer transactional texts |                                                                                                                                  |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Category A                 | 1. Formal letter<br>2. Informal letter<br>3. Letter to the press                                                                 |
| Category B                 | 4. CV and covering letter<br>5. Obituary                                                                                         |
| Category C                 | 6. Review<br>7. Newspaper article<br>8. Magazine article<br>9. Agenda and minutes of a meeting<br>10. Formal and informal report |
| Category D                 | 11. Dialogue<br>12. Written interview<br>13. Written formal and informal speech                                                  |



### Choosing a longer transactional text in the exam

- Read carefully through all the questions in Section B of the exam paper.
- Read through the questions a second time. Cross out those that do not interest you.
- Choose the text type of which you know the format and about which you have the most to write.
- Focus your attention on the topic you have chosen. Remind yourself of the format of the text type you have chosen. Start planning your text based on your chosen topic.

## Step 2: Plan your topic

Remind yourself of the correct format for the text type you have chosen.

Plan your text by writing down your ideas for the content. Remember that your ideas must be relevant to the topic, and the text type you have chosen.

There are many different ways to plan your text. For example, you could use a mind map. Use the planning method that works best for you. There are examples of planning tools on page 46.

Once you have written down a few ideas, you can organise them by numbering them in a **logical order**. This is the order in which you will structure your ideas in paragraphs in your text.

vocab

**Logical order:** Arranging information so that the points follow each other in an order that makes sense.



### Content, planning and format

- The content of your text needs to be relevant to the topic you choose. Avoid repeating the same ideas. In text types such as letters, articles and interviews, put each new idea into a new paragraph.
- You need to show evidence that you have planned your text. The examiner will want to see your crossed-out planning notes or mind map in your exam answer book.
- Make sure you know the correct format of the text type you have chosen. This will help focus your ideas and your planning.

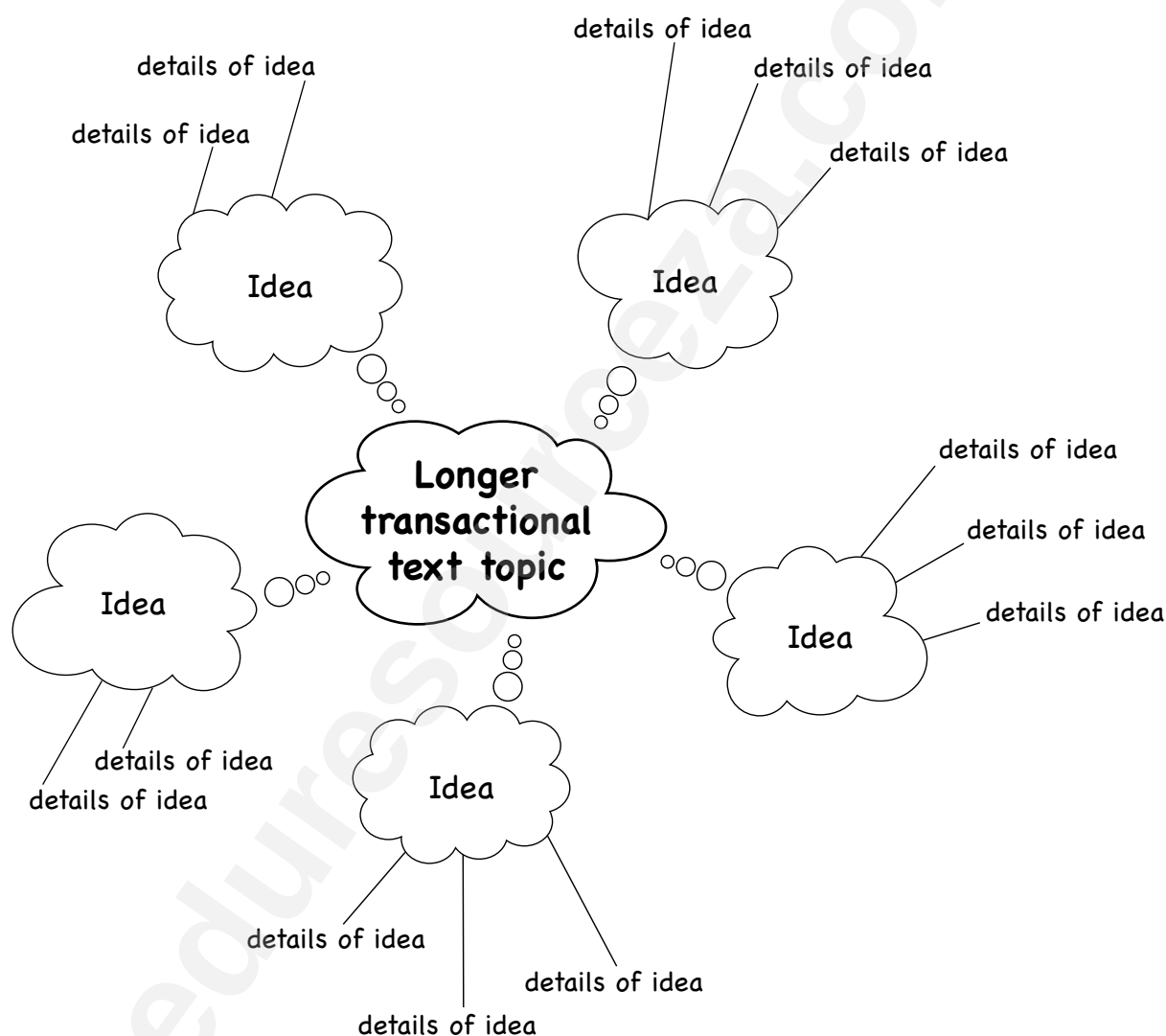
**ways to plan a longer transactional text**

A plan helps you think about what ideas you want to include in your text. It also helps you put your ideas into a clear structure. You will earn marks for showing your planning.

You can use a **mind map** or an **ideas list** to plan your text.

**1. Mind maps**

These are diagrams of ideas. The title is in the centre with branches coming from it showing thoughts and ideas. Below is an example of a mind map.



## 2. Idea lists

These help you to quickly write down ideas for each paragraph. Your idea list can be a random or a numbered list. Below are examples of these two different idea lists.

### Random idea list

#### Longer transactional text topic

Idea — details of idea  
 Idea — details of idea  
 Idea — details of idea

Idea — details of idea  
 Idea — details of idea

Idea — details of idea  
 Idea — details of idea  
 Idea — details of idea

### Numbered idea list

#### Longer transactional text topic

1. Idea  
 details of idea  
 details of idea  
 details of idea

3. Idea  
 details of idea  
 details of idea

2. Idea  
 details of idea  
 details of idea  
 details of idea



When you are planning your text, remember the format of the text type you have chosen. See pages 48 to 115 for information on each text format.

### Step 3: Write and edit your draft text

Write a draft of your text, using the ideas from your plan.

Check that the format is right for the text type you have chosen.

Read through each sentence carefully to proofread it. Look for any spelling, punctuation or other language mistakes. Edit your draft by correcting these mistakes and making any other changes you think are needed. This will improve your final text.

Count the number of words in your text and make any changes to meet the word limit. For example, you may need to add some words or use fewer words.



The content of a longer transactional text must be between 120 and 150 words long. In a letter, do not add the address and greetings as part of the word count.

#### hint

#### Language, style and editing

- Check that your grammar, spelling and punctuation are correct. Check that you have chosen a variety of words that are appropriate for your topic.
- It is important to show the marker that you have edited your draft.
- Think about the **purpose** and **audience** of the text type you have chosen. This will guide the **register** you use in your text.



## Step 4: Write your final text

Write your final text by rewriting your draft. Make sure that you make all the changes you marked in your draft so that your final text has no mistakes and clearly expresses all your best ideas. Check again that the text is in the correct format for the text type.

When you have finished your final text, cross out your planning and draft text. If you do not do this, the examiner may mark your draft and not your final text.



Make sure that your handwriting is neat and clear so that it is easy for the examiner to read!



### Final text

- Rewrite your draft so that it shows all the corrections and improvements you have made. Keep looking back at your draft as you write your final text so that you copy it correctly.
- Your writing must be clear and neat so that it is easy for the marker to read. Do your best not to make new mistakes as you write your final text.
- The text must be no shorter than 120 words and no longer than 150 words.

## Important differences between formal and informal writing

| Formal writing                                                                                                                                                                        | Informal writing                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Register:</b> Formal<br>Expression is formal and polite.<br><b>For example:</b> You are invited to attend a celebration in honour of ...<br>It is a great pleasure to meet you ... | <b>Register:</b> Informal<br>Expression is informal, chatty and conversational.<br><b>For example:</b> Please come to a party for ...<br>Pleased to meet you ... |
| <b>Words:</b> Written in full; no contractions; no abbreviations<br><b>For example:</b> Write "cannot" instead of "can't".<br>Write "holidays" instead of "hols".                     | <b>Words:</b> Contractions are acceptable<br><b>For example:</b> Can't, it's, don't                                                                              |
| <b>Sentences:</b> Written in full; grammatically correct; no slang<br><b>For example:</b> Joshua is a pleasant man.                                                                   | <b>Sentences:</b> May use informal or colloquial language<br><b>For example:</b> Joshua is a great guy.                                                          |
| <b>Use of third person:</b><br><b>For example:</b> The Grade 12s are concerned about their examinations.                                                                              | <b>Use of first person:</b><br><b>For example:</b> We are worried about the exams.                                                                               |
| <b>Passive voice:</b><br><b>For example:</b> A complaint has been made by the parents.                                                                                                | <b>Active voice:</b><br><b>For example:</b> The parents have made a complaint.                                                                                   |

## 2. Category A

Category A in the exam paper covers the following:

- Formal letter
- Informal or friendly letter
- Formal and informal letter to the press

Each one of these letters has a different **format**, serves a different **purpose** and has a different **register**. For example, the register of a letter to a place of business is formal, while the register of a letter to a friend is informal.

### 2.1 Writing a formal letter

A formal letter is a communication used in official or important situations, or with people you do not know well.



#### Formal letter

- A formal letter can have a range of audiences and purposes. For example, it can be a letter of complaint; a business letter; a letter of application; or a covering letter to accompany your CV.
- The tone of a formal letter must be polite and business-like. A formal register is always used.
- A formal letter has its own format. Make sure you lay out your information correctly, such as the addresses; the greeting; the subject line; and the salutation and signature at the end.

**Tone**  
describes the  
feeling the writer gives the  
writing. For example, the tone  
may be critical, friendly or  
businesslike.



Yes,  
so a formal letter  
must have a polite and  
businesslike  
tone.



## A learner's example of a formal letter using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on a formal letter:

**An international company is offering a limited number of bursaries to Grade 12 learners for further studies.**

**Write a letter to the Manager: Human Resources of this company, applying for one of these bursaries. Mention the career you want to study towards and state clearly why you deserve this bursary.**

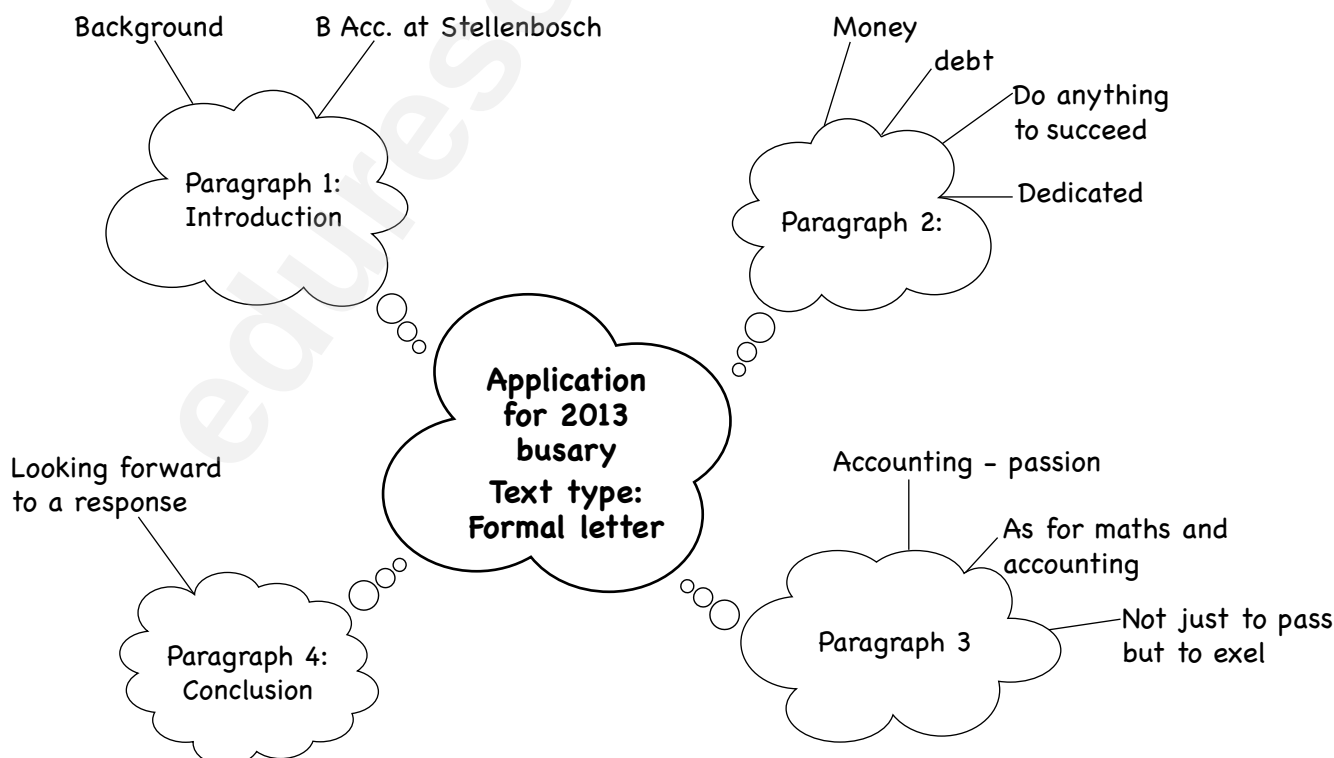
### Step 2: Plan the text

Read through the question carefully and look for the **key words** that would help you think about the contents of your letter. Note these key words in the question above: *bursaries, career and deserve this bursary*.

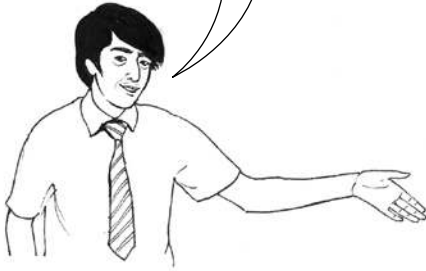
The learner used a **mind map** to plan her **formal letter**.



**Key words** are the main points in the exam topic. Make sure you use these points when writing your text.



See how the learner edited her draft letter in the example below.



In the final letter on page 53, you can see the correct features for the format of a formal letter.

She corrects verb form: **making**

She corrects verb form: **becoming**

She corrects abbreviation: **Ac.**

She corrects spelling: **academic**

### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

13 First Street

George

6530

26th November 2013

The Manager: Human Resources

Price Waterhouse Cooper

23 Langeveldt Street

Cape Town

2103

Dear Mr Retief

APPLICATION FOR 2013 BURSARY

I was raised in a poor, yet well-educated family. I would like to get a B Accounting degree and do my honours at Stellenbosch University.

My single mother works hard for our money, yet we still have a lot of debt. At this moment, I would do anything for a chance to improve my life and to work towards achieving success. I see myself as the perfect candidate for this bursary as I am dedicated to ~~make~~ making a success of my studies and ~~become~~ becoming a Chartered Accountant.

Accounting has always been my passion. From grade 9 I have always known that I want to study to become a Chartered ~~Acc.~~ Accountant. On the <sup>academic</sup> ~~academic~~ front I have a 81% average and achieved A symbols for Maths and Accounting. I do not aim to pass, I aim to get distinctions.

I look forward to your response and decision on the bursary.

Yours faithfully

Emily van Wyk

## Step 4: Write the final text



13 First Street  
George  
6530  
26th November 2013

Correct address  
format:  
- No punctuation  
- Date is added

The Manager: Human Resources  
Price Waterhouse Cooper  
23 Langeveldt Street  
Cape Town  
2103

Correct format for  
business address:  
- Title of person is  
added  
- No punctuation

Dear Mr Retief

Correct greeting

### APPLICATION FOR 2013 BURSARY

I was raised in a poor, yet well-educated family. I would like to get a B Accounting degree and do my honours at Stellenbosch University.

My single mother works hard for our money, yet we still have a lot of debt. At this moment, I would do anything for a chance to improve my life and to work towards achieving success. I see myself as the perfect candidate for this bursary as I am dedicated to making a success of my studies and becoming a Chartered Accountant.

Leave bigger spaces  
between paragraphs

Accounting has always been my passion. From grade 9 I have always known that I want to study to become a Chartered Accountant. On the academic front I have a 81% average and achieved A symbols for Maths and Accounting. I do not aim to pass, I aim to get distinctions.

I look forward to your response and decision on the bursary.

Yours faithfully

Correct salutation

Signature

Emily van Wyk

Name printed under  
signature

word count: 149



## Activity: Writing a formal letter

Here are some formal letter topics to help you to practise your writing skills:



Note that in **question 1** there are two things

you must do in your letter: Talk about the success of the event AND thank the chairperson for sponsoring the event.

1. Recently your youth club/religious organisation hosted a successful sports day for your community. A local company sponsored prizes for the event.

You are the chairperson of the organising committee of this event. Write a letter to the manager of the company, telling him/her about the success of the event and thanking him/her for the sponsorship.

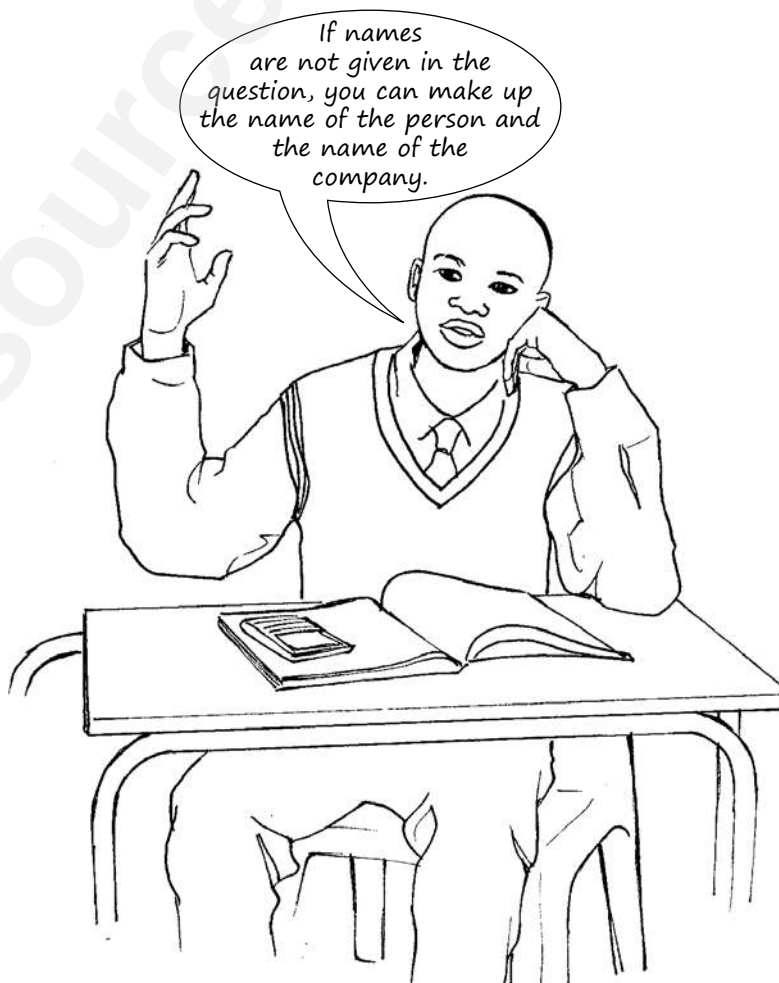
2. Recently you needed a certain item which you were unable to obtain from stores in your area. However, a shop assistant at a certain store helped you to obtain the item.

Write a letter to the manager of that store, giving details about how the shop assistant helped you and expressing your gratitude.



For more practice on writing **formal letters**, go to these past exam papers:

- November 2012, page 6, Question 2.1
- November 2011, page 5, Question 2.1



## 2.2 Writing an informal letter

An informal letter is usually written to friends or family members.



An informal letter is also called a friendly letter.



### Informal letter

- Informal letters can serve a range of purposes. They can inform; thank; congratulate; offer sympathy; motivate, sympathise; or give advice.
- The tone of an informal letter must be friendly and chatty. An informal register is always used.
- An informal letter has its own format. Pay close attention to where you lay out information such as the address, and the type of greeting and salutation you use.

See  
page 49 for more  
information on formal  
and informal  
registers





## A learner's example of an informal letter using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on an informal or friendly letter:

**Your friend has experienced a major disappointment. At the moment he/she is very depressed.**

**Write a letter to encourage and support your friend.**

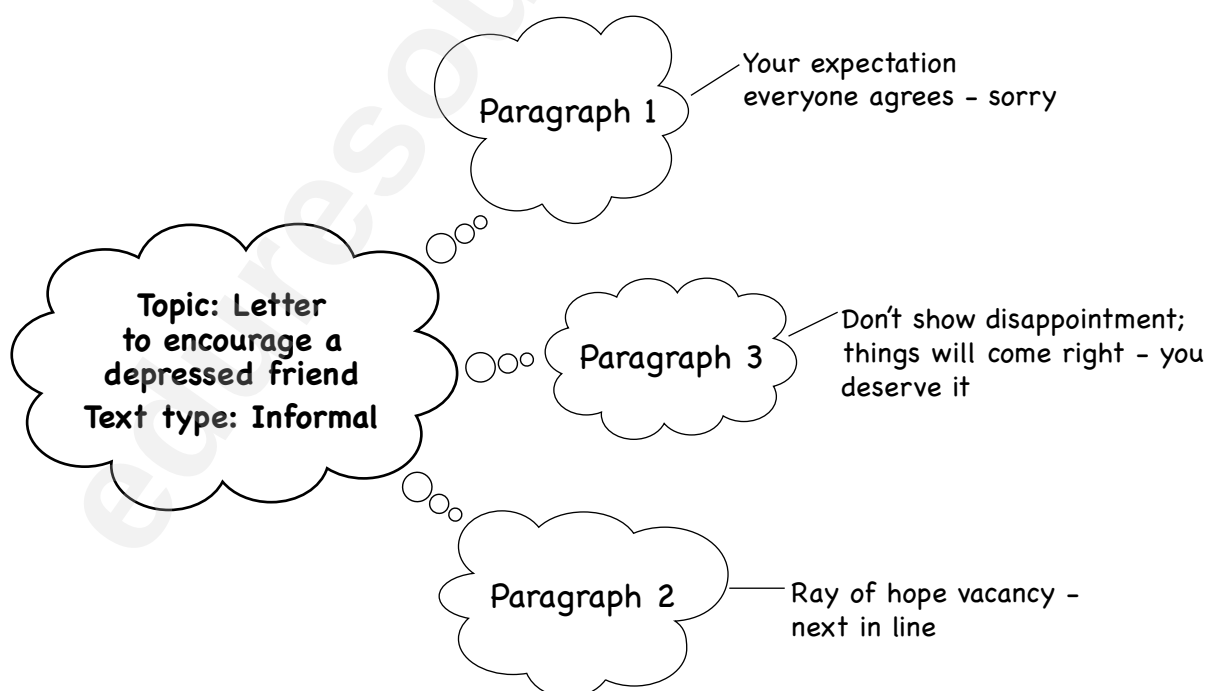


When you brainstorm, write your ideas as they come to you. Then **organise** your ideas by numbering them.

### Step 2: Plan the text

Read the question carefully and find the **key words** in the question to help you think of the contents of the letter.

Note the words *disappointment* and *depressed* and *encourage* and *support* in the question above. The learner used these key words in the **mind map** to plan his **friendly letter**.



### Step 3 - Write and edit a draft text

Write a draft of the text using the ideas from the plan.  
Edit the draft by correcting any grammar, punctuation, spelling and format errors.

See how the learner edited his draft letter in the example below.



46 Maroela Street

Fauna

9301

2 November 2013

Dear Moses

I know you were expecting to be made a member of the ~~Learners~~ <sup>Learners'</sup> Representative Council. Everybody I spoke to thought you would easily be elected. I am so sorry that it didn't work out and I want you to know that I stand by you. The only reason I can think of why you weren't chosen in the first place is that you were absent on the day.

• He corrects apostrophe: **Learners'** (plural)

But let me give you a ray of hope. Zodwa Chikane is going to ~~left~~ <sup>leave</sup> school next week because of a family problem and so there's going to be a vacancy in the Learners' Representative Council. You must be next in line and I'm sure you will be selected.

• He corrects verb tense: **leave**

Please don't show your ~~disappointment~~ <sup>disappointment</sup>, bra. Things will come right, just hold on. It's just a matter of time. In the meantime, I'm holding thumbs - you really deserve it.

• He corrects his spelling: **disappointment**

Your best friend

Mkhaya



Step 4: Write the final text

Correct address format:  
- No punctuation  
- Date is added

46 Maroela Street

Fauna

9301

2 November 2013

Correct greeting

Dear Moses

Use of contractions is allowed: **didn't**

I know you were expecting to be made a member of the Learners' Representative Council. Everybody I spoke to thought you would easily be elected. I am so sorry that it didn't work out and I want you to know that I stand by you.

The only reason I can think of why you weren't chosen in the first place is that you were absent on the day.

Leave bigger spaces between paragraphs

But let me give you a ray of hope. Zodwa Chikane is going to leave school next week because of a family problem and so there's going to be a vacancy in the Learners' Representative Council. You must be next in line and I'm sure you will be selected.

Please don't show your disappointment, bra. Things will come right, just hold on. It's just a matter of time. In the meantime, I'm holding thumbs - you really deserve it.

Correct salutation

Your best friend

Mkhaya



word count: 146





## Activity: Writing an informal letter

Here are some informal letter topics to help you to practise your writing skills:

1. Your best friend has been selected to represent the province in a certain code of sport.

Write a letter to congratulate him/her on this achievement and to wish him/her well.

2. You have won two tickets to a soccer/rugby/cricket match in another province.

Write a letter inviting a friend to accompany you. Include details such as travel and accommodation arrangements.



For more practice on writing **informal letters**, go to these past exam papers:

- Feb/March 2012, page 5, Question 2.1
- Feb/March 2013, page 6, Question 2.1

Remember  
practice makes perfect!  
Practise writing informal  
letters to do well in the  
exam.



## 2.3 Writing a letter to the press

A letter to the press (such as newspapers) is a formal letter with its own features and format rules.



### Letter to the press

- The content of this type of letter usually deals with the writer's view or opinion about a subject currently being debated in a newspaper. The purpose of it is for the writer to express his or her opinion about something, for publication in the newspaper.
- The letter is addressed to the editor of the newspaper, but the main audience of the letter is the readers of that newspaper.
- A letter to the press has its own format. Pay close attention to where you lay out information such as addresses and the subject line, and the type of greeting and salutation you use.



### A learner's example of a letter to the press using the four steps

---

#### Step 1: Choose the text type and topic

The learner chose to write this letter to the press in the exam:

**Respond to a letter in your local newspaper. In this letter a reader argues that the death penalty should be re-introduced.**

**Take a position in which you either support or reject the reader's views.**

#### Step 2: Plan the text

Find the **key words** in the question to help you think of the contents of the letter. The key words in this question are *death penalty* and *support* or *reject*.

The learner has used a **list** to plan her letter.

**TOPIC: Letter to the press****Text type: Formal**

Paragraph 1 ——— Refer to writer of letter – give name e.g.  
F. Solomon – in favour of bringing back  
death penalty

Paragraph 2 ——— \* Death penalty doesn't stop criminals  
                              \* Statistics  
                                  1. No fewer murders and killings  
                                  2. Innocent people killed/put to  
                                          death  
                              \* Social problems

Paragraph 3 ——— \* Refer to apartheid: Apartheid regime's  
                                  past history of violence; many freedom  
                                          fighters hanged  
                              Question – is it freedom if cycle of  
                                          violence carries on?

### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

See how the learner edited his draft letter in the example below.



The Editor  
City Press  
Strand Street  
Cape Town  
7405

Sir/Madam

#### RE-INTRODUCTION OF DEATH PENALTY

In the Friday edition of your newspaper Dr F. Solomon argued strongly for the re-introduction of the death penalty. However, I do not agree with his views. I believe that the death penalty can be very dangerous for our society.

He corrects spelling: **proved**

It has been <sup>proved</sup>~~proven~~ that the death penalty does not stop criminals. Statistics show that there are no fewer murders. In addition, other statistics show that people have been executed when they were innocent. Society is then also guilty of ~~committing~~ <sup>committing</sup> murder.

He corrects spelling: **committing**

My final argument has to do with our past history of violence during apartheid. Many people were hanged because they dared to fight for freedom. But did they fight for a freedom in which the ~~cycle~~ <sup>cycle</sup> of violence continues? I do not think so. I urge

He corrects spelling: **cycle**

your readers to reject this call to return to a past in which murder was a legitimate state weapon. This ~~can't~~ <sup>cannot</sup> happen!

He corrects contraction: **cannot**

Yours faithfully

Raymond Dinizulu

46 Madisane Street  
Malunga Park  
Guguletu  
7750  
20 June 2013

## Step 4: Write the final text



The Editor

City Press

Strand Street

Cape Town

7405

Correct position and  
format for press  
address:

- Addressed to The Editor
- No punctuation

Sir/Madam

Correct greeting; no  
name added

RE-INTRODUCTION OF DEATH PENALTY

Subject line included

In the Friday edition of your newspaper Dr F. Solomon argued strongly for the re-introduction of the death penalty. However, I do not agree with his views. I believe that the death penalty can be very dangerous for our society.

It has been proven that the death penalty does not stop criminals. Statistics show that there are no fewer murders. In addition, other statistics show that people have been executed when they were innocent. Society is then also guilty of committing murder.

Leave bigger spaces  
between paragraphs

My final argument has to do with our past history of violence during apartheid. Many people were hanged because they dared to fight for freedom. But did they fight for a freedom in which the cycle of violence continues? I do not think so. I urge your readers to reject this call to return to a past in which murder was a legitimate state weapon. This cannot happen!

Yours faithfully

Correct salutation

*R. Dinizulu*

Signature

R. DINIZULU

Name printed under  
signature

46 Madisane Street

Malunga Park

Guguletu

7750

20 June 2013

Letter writer's  
address at the  
bottom of the letter:

- No punctuation
- Postcode added
- Date at the end

word count: 150 words

**Activity: Writing a letter to the press**

Here are some letter to the press topics to help you to practise your writing skills:

1. Write a letter to the press in which you support or disagree with raising the age at which a person can obtain a driver's licence from 18 to 21.
2. Write a letter to the press in which you take a stand on the issue of violence against women. Propose a way of dealing with people who abuse women.

A letter to the press often requires you to take a stand and support your view. You do the same thing in an argumentative essay.



## 2.4. Category A checklist

| Features                            | Details of the feature                                                                                                                                                                                                                                                                                                                                                                                                                                        | Yes | No | Don't know |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Exam instructions                   | I understand the exam instructions for writing a letter.                                                                                                                                                                                                                                                                                                                                                                                                      |     |    |            |
| Letter topic                        | I understand the letter topic I have chosen.                                                                                                                                                                                                                                                                                                                                                                                                                  |     |    |            |
| Letter type                         | I understand the features of the letter type I have chosen: <ul style="list-style-type: none"> <li>• Formal letter</li> <li>• Informal letter</li> <li>• Letter to the press</li> </ul>                                                                                                                                                                                                                                                                       |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |    |            |
| Planning                            | I can show evidence of planning my letter.                                                                                                                                                                                                                                                                                                                                                                                                                    |     |    |            |
| Content                             | Each point in my plan is relevant to the letter topic.<br>I will use these points in my letter.                                                                                                                                                                                                                                                                                                                                                               |     |    |            |
| Purpose / audience                  | I understand the purpose of the letter type I have chosen.<br>I understand the audience for the letter type I have chosen.                                                                                                                                                                                                                                                                                                                                    |     |    |            |
| Letter structure                    | The first paragraph of my letter introduces the topic. The paragraphs in the body of my letter relate to the topic.<br>The last paragraph concludes the ideas in my letter.                                                                                                                                                                                                                                                                                   |     |    |            |
| Sentences                           | I have not repeated sentences in my paragraphs.<br>I have used full sentences.                                                                                                                                                                                                                                                                                                                                                                                |     |    |            |
| Paragraphs                          | My ideas link and are well-organised in paragraphs.<br>Each paragraph contains a new idea. Ideas are not repeated.<br>The ideas in the paragraphs link to the letter topic.                                                                                                                                                                                                                                                                                   |     |    |            |
| Format                              | I have used the correct format for the type of letter I have chosen: <ul style="list-style-type: none"> <li>• The address or addresses are in the correct place.</li> <li>• The date is in the correct place.</li> <li>• The kind of salutation is the correct one.</li> <li>• I have included a subject line, if appropriate.</li> <li>• I have signed and written my name, as appropriate.</li> <li>• I have left lines open between paragraphs.</li> </ul> |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my letter interesting. My letter has the correct register (formal or informal) for the type of letter I have written.                                                                                                                                                                                                                                                                                                |     |    |            |
| Verb tenses                         | I have used tenses correctly (past, present or future).                                                                                                                                                                                                                                                                                                                                                                                                       |     |    |            |
| Concord                             | My nouns and verbs are in agreement.                                                                                                                                                                                                                                                                                                                                                                                                                          |     |    |            |
| Spelling                            | My spelling is correct.                                                                                                                                                                                                                                                                                                                                                                                                                                       |     |    |            |
| Punctuation                         | My sentences start with a capital letter and end with a punctuation mark.<br>I have used apostrophes correctly.                                                                                                                                                                                                                                                                                                                                               |     |    |            |

## 3. Category B

Category B in the exam covers the following:

- Curriculum vitae (CV) and covering letter
- Obituary

Each of these texts has a different **format**, serves a different **purpose** and has a different **register**.

### 3.1 Writing a CV

A CV is the document you send to businesses when you are applying for a job. It briefly shows the potential employer important information about you, and why you are suitable for the job. This information includes details about your education, qualifications, and previous work experience.

A covering letter is a letter which you send with your CV when applying for a job. A well-written covering letter will improve your chances of being given the job.



#### CV and covering letter

- Use formal language (do not use contractions or slang) and register.
- The audience for your CV and covering letter is your potential employer.
- The tone in the CV and covering letter must be factual and direct.
- The covering letter is a formal letter and uses a formal and polite register.
- The letter explains briefly why you are applying for the job.





## A learner's example of a CV using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on a CV:

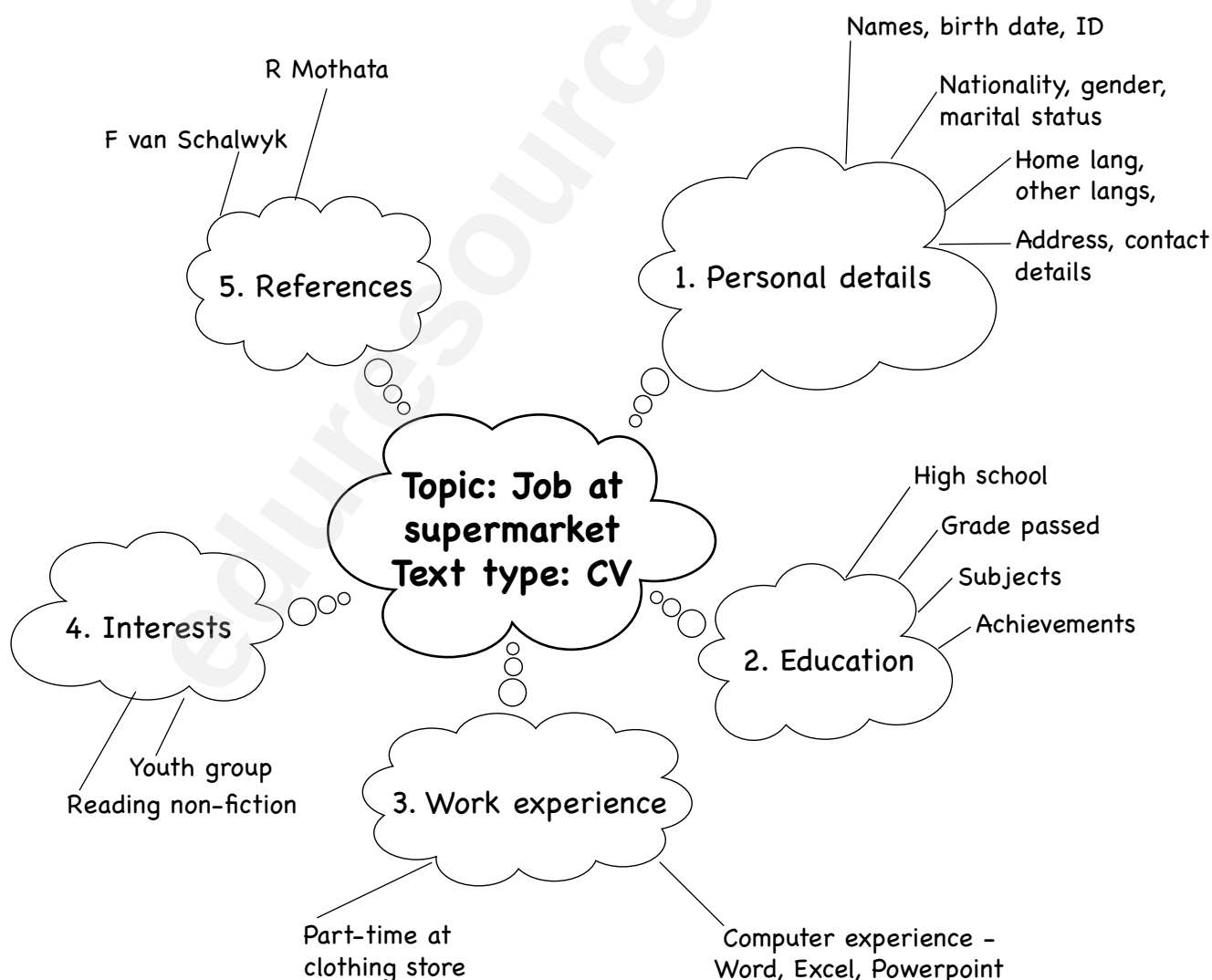
**You are applying for a job at a supermarket. Write the CV that you will submit. It is not necessary to write a covering letter.**

### Step 2: Plan the text

Look for the **key words** in the question that would help you with the content.

In the question above, the key words are *apply for a job* and *supermarket*.

The learner used a **mind map** to plan his CV.



See how the learner edited her draft CV in the example below.



### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

She corrects spelling: **Surname**

She corrects apostrophe: **Driver's**

She adds hyphen **Part-time**

She corrects spelling: **Secondary**

#### Curriculum Vitae of Anushka Chetty

##### PERSONAL INFORMATION

Surname: ~~Surname~~ Chetty  
 First name: Anushka  
 Date of birth: 31 January 1993  
 ID number: 9301315051081  
 Nationality: South African  
 Gender: Female  
 Marital status: Single  
 Home languages: English, Hindi  
 Other languages: Speak, read and write isiZulu  
 Driver's ~~Drivers~~ licence: Code 10  
 Address: 5 Turquoise Street, Laudium, 0037  
 Contact details: Telephone: 011 463 4558 Cell: 072 341 2482  
 E-mail: anushka@lantic.co.za

##### EDUCATION

Secondary: Laudium Secondary School (2007 – 2011)  
 Grade passed: Grade 12 National Senior Certificate  
 Subjects: English (C), Afrikaans (C), Mathematics (A), Physical Science HG (A), Accounting HG (A), Computer Applications Technology (A), Life Orientation (A)  
 Achievements: Member of school choir, first team netball, director of inter-house play

##### WORK EXPERIENCE

Clothing store: ~~Part-time~~ **Part-time** sales assistant, January 2008 to present  
 Computer skills: Word, Excel, PowerPoint

##### INTERESTS

Youth Group. I love reading, especially non-fiction engineering books.

##### REFEREES

Mrs R Mothata Manager at Bright Clothing Store  
 Tel: 012 456 2936  
 Mrs J Naidoo Teacher at Laudium ~~Secondary~~ **Secondary** School  
 Tel: 012 678 6541

## Step 4: Write the final text



### Curriculum Vitae of Anushka Chetty

#### PERSONAL INFORMATION

Surname: Chetty  
 First name: Anushka  
 Date of birth: 31 January 1993  
 ID number: 9301315051081  
 Nationality: South African  
 Gender: Female  
 Marital status: Single  
 Home languages: English, Hindi  
 Other languages: Speak, read and write isiZulu  
 Driver's licence: Code 10  
 Address: 5 Turquoise Street, Laudium, 0037  
 Contact details: Telephone: 011 463 4558 Cell: 072 341 2482  
 E-mail: anushka@lantic.co.za

#### EDUCATION

Secondary: Laudium Secondary School (2007 – 2011)  
 Grade passed: Grade 12 National Senior Certificate  
 Subjects: English (C), Afrikaans (C), Mathematics (A),  
 Physical Science HG (A), Accounting HG (A),  
 Computer Applications Technology (A), Life  
 Orientation (A)  
 Achievements: Member of school choir, first team netball,  
 director of inter-house play

#### WORK EXPERIENCE

Clothing store: Part-time assistant, January 2008 to present  
 Computer skills: Word, Excel, PowerPoint.

#### INTERESTS

Youth Group. I love reading, especially non-fiction engineering books.

#### REFEREES

Mrs R Mothata Manager at Bright Clothing Store  
 Tel: 012 456 2936  
 Mrs J Naidoo Teacher at Laudium Secondary School  
 Tel: 012 678 6541

Main heading

Sub-heading 1:  
Personal information

Correct format:  
 - Headings with colon  
 - There is no other punctuation  
 - Information listed clearly

Sub-heading 2:  
Education

Sub-heading 3:  
Work experience

Sub-heading 4:  
Interests

Sub-heading 5:  
Referees

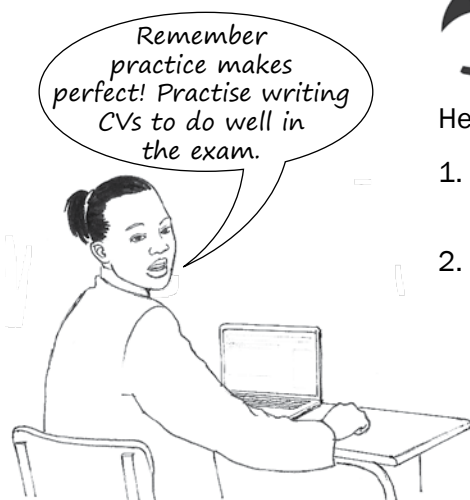
word count: 140 words



## Activity: Writing a CV

Here are some CV topics to help you to practise for the exam:

1. You are in your final year of Grade 12. You intend applying for part-time work. Write the CV that will accompany your application.
2. You have recently completed a Bachelor of Arts degree in journalism. You have applied for a job at a local newspaper as a journalist. Write the CV that will accompany your application.



## 3.2 CV checklist

| Features                            | Details of the feature                                                                                                                                                                                                                                                                                                                                                                                            | Yes | No | Don't know |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a CV and covering letter.                                                                                                                                                                                                                                                                                                                                                            |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                                                                                                                                                                                                                                                                             |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                                                                                                                                                                                                                                                   |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                                                                                                                                                                                                                                                                                  |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                                                                                                                                                                                                                                                                                                            |     |    |            |
| Purpose / audience                  | I understand the purpose of a CV and covering letter.<br>I understand the audience for my CV and covering letter.                                                                                                                                                                                                                                                                                                 |     |    |            |
| Format                              | My CV is correctly laid out: <ul style="list-style-type: none"> <li>• I have written a main heading.</li> <li>• My information is organised under the correct sub-headings (personal information; education; employment; interests; and referees).</li> <li>• I have listed each piece of information and given it a heading with a colon.</li> </ul> My covering letter uses the correct formal letter features. |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                                                                                                                                                                                                                                                   |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my CV and covering letter informative and clear.<br>My ideas link to the topic.<br>My covering letter has the correct formal register.                                                                                                                                                                                                                                   |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                                                                                                                                                                                                                                                                                |     |    |            |

### 3.3 Writing an obituary

An obituary is a text about a person who has recently died. It may be published as an article in a newspaper, or read aloud at a funeral.



#### Obituary

- An obituary gives basic facts of the deceased person's life, such as the person's birth date, the date of death, and where he or she lived. Details of the person's family may also be included.
- Stories and memories about the person are included.
- If appropriate, favourite sayings of the person may be quoted.
- The tone is sad because a person has died, but also uplifting because it is a celebration of that person's life.
- Personal feelings about the deceased person can be included.





## A learner's example of an obituary using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on an obituary:

**A well-known person in your community has passed away. This person was actively involved in charity work.**

**Write a suitable obituary, paying tribute to the person.**

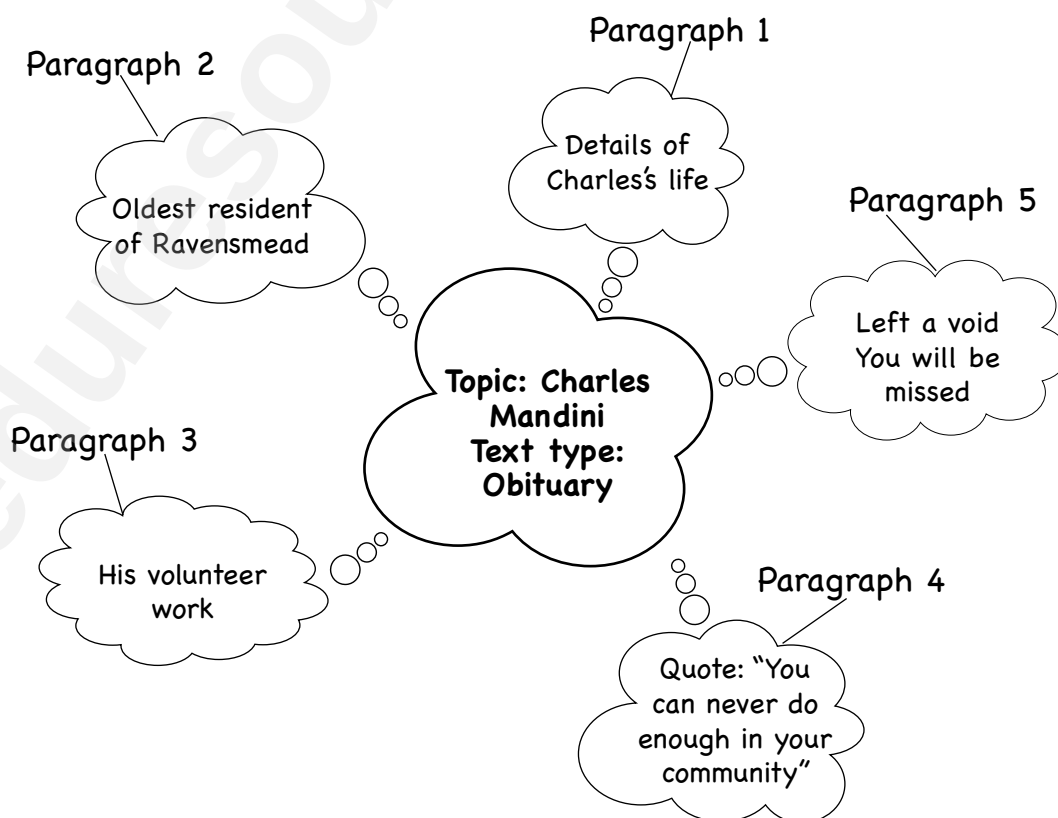


When you brainstorm, write your ideas as they come to you. Then **organise** your ideas by numbering them.

### Step 2: Plan the text

Read the question carefully and note the **key words** that would help you brainstorm the content of your answer. In the question above, the key words are *well-known in your community* and *charity work*.

This learner has used a **mind map** to plan her essay.



### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan.  
Edit the draft by correcting any grammar, punctuation, spelling and format errors.

See how the learner edited her draft obituary in the example below.



#### Charles Mandini

Charles Mandini was born on 13 July 1932 in Tiervlei, now known as Ravensmead. He passed away on 24 November 2012. He <sup>was</sup> ~~is~~ the oldest of nine children.

He was also one of the oldest residents in Ravensmead and someone who the community always looked up to.

He was always on top of the list for volunteers. He always educated us on how to reach out to our <sup>neighbours</sup> ~~neighbours~~ because you never know when you might need their help.

His famous words were: "You can never do enough in your community." He was a <sup>mentor</sup> ~~menter~~ and pillar of strength in so many of our lives.

Boeta Charles, no one can or ever will fill the place you left, not only in our community, but also in our hearts.

You will not only be missed by your wife and children, but by the <sup>entire</sup> ~~entire~~ community.

• She corrects verb tense: **was**

• She corrects spelling: **neighbours**

• She corrects spelling: **mentor**

• She corrects spelling: **entire**

## Step 4: Write the final text

Heading → **Charles Mandini**

Charles Mandini was born on 13 July 1932 in Tiervlei, now known as Ravensmead. He passed away on 24 November 2012. He was the oldest of nine children.

He was also one of the oldest residents in Ravensmead and someone who the community always looked up to.

He was always on top of the list for volunteers. He always educated us on how to reach out to our neighbours because you never know when you might need their help.

His famous words were: "You can never do enough in your community." He was a mentor and pillar of strength in so many of our lives.

Boeta Charles, no one can or ever will fill the place you left, not only in our community, but also in our hearts.

You will not only be missed by your wife and children, but by the entire community.

Leave bigger spaces between paragraphs

word count: 146





## Activity: Writing an obituary



Here are some topics to help to practise writing obituaries:

1. A well-known member of your church has died. He/she was responsible for looking after the youth, and frequently helped boys and girls who were in trouble. Write the obituary for this person.
2. A respected and favourite teacher has died. The principal has approached you as a member of the Learners' Representative Council to write an obituary. Write the obituary for this teacher.

For more practice on writing obituaries, go to this past exam paper:

- November 2012, page 6, Question 2.2

## 3.4. Obituary checklist

| Features                            | Details of the feature                                                                                                      | Yes | No | Don't know |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of an obituary.                                                                                   |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                       |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                             |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                            |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                      |     |    |            |
| Purpose / audience                  | I understand the purpose of an obituary.<br>I understand the audience for my obituary                                       |     |    |            |
| Format                              | My obituary is correctly laid out:<br>• I have written a main heading.<br>• I have left a line open between each paragraph. |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                             |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my obituary interesting.<br>My ideas link to the topic.                            |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                          |     |    |            |

## 4. Category C

Category C in the exam covers the following texts:

- Review
- Newspaper article
- Magazine article
- Agenda and minutes of a meeting
- Formal report

Each one of these texts has a different **format**, serves a different **purpose** and has a different **register**.

### 4.1 Writing a review

A review is a written assessment or account of something. Reviews may be assessments of an artwork; a movie; a book; a restaurant; a performance (a play or a concert); a CD or DVD; or a place.



#### A review

- You need to show some knowledge of what you are reviewing by giving facts about it or describing aspects of it.
- You should give your opinion about what you are reviewing. Always give the reasons for your opinion.
- Reviews can include both positive (good) and negative (bad) points about what you are reviewing. The conclusion of your review should conclude whether your assessment is mostly positive, or mostly negative.
- Use creative and interesting language to express your opinion.



## A learner's example of a review using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on a review:

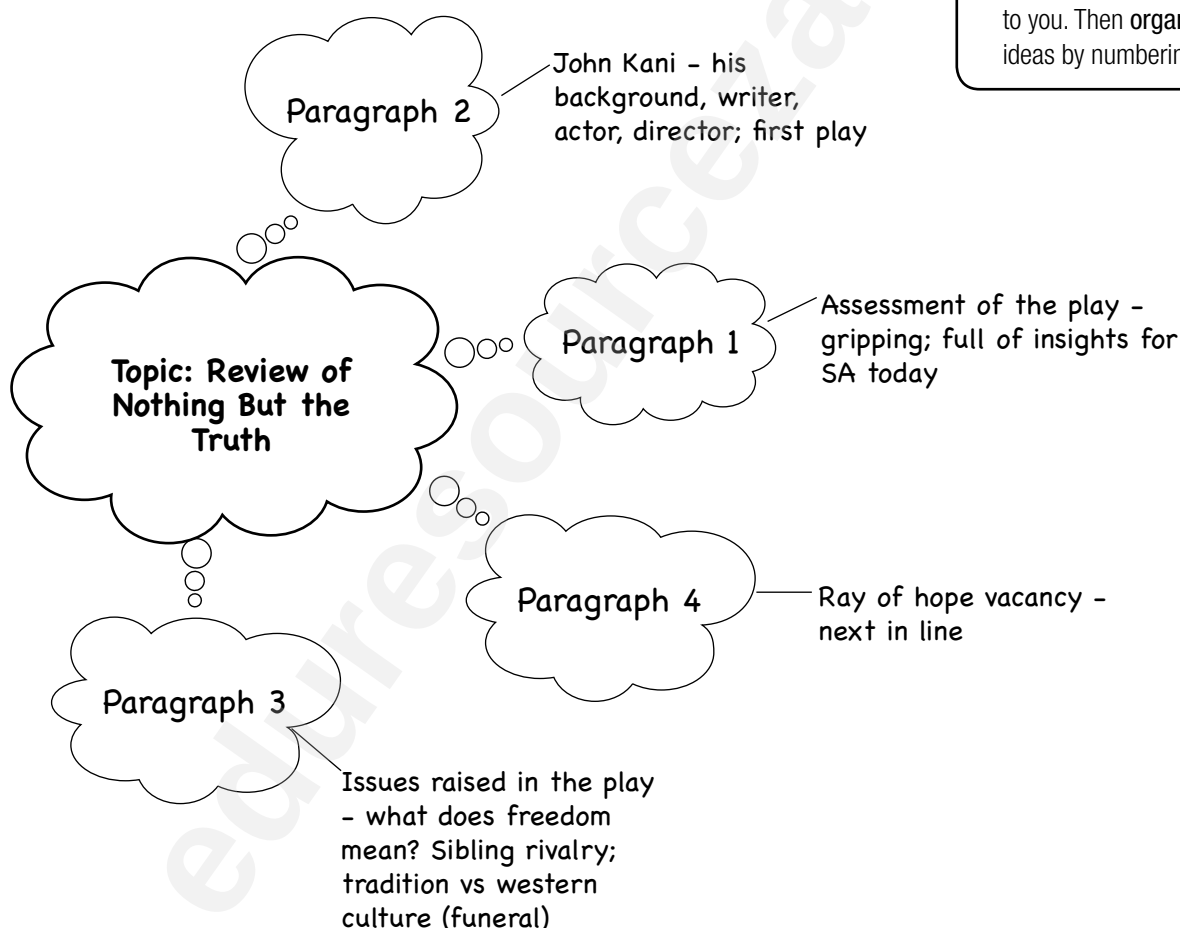
**Write a review of one of your literature networks.**

### Step 2: Plan the text

The learner decided to write a review of *Nothing But the Truth*, and used a mind map to plan his review.



When you brainstorm, write your ideas as they come to you. Then **organise** your ideas by numbering them.



See how the learner edited his draft review in the example below.



He corrects preposition: **for**

He corrects his spelling: **doubtful**

He corrects possessive noun: **country's**

### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

#### Review of Nothing But the Truth

John Kani's play has been a deserving matric network <sup>for</sup> ~~in~~ years. Kani tackles family issues, using the post-apartheid era in South Africa and the disappointment of one man.

Kani has been a respected writer, actor and director for many years and his first play will add more praise to his already incredible career.

The play centres on a librarian, Sipho Makhaya, who is hoping that his 33 years as a loyal worker will be rewarded. But he is <sup>doubtful</sup> ~~doubtful~~ and his fears become magnified when his niece, Mandisa, arrives from London with the ashes of his brother, Themba. Old rivalries and family relationships are revealed as secrets slowly emerge.

Nothing But the Truth is a gripping drama whose climax is a speech by Sipho in which he finds reconciliation. The play is still relevant today. It offers every South African highly important insights into the <sup>country's</sup> ~~countries~~ history and one man's dilemma.

## Step 4 - Write the final text



### Review of Nothing But the Truth

Heading

John Kani's play has been a deserving matric network for years. Kani tackles family issues, using the post-apartheid era in South Africa and the disappointment of one man.

Kani has been a respected writer, actor and director for many years and his first play will add more praise to his already incredible career.

Leave bigger spaces between paragraphs

The play centres on a librarian, Sipho Makhaya, who is hoping that his 33 years as a loyal worker will be rewarded. But he is doubtful and his fears become magnified when his niece, Mandisa, arrives from London with the ashes of his brother, Themba. Old rivalries and family relationships are revealed as secrets slowly emerge.

Nothing But the Truth is a gripping drama whose climax is a speech by Sipho in which he finds reconciliation. The play is still relevant today. It offers every South African highly important insights into the country's history and one man's dilemma.

word count: 150 words





## Activity: Writing a review



A review requires you to do two things: show that you have some knowledge of what you are reviewing; and then give your opinion of it.

Here are some topics to help you to practise writing reviews:

1. Your high school puts on a play every year. You are a member of the school's annual magazine committee and have been asked to write a review of this production. Write this review.
2. Your family often visits a nearby restaurant. A local newspaper is holding a competition for its readers in which they are asked to submit a review. You decide to submit a review of this restaurant.
3. Write a review of your favourite movie / TV series / radio programme.

## 4.2 Review checklist

| Features                            | Details of the feature                                                                                                                                                         | Yes | No | Don't know |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a review.                                                                                                                                         |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                                          |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                                               |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                                                                         |     |    |            |
| Purpose / audience                  | I understand the purpose of a review.<br>I understand the audience for my review.                                                                                              |     |    |            |
| Format                              | My review is correctly laid out: <ul style="list-style-type: none"> <li>• I have written a main heading.</li> <li>• I have left a line open between each paragraph.</li> </ul> |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my review interesting and informative.<br>My ideas link to the topic.                                                                 |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                                             |     |    |            |

## 4.3 Writing a newspaper article

A newspaper article is a piece of writing in a newspaper about a particular subject. Its purpose is to inform or entertain the public.



### Newspaper article

- Newspapers are read by people who want information that is easy to read and well presented.
- There are different kinds of newspaper articles. Some give opinions. Some give advice. Some just present facts.
- Present the information briefly and logically.
- Newspaper articles usually give answers to these questions: who, what, where, when, why, how. Check that your newspaper article does so.

The audience for a newspaper article is the readers of the newspaper.



What I like about writing a newspaper article is it is a chance to express my own views strongly.

Yes, but make sure you stick to the topic, and back up your views with reasons.





## A learner's example of a newspaper article using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on a newspaper article:

**There has been an increase in various types of crime in your area.**

**Write an article for publication in your local newspaper suggesting ways to avoid becoming a victim of crime.**

### Step 2: Plan the text

Identify the **key words** to use in your planning - *local newspaper* and *victim of crime*. Then order your ideas logically. The learner used a **list** to plan her newspaper article.

### Topic: Stop being a victim of crime

Idea 1 ..... ➔ Paragraph 1

- We live in a world of increasing crime
- Some tips to help you

Idea 2 ..... ➔ Paragraph 3

- Keep doors locked

Idea 3 ..... ➔ Paragraph 2

- Don't make it easy for criminals
- Eliminate their opportunities

Idea 4 ..... ➔ Paragraph 5

- Also cyber crime / scams
- Insurance people wanting your details over the phone

Idea 5 ..... ➔ Paragraph 4

- Barking dogs
- Good protection

When you brainstorm, write your ideas as they come to you. Then organise your ideas by numbering them.



### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan.  
Edit the draft by correcting any grammar, punctuation, spelling and format errors.

See how the learner edited her draft newspaper article in the example below.



#### Protect yourself from crime

The ~~unfortunate~~ reality is that crimes can and will happen.

Here are some tips that will help you to avoid becoming a victim of crime.

Make it difficult for criminals. Look around you and get rid of any ~~opportunities~~ before criminals recognise them. Be aware of your surroundings.

At home, the basic rule is to keep your doors locked. Make sure your locks are safe and sturdy. Install gates or sliding doors of the slam-lock variety so that you can react quickly if under threat.

Dogs provide protection and give you warning in advance. Even a small dog has a loud bark.

Beware of phone and computer scams. Under no ~~circumstances~~ give out personal or financial information over the phone. If you do, insurance companies will not pay you out.

Finally, organise a buddy system. Your neighbours can be your eyes and ears just as you can be theirs.

• She corrects her spelling: **unfortunate**

• She corrects spelling: **opportunities**

• She corrects her spelling: **circumstances**

Step 4: Write the final text

Heading

**Protect yourself from crime**

The unfortunate reality is that crimes can and will happen. Here are some tips that will help you to avoid becoming a victim of crime.

Make it difficult for criminals. Look around you and get rid of any opportunities before criminals recognise them. Be aware of your surroundings.

At home, the basic rule is to keep your doors locked. Make sure your locks are safe and sturdy. Install gates or sliding doors of the slam-lock variety so that you can react quickly if under threat.

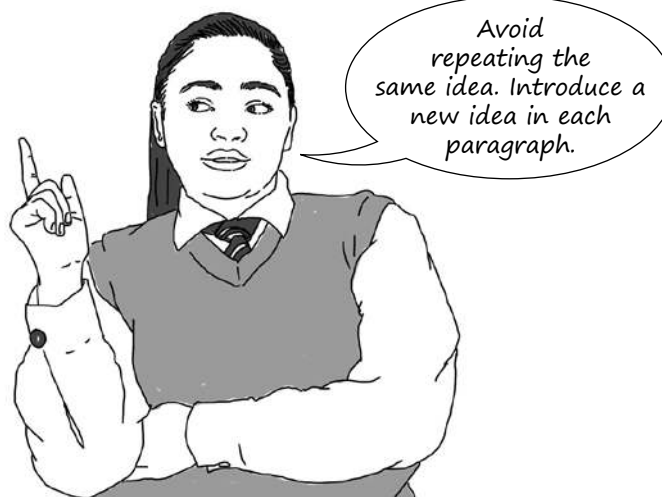
Dogs provide protection and give you warning in advance. Even a small dog has a loud bark.

Beware of phone and computer scams. Under no circumstances give out personal or financial information over the phone. If you do, insurance companies will not pay you out.

Finally, organise a buddy system. Your neighbours can be your eyes and ears just as you can be theirs.

Leave bigger spaces between paragraphs

word count: 150





## Activity: Writing a newspaper article



For more practice on writing newspaper articles, go to this past exam paper:

- November 2010, page 7, Question 2.3

Here are some topics to help you to practise writing newspaper articles:

1. The local newspaper has approached you as a learner in Grade 12 at the local high school. The newspaper would like you to write an article on the pressure of final examinations. Write this article.
2. An intersection near your house is very dangerous and a number of accidents have occurred there. Your local newspaper has asked you to write an article for the newspaper about this problem.
3. Write a newspaper article using this headline: Bullying on the increase in local school.

## 4.4 Newspaper article checklist

| Features                            | Details of the feature                                                                                                                                                                    | Yes | No | Don't know |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a newspaper article.                                                                                                                                         |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                                                     |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                           |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                                                          |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                                                                                    |     |    |            |
| Purpose / audience                  | I understand the purpose of a newspaper article.<br>I understand the audience for my newspaper article.                                                                                   |     |    |            |
| Format                              | My newspaper article is correctly laid out: <ul style="list-style-type: none"> <li>• I have written a main heading.</li> <li>• I have left a line open between each paragraph.</li> </ul> |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                           |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my newspaper article interesting and informative.<br>My ideas link to the topic.                                                                 |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                                                        |     |    |            |

Your text must not be less than 120 words or more than 150 words long.



## 4.5 Writing a magazine article

A magazine article is a piece of writing in a magazine about a particular subject. Like a newspaper article, it aims to entertain and inform the reader.

There are different kinds of magazine articles. Some give opinions. Some give advice. Some just present facts. Read the question carefully to make sure you write the right kind of article.



### Magazine article

- Your article should include facts as well as insights.
- Entertain your audience by writing in an interesting and engaging way.
- Use descriptions and creative language that readers will enjoy reading.
- Include quotes of other people's words to make your article more interesting.
- Give your article a catchy and creative title.
- The register for a magazine article can be formal or more informal, depending on the purpose and audience of the article. Read the question closely to make sure you chose the correct register for the topic you are answering.

A magazine article can be descriptive and creative, but must keep to the topic.

Yes, it should be interesting in order to hold the reader's attention.





## A learner's example of a magazine article using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on a magazine article:

**You are a committee member of your school magazine.**

**Write an article covering the sporting highlights of 2013.**

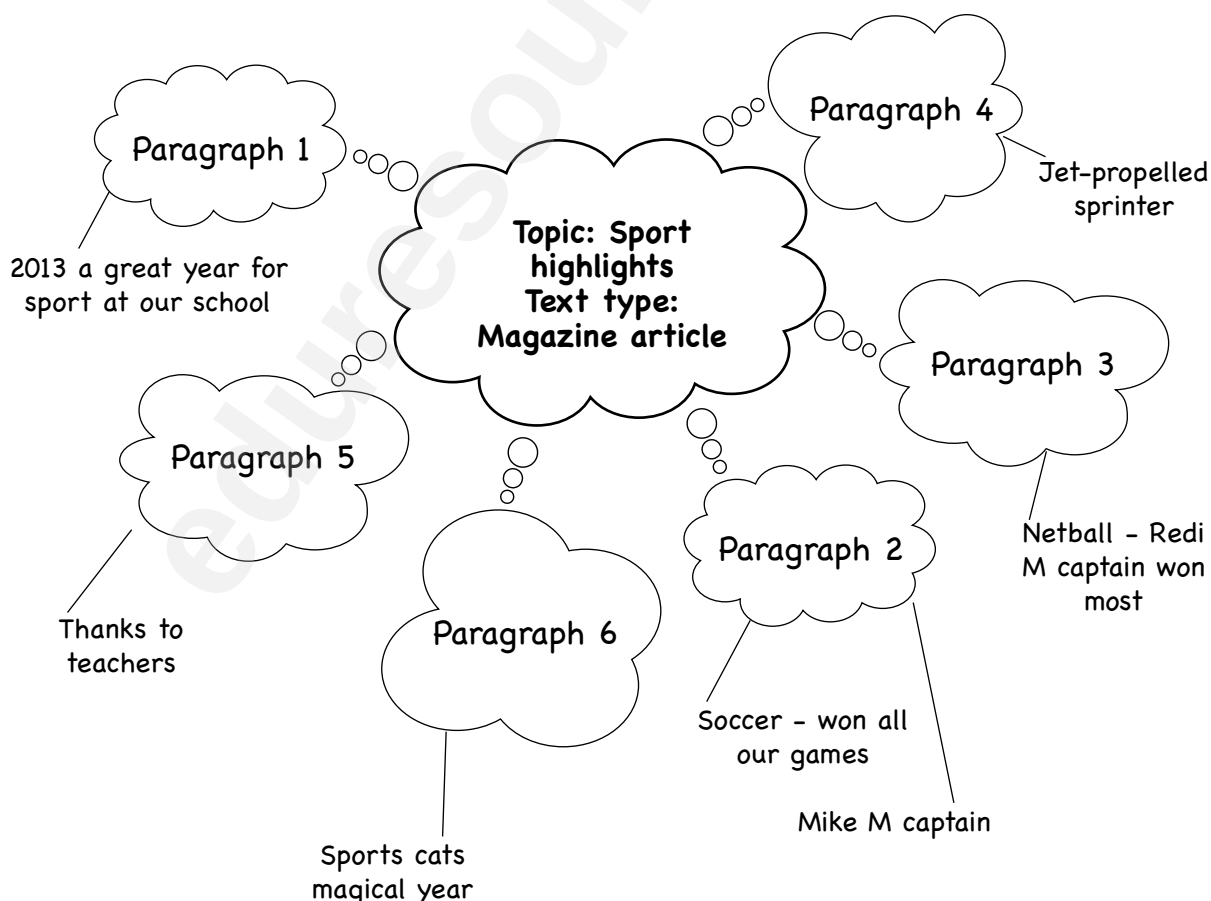
### Step 2: Plan the text

Identify the **key words** to use in your planning. In the question above, the key words are *school magazine* and *sporting highlights*.

The learner used a **mind map** to plan his magazine article.



When you brainstorm, write your ideas as they come to you. Then **organise** your ideas by numbering them.



See how the learner edited his draft magazine article in the example below.



He adds apostrophe to indicate possessive: **school's**

He corrects spelling: **provincial**

He corrects spelling: **metres**

He corrects his spelling: **encouragement**

### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

#### OH, WHAT A SPORTING YEAR!

Yes, you have it! 2013 has been the greatest sports year in the ~~schools~~<sup>school's</sup> history.

Winning all their games and the ~~provincal~~<sup>provincial</sup> championships, our soccer team did a mighty job. Special congratulations to Mike Malaudzi for being selected as SA Schools captain.

Redi Mtshali, the netball captain, did a super job, leading her team to win all their games.

Talk about jet propelled, we have to say a big congrats to Jackson Zondo who won every sprint in sight. Doing 10,1 for the 100 ~~meters~~<sup>metres</sup> is not shabby! And in the distance events everybody just saw Mngobe Morabi's dust. So athletics and cross country also ruled the roost.

None of this would have happened without Mr Celiwe and Mrs Mdoda. Their ~~encouragement~~<sup>encouragement</sup>, coaching and motivation led us all the way.

We say a very big thank you.

So, sports cats, enjoy looking back on a magical year!

**Step 4: Write the final text****OH, WHAT A SPORTING YEAR!**

Heading

Yes, you have it! 2013 has been the greatest sports year in the school's history.

Winning all their games and the provincial championships, our soccer team did a mighty job. Special congratulations to Mike Malaudzi for being selected as SA Schools captain.

Redi Mtshali, the netball captain, did a super job, leading her team to win all their games.

Leave bigger spaces between paragraphs

Talk about jet propelled, we have to say a big congrats to Jackson Zondo who won every sprint in sight. Doing 10,1 for the 100 metres is not shabby! And in the distance events everybody just saw Mngobe Morabi's dust. So athletics and cross country also ruled the roost.

None of this would have happened without Mr Celiwe and Mrs Mdoda. Their encouragement, coaching and motivation led us all the way.

We say a very big thank you.

So, sports cats, enjoy looking back on a magical year!

word count: 146



For more practice on writing magazine articles, go to this past exam paper:

- Feb/March 2013, page 6, Question 2.4



## Activity: Writing a magazine article

Here are some topics to help you to practise writing magazine articles:

1. You have been approached by the editor of a teenage magazine to write an article on peer pressure. Your focus should be on its effects and how to deal with it. Write this article.
2. You work on a part-time basis for a small teenage magazine. Your next assignment is to write on changing teenage fashion trends. Write this article.
3. Many young people overcome difficult circumstances. Write a magazine article about one such person, either real or imaginary.

## 4.6 Magazine article checklist

| Features                            | Details of the feature                                                                                                                                                                                                  | Yes | No | Don't know |
|-------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a magazine article.                                                                                                                                                                        |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                                                                                   |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                                                         |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                                                                                        |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                                                                                                                  |     |    |            |
| Purpose / audience                  | I understand the purpose of a magazine article.<br>I understand the audience for my magazine article.                                                                                                                   |     |    |            |
| Format                              | My magazine article is correctly laid out: <ul style="list-style-type: none"> <li>• I have written a main heading relevant to the text's content.</li> <li>• I have left a line open between each paragraph.</li> </ul> |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                                                         |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my magazine article interesting and informative.<br>My ideas link to the topic.                                                                                                |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                                                                                      |     |    |            |

## 4.7 Writing an agenda and minutes of a meeting

An **agenda** is a list of the subjects that will be discussed, as well as the procedure that will be followed, at a meeting. The agenda is prepared before the meeting.

**Minutes** are a written record of what was discussed and decided at a meeting. Minutes are recorded as a meeting is happening.



### Agenda and minutes of a meeting

- The items in an agenda are numbered in the sequence they will be discussed in the meeting.
- When writing minutes, list the facts in point form. Number them in the order they were discussed. Use the past tense.
- The register of the minutes is formal. They are a record of facts, and you should not give your opinion.
- Make sure the details of the venue, date and time of the meeting are recorded on the top of both the agenda and the minutes.





## A learner's example of an agenda and minutes using the four steps

### Step 1: Choose the text type and topic

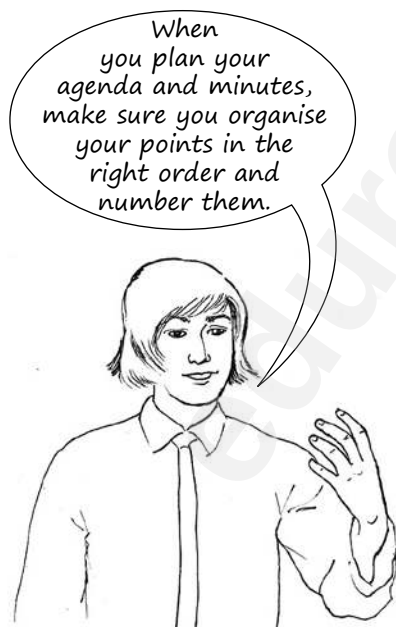
This learner chose this question on an agenda and minutes:

**You are the secretary of your school's Learners' Representative Council. Write the agenda and minutes of a meeting in which the Council discussed latecomers.**

### Step 2: Plan the text

Identify the **key words** to use in your planning. In the question above, the key words are *Learners' Representative Council*, *agenda*, *minutes* and *latecomers*.

The learner used a **list** to plan her **agenda** and **minutes**.

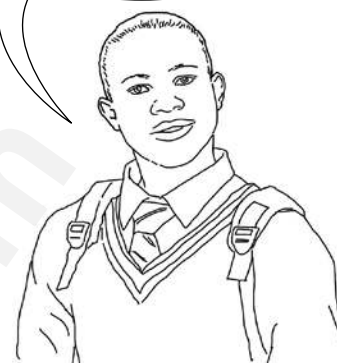


| Agenda for meeting<br>27 May 2013                                                                                                                                                                                                                             | Minutes for meeting<br>27 May 2013                                                                                                                                                                                                                                                                                                                                                                                   |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ol style="list-style-type: none"> <li>1. Opening and welcome</li> <li>2. Attendance and apologies</li> <li>3. Minutes of previous meeting</li> <li>4. New matters - latecomers</li> <li>5. Date of next meeting</li> <li>6. Close, vote of thanks</li> </ol> | <ol style="list-style-type: none"> <li>1. Opening and welcome by James Molefe, chairperson</li> <li>2. Names of learners present</li> <li>3. Minutes of last meeting adopted</li> <li>4. New matters - latecomers discussed. More leaders at gates in the morning. Unreliable taxi. Vote on staying later</li> <li>5. Date of next meeting given</li> <li>6. Thanks for coming; meeting finished at 16:00</li> </ol> |

### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

See how the learner edited her agenda and minutes in the example below.



#### Agenda

**Meeting 27 May 2013 13:00**

**Sizwe High School Learners' Representative Council**

1. Opening and welcome
2. Attendance and apologies
3. Minutes of previous meeting
4. New matters - latecomers
5. Date of next meeting
6. Close, vote of thanks

#### Minutes

**Meeting 27 May 2013 13:00 Sizwe High School  
Learners' Representative Council**

1. Opening and welcome  
James Molefe, chairperson, welcomed the members and declared the meeting open.

2. Attendance as per register attached; apologies Z Mgobhozi.

3. Minutes of last meeting were adopted.

4. New matters:

The increase in the number of latecomers was discussed. Refilwe Smith stated that the colder weather was a factor and that the teachers should be more understanding. Mcedisi Ncube and Mbulelo Buthelezi disagreed and stated that more leaders should be placed at the gates to monitor latecomers. James Molefe reminded the <sup>council</sup> ~~council~~ that taxis were often unreliable. A vote was taken that latecomers should have to stay after school to finish their class work. This motion was carried.

5. Date of the next meeting is 18 June 2013 at 13:00.

6. The chairperson thanked the members for attending.

The meeting <sup>concluded</sup> ~~concluded~~ at 16:00.

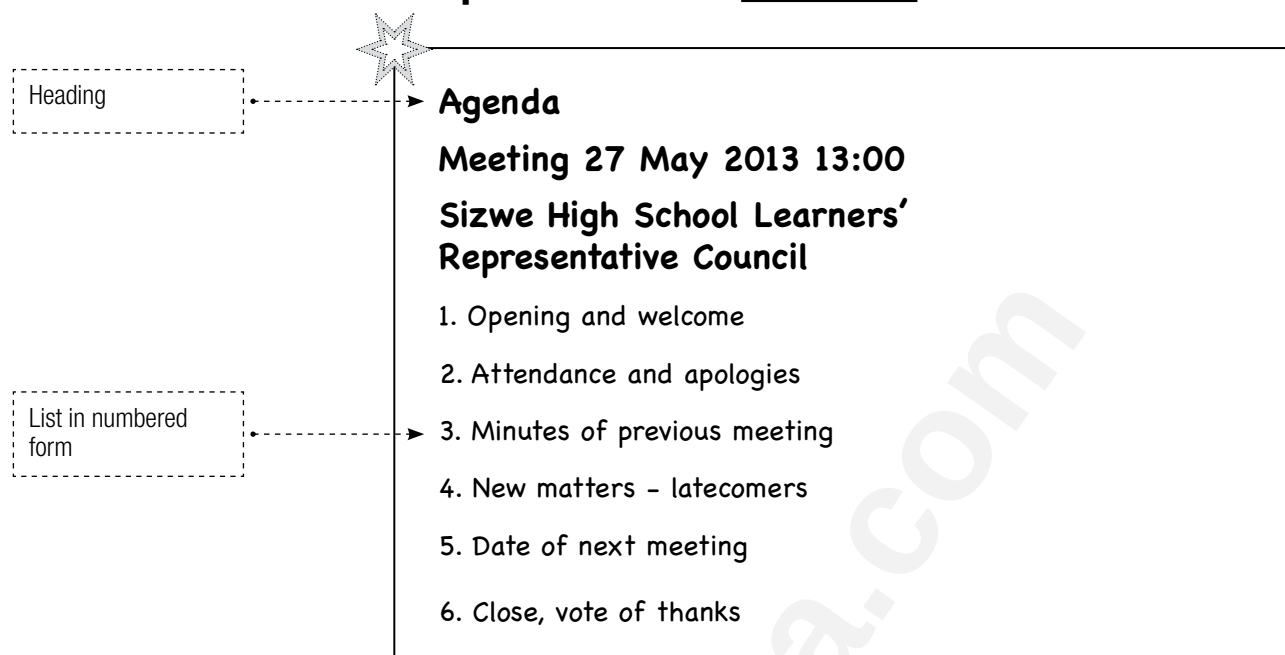
• She corrects apostrophe: **Learners'** (plural)

• She corrects spelling: **Attendance**

• She corrects spelling: **council**

• She corrects spelling: **concluded**

## Step 4: Write the final text

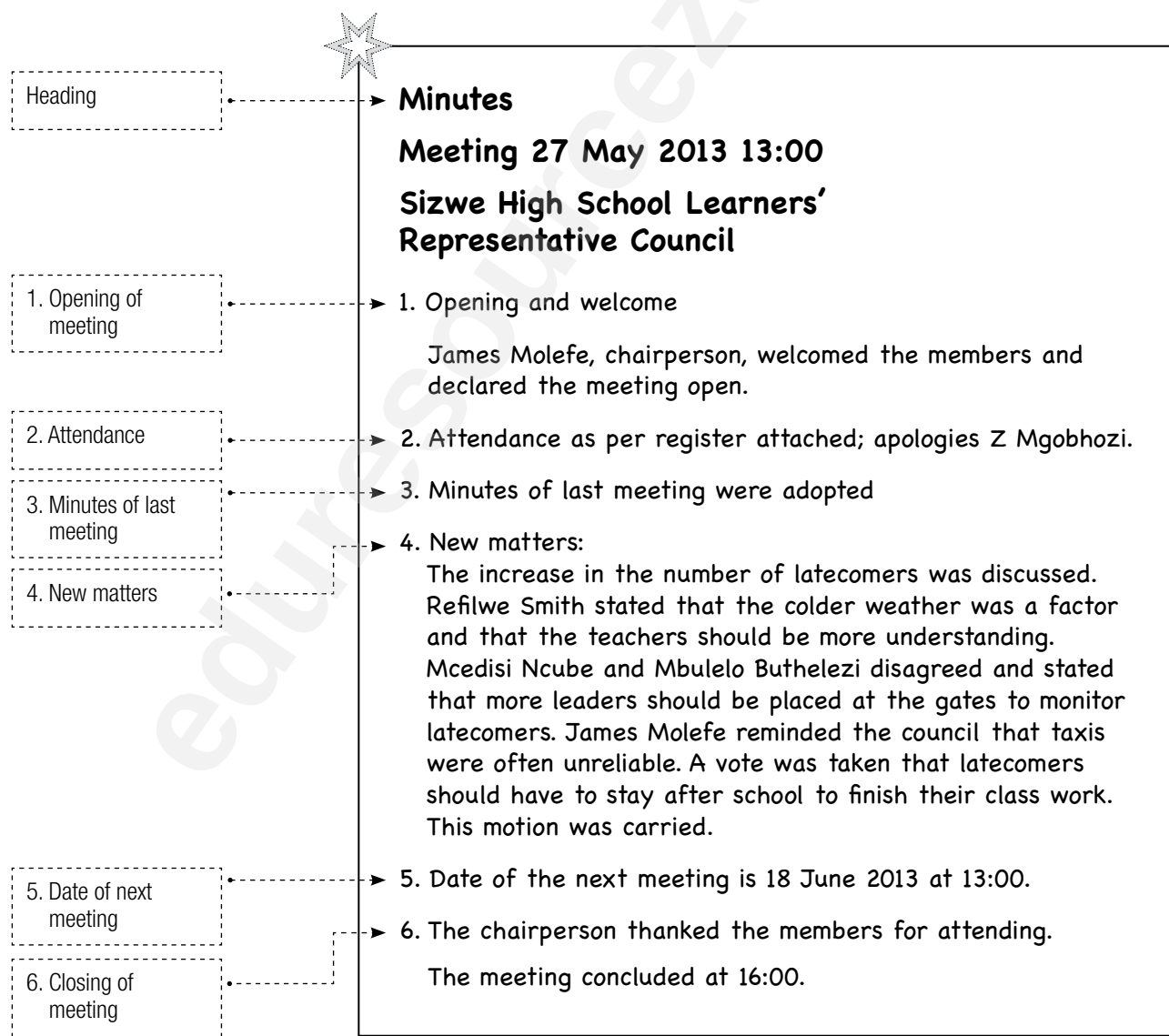


**Agenda**

**Meeting 27 May 2013 13:00**

**Sizwe High School Learners' Representative Council**

1. Opening and welcome
2. Attendance and apologies
3. Minutes of previous meeting
4. New matters - latecomers
5. Date of next meeting
6. Close, vote of thanks



**Minutes**

**Meeting 27 May 2013 13:00**

**Sizwe High School Learners' Representative Council**

1. Opening and welcome  
James Molefe, chairperson, welcomed the members and declared the meeting open.
2. Attendance as per register attached; apologies Z Mgobhozi.
3. Minutes of last meeting were adopted
4. New matters:  
The increase in the number of latecomers was discussed. Refilwe Smith stated that the colder weather was a factor and that the teachers should be more understanding. Mcedisi Ncube and Mbulelo Buthelezi disagreed and stated that more leaders should be placed at the gates to monitor latecomers. James Molefe reminded the council that taxis were often unreliable. A vote was taken that latecomers should have to stay after school to finish their class work. This motion was carried.
5. Date of the next meeting is 18 June 2013 at 13:00.
6. The chairperson thanked the members for attending.  
The meeting concluded at 16:00.

word count: 144



## Activity: Writing an agenda and minutes

Here are some topics to help you to practise writing an agenda and minutes:

1. As the chairperson of the Matric Committee, it is your task to organise the farewell assembly for the Grade 12s. You call a meeting of all the matrics and discuss this matter, taking various decisions. Write the agenda and minutes of this meeting.
2. You belong to a soccer / netball / athletics club. The next meeting of the committee is due to take place. Two issues are on the agenda: an increase in subscription fees, and the need to expand the clubhouse. Write the agenda and minutes of this meeting.

## 4.8 Agenda and minutes of a meeting checklist

| Features                            | Details of the feature                                                                                                                                                                                                                                                                                                 | Yes | No | Don't know |
|-------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of an agenda and minutes.                                                                                                                                                                                                                                                                    |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                                                                                                                                                                                  |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                                                                                                                                                        |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                                                                                                                                                                                       |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.<br>There is a clear link between the content of the agenda and the contents of the minutes.                                                                                                                                     |     |    |            |
| Purpose / audience                  | I understand the purpose of an agenda and minutes.<br>I understand the audience for my agenda and minutes.                                                                                                                                                                                                             |     |    |            |
| Format                              | My agenda and minutes are correctly laid out: <ul style="list-style-type: none"> <li>• The agenda is written as a list with each new point numbered.</li> <li>• The minutes have the correct sub-headings (opening of meeting; attendance; minutes of last meeting; new matters; date; closing of meeting).</li> </ul> |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                                                                                                                                                        |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my minutes accurate and informative.<br>My ideas link to the topic.                                                                                                                                                                                                           |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                                                                                                                                                                                     |     |    |            |

## 4.9 Writing a formal report

A formal report is a written description of a situation or event after an investigation. Formal reports contain information and ideas that can help to resolve difficult situations.

Formal reports contain information and ideas that can help to resolve difficult situations.



### hint

#### Formal report

- A report must be objective. It must state the facts about the situation that was investigated without giving personal opinions.
- The report must explain the procedure and findings of the investigation. It must conclude with recommendations for future action.
- The register must be formal. Use the past tense and the passive voice ("It was decided...").





## A learner's example of a formal report using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on a formal report:

You are the captain of a popular sporting code at your school. Your team participated in an interschool event during which one of your team members was seriously injured. Your school principal has requested a formal report from you on the incident and the action taken afterwards.

Write the report you will submit.

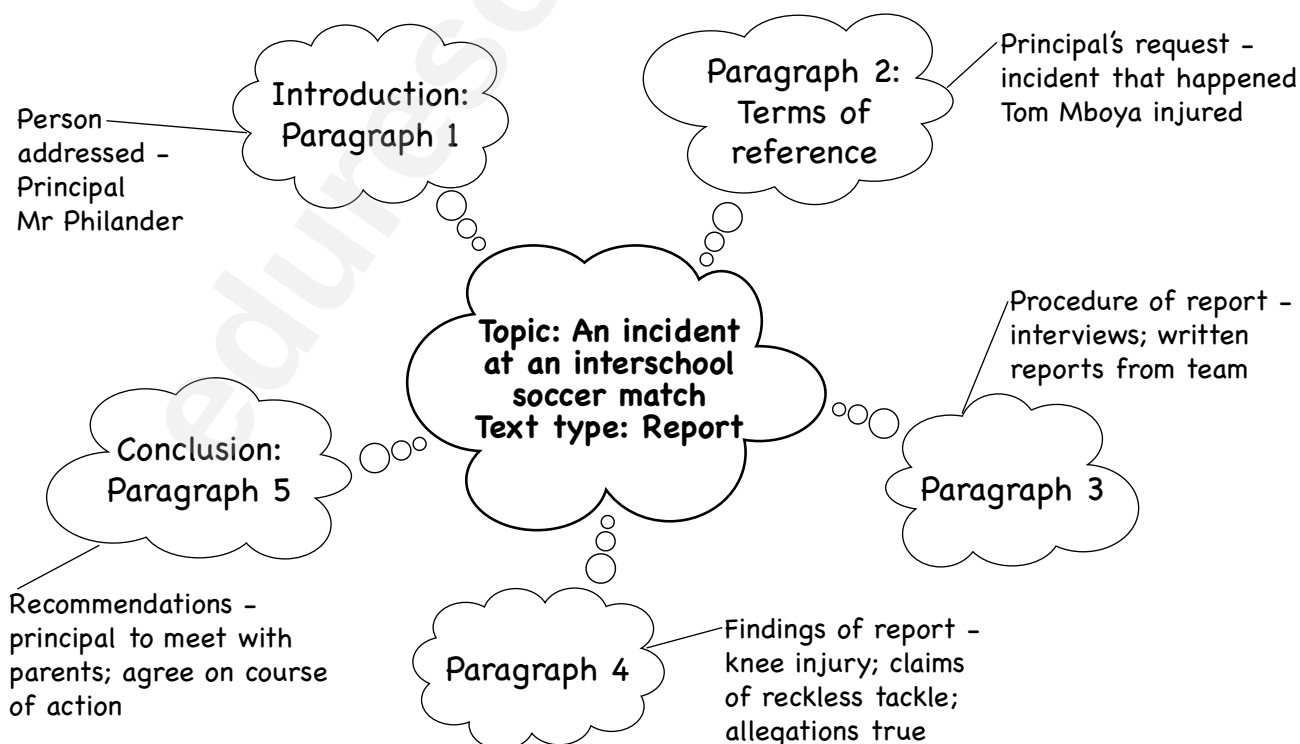


When you brainstorm, write your ideas as they come to you. Then organise your ideas by numbering them.

### Step 2: Plan the text

Identify the **key words** to use in your planning. In the question above, the key words are *interschool event*, *team member injured* and *action taken afterwards*.

The learner has used a **mind map** to plan his report.



See how the learner edited his report in the example below.



He corrects spelling: **principal**

He adds apostrophe: **school's**

He corrects spelling: **incident**

He corrects spelling: **medical**

He corrects spelling: **course**

### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

#### Report on incident at interschool soccer match

Principal  
For attention: Mr R. Philander (Principal)

##### Terms of reference:

The Principal requested that team captain, Mafika Dikobe, investigate the incident of 15 May 2013 during the soccer match at Seshewe High in which Tom Mboya was injured.

##### Procedure:

- The referee and assistant referees were interviewed.
- Members of <sup>school's</sup> ~~schools~~ soccer team wrote a description of the incident.
- Tom Mboya was asked to give his account of the <sup>incident</sup> ~~incident~~.
- The results were analysed by the captain and conclusions were drawn.

##### Findings:

- Tom Mboya's knee was injured in a clash with Modikwe Mapanzi of the opposing team. Tom's family has to bear the <sup>medical</sup> ~~medic~~ costs.
- Allegations that the opposing player made a reckless tackle were supported by everyone's accounts.

##### Conclusion:

Action must be taken in order to address the situation.

##### Recommendations:

- The Principal should call a meeting to discuss the report with all parties and a <sup>course</sup> ~~course~~ of action should be agreed on.

Mafika Dikobe  
Captain: First soccer team  
9 June 2013

## Step 4: Write the final text



### Report on incident at interschool soccer match ←

Heading

**For attention:** Mr R. Philander (Principal) ←

Who the report is for

#### **Terms of reference:** ←

Terms of reference

The Principal requested that team captain, Mafika Dikobe, investigate the incident of 15 May 2013 during the soccer match at Seshewe High in which Tom Mboya was injured.

#### **Procedure:** ←

Report procedure

- The referee and assistant referees were interviewed.
- Members of school's soccer team wrote a description of the incident.
- Tom Mboya was asked to give his account of the incident.
- The results were analysed by the captain and conclusions were drawn.

#### **Findings:** ←

Report findings

- Tom Mboya's knee was injured in a clash with Modikwe Mapanzi of the opposing team. Tom's family has to bear the medical costs.
- Allegations that the opposing player made a reckless tackle were supported by everyone's accounts.

#### **Conclusion:** ←

Report conclusion

Action must be taken in order to address the situation.

#### **Recommendations:** ←

Report recommendations

- The Principal should call a meeting to discuss the report with all parties and a course of action should be agreed on.

Signed and dated

Mafika Dikobe

Captain: First soccer team

9 June 2013

word count: 149



## Activity: Writing a formal report



For more practice on writing **formal reports**, go to this past exam paper:

- November 2010, page 8, Question 2.4

Here are some topics to help you to practise writing formal reports:

1. There have been complaints at school that the prices charged by the tuckshop for food and cold drinks are too high.

The Deputy Principal has asked you to investigate this situation. Write the report that you will submit.

2. You belong to a community club for the youth. Recently attendance at club events has dropped considerably.

The youth leader, Mr N. Sithole, has asked you to investigate reasons for this situation. Write the report that you will submit.

## 4.10 Formal report checklist

| Features                            | Details of the feature                                                                                                                                                                                                                                                                             | Yes | No | Don't know |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a formal report.                                                                                                                                                                                                                                                      |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                                                                                                                                                              |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                                                                                                                                    |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                                                                                                                                                                   |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                                                                                                                                                                                             |     |    |            |
| Purpose / audience                  | I understand the purpose of a formal report.<br>I understand the audience for my formal report.                                                                                                                                                                                                    |     |    |            |
| Format                              | My formal report is correctly laid out: <ul style="list-style-type: none"> <li>• I have given my report a heading.</li> <li>• The report has the correct sub-headings (who it is addressed to; terms of reference; procedure; findings; conclusion; recommendations; signed and dated).</li> </ul> |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                                                                                                                                    |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my report accurate and informative.<br>My ideas link to the topic.                                                                                                                                                                                        |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                                                                                                                                                                 |     |    |            |

## 5. Category D

Category D in the exam paper covers the following:

- Dialogue
- Written interview
- Written formal and informal speech

Each one of these texts has a different **format**, serves a different **purpose** and has a different **register**.

### 5.1 Writing a dialogue

A dialogue is a conversation between two or more people. The people speak about a specific topic.



#### Dialogue

- A dialogue can be either formal or informal. If it is formal, the language must be polite, and no contractions should be used (for example, write “cannot” instead of “can’t”).
- If it is informal, the register is friendly, and contractions can be used. Use language that makes your dialogue sound like everyday speech between people.
- Written dialogue looks similar to the text of a play. It can even include directions for tone of voice and body language, just like a play. Remember to put the speaker’s name with a colon in front of it at the beginning of each new piece of dialogue.
- Put any directions about movement or feelings in brackets.
- Make sure the content of the dialogue keeps to the topic.

There will be *ONE* question set in the exam from the Category D texts.



Think of each speaker as a character. Each one can express his or her own point of view. This will make your dialogue more interesting.





## A learner's example of a dialogue using the four steps

This example is for an informal dialogue. In the exam, you may be asked to write a formal dialogue.



### Step 1: Choose the text type and topic

This learner chose this question on a dialogue:

**A close friend has upset you in some way. Write out the dialogue that takes place between you and your friend, in which you discuss with him/her what he/she has done to upset you.**

**Note:** Use the dialogue format.

### Step 2: Plan the text

Identify the **key words** to use in your planning. In the question above, the key words are *close friend*, *upset* and *discuss*.

The learner used a **list** to plan her **dialogue**.

#### Topic: Argument between friends

#### Text type: Dialogue

1. Mpho cross: Maths homework copied; didn't ask
2. Andile: Not so bad; I would do it for you
3. Mpho: No privacy; no permission
4. Andile: Sorry, please forgive
5. Mpho: Alright, but ask next time!
6. Andile: Ok, maybe shouldn't copy - rather ask you to show me.



When you brainstorm, write your ideas as they come to you. Then organise your ideas by numbering them.

### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan.  
Edit the draft by correcting any grammar, punctuation, spelling and format errors.

See how  
the learner edited  
her draft dialogue in  
the example  
below.



#### Argument between two friends: Mpho and Andile

Mpho: Andile, I'm so cross with you. (Determined) You took my Maths book out of my bag and copied today's homework. I wouldn't have minded but you didn't ask me!

Andile: (Anxious) But I didn't do anything bad. You would have let me if I'd asked. You know how badly I'm doing in Maths.

Mpho: (Shakes her head) I hate to tell you this, but ~~that's~~ <sup>that's</sup> got nothing to do with it. Of course, I would have lent you my book, but you didn't respect my privacy or ask my ~~permission~~ <sup>permission</sup>!

• She adds apostrophe:  
**that's**

Andile: (Apologetically) I'm so sorry. I wasn't thinking ~~proply~~ <sup>properly</sup> and I took you for granted. (Pleading) Will you forgive me?

• She corrects spelling:  
**permission**

• She corrects spelling:  
**properly**

Mpho: (Thinking and then puts her hand on his shoulder) Hey, that's all right. I just had to get it off my chest. But next time, ask me!

Andile: Ok. And maybe I should be asking for help with my homework, not just ~~copying~~ <sup>copying</sup> yours.

• She corrects spelling:  
**copying**



Expressions  
like "hey" and "ok"  
give the language  
an informal  
register.

## Step 4: Write the final text

Heading

→ **Argument between two friends: Mpho and Andile**

Format with colon after name (Mpho:)

→ Mpho: Andile, I'm so cross with you. (Determined) You took my Maths book out of my bag and copied today's homework. I wouldn't have minded but you didn't ask me!

Tone and directions put in brackets (Anxious)

→ Andile: (Anxious) But I didn't do anything bad. You would have let me if I'd asked. You know how badly I'm doing in Maths.

Leave bigger spaces between paragraphs

→ Mpho: (Shakes her head) I hate to tell you this, but that's got nothing to do with it. Of course, I would have lent you my book, but you didn't respect my privacy or ask my permission!

→ Andile: (Apologetically) I'm so sorry. I wasn't thinking properly and I took you for granted. (Pleading) Will you forgive me?

→ Mpho: (Thinking and then puts her hand on his shoulder) Hey, that's all right. I just had to get it off my chest. But next time, ask me!

→ Andile: Ok. And maybe I should be asking for help with my homework, not just copying yours.

word count: 150

Longer transactional texts must be between 120 and 150 words.





## Activity: Writing a dialogue

Here are some topics to help you to practise writing dialogues:

1. Eleni and Precious are good friends. However, Precious is going to “bunk” a Science class because she does not understand the subject and also believes the teacher cannot explain anything. Eleni is trying to persuade her not to do this.

Write the dialogue that takes place between the two friends.

2. You and your brother share a room. His untidiness is proving to be a problem and you feel you need to tell him about your unhappiness.

Write the dialogue that takes place between the two brothers.



For more practice on writing **dialogues**, go to these past exam papers:

- November 2011, page 5, Question 2.2
- Feb/March 2013, page 6, Question 2.2

## 5.2 Dialogue checklist

| Features                            | Details of the feature                                                                                                                                                                                                                                                                | Yes | No | Don't know |
|-------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a dialogue.                                                                                                                                                                                                                                              |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                                                                                                                                                 |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                                                                                                                       |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                                                                                                                                                      |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                                                                                                                                                                                |     |    |            |
| Purpose / audience                  | I understand the purpose of dialogue.<br>I understand the audience for my dialogue.                                                                                                                                                                                                   |     |    |            |
| Format                              | My dialogue is correctly laid out: <ul style="list-style-type: none"> <li>• I have given my dialogue a heading.</li> <li>• I have written the name of the speaker with a colon after his or her name.</li> <li>• I have included speech and action directions in brackets.</li> </ul> |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                                                                                                                       |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my dialogue interesting and life-like.<br>My ideas link to the topic.                                                                                                                                                                        |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                                                                                                                                                    |     |    |            |

## 5.3 Writing an interview

An interview is a formal meeting at which someone is asked questions, such as a job interview. It may also be a TV or radio interview.

Interviews are written as if they are a true record of what each speaker said.



### hint

#### Interview

- A written interview in the exam usually uses formal language. Avoid using slang and contractions (for example, write “do not” instead of “don’t”).
- It is written in the format of a dialogue as a record of the actual words said by the people in the interview. Remember to put the speaker’s name with a colon in front of it at the beginning of each new piece of dialogue.
- The purpose of an interview is to record exactly what each person said as accurately as possible.

Interviews are written in dialogue format. Use a new line each time a new speaker speaks.



Use a formal register and formal language in an interview.



## A learner's example of an interview using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on an interview:

**Your local municipality needs male and female administrative assistants. You have applied for one of these positions. The municipal manager has invited you to an interview. Write out the interview that takes place between the two of you.**

**NOTE:** Use the dialogue format.

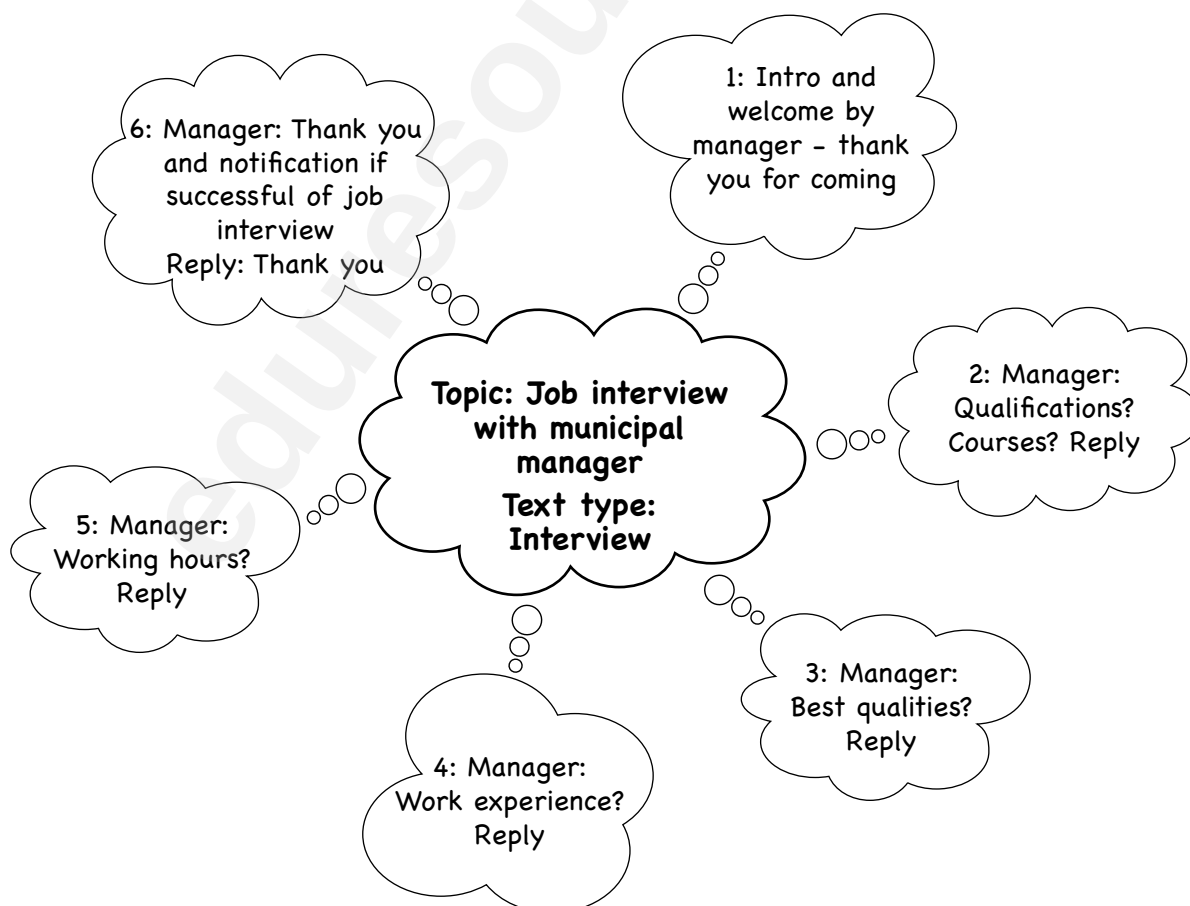
### Step 2: Plan the text

Read the question carefully. Identify the **key words** to use in your planning. In this topic, the key words are *administrative assistant*, *municipal manager*, *interview*.

This learner used a **mind map** to plan his interview.



When you brainstorm, write your ideas as they come to you. Then **organise** your ideas by numbering them.



See how the learner edited his draft interview in the example below.



He corrects spelling: **opportunity**

He corrects preposition: **at**

He corrects spelling: **administration**

He corrects spelling: **application**

### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

#### Interview with municipal manager

Manager: Welcome, Mr Guevara. Thank you for coming to the job interview.

Mr Guevara: Thank you for the <sup>opportunity</sup> ~~opportunity~~.

Manager: Firstly, I'm interested in your qualifications for this job.

Mr Guevara: I studied for a business diploma <sup>at</sup> ~~for~~ Grantly College.

Manager: Do you have any other diplomas or certificates?

Mr Guevara: Yes, I completed a computer course in Microsoft Office.

Manager: What would you say are your best qualities?

Mr Guevara: I'm a very passionate and hard-working person. I'm reliable, trustworthy and always keen to learn.

Manager: Do you have any work experience?

Mr Guevara: Yes, I did a six-month internship in ~~administration~~ <sup>administration</sup> at a local business.

Manager: Are you able to work flexible hours?

Mr Guevara: Yes.

Manager: Thank you for your time. We will contact you <sup>next week</sup> ~~next week~~ and let you know whether your <sup>application</sup> ~~application~~ has been successful.

Mr Guevara: Thank you, sir.

## Step 4: Write the final text



### Interview with municipal manager

Manager: Welcome, Mr Guevara. Thank you for coming to the job interview.

Mr Guevara: Thank you for the opportunity.

Manager: Firstly, I'm interested in your qualifications for this job.

Mr Guevara: I studied for a business diploma at Grantly College.

Manager: Do you have any other diplomas or certificates?

Mr Guevara: Yes, I completed a computer course in Microsoft Office.

Manager: What would you say are your best qualities?

Mr Guevara: I'm a very passionate and hard-working person. I'm reliable, trustworthy and always keen to learn.

Manager: Do you have any work experience?

Mr Guevara: Yes, I did a six-month internship in administration at a local business.

Manager: Are you able to work flexible hours?

Mr Guevara: Yes.

Manager: Thank you for your time. We will contact you next week and let you know whether your application has been successful.

Mr Guevara: Thank you, sir.

Heading

Format with colon after name (Mr Guevara:)

Different speaker starts on new line

Leave bigger spaces between paragraphs

word count: 125



## Activity: Writing an interview

For more practice on writing **interviews**, go to these past exam papers:

- Feb/March 2012, page 5, Question 2.2
- November 2012, page 7, Question 2.4

Here are some topics to help you to practise writing interviews:

1. You have applied for a bursary from a government department to study at a tertiary institution. The director of this department has called you for an interview.

Write down the interview that takes place between you and the director.

NOTE: Use the dialogue format.

2. You work for a local newspaper and your editor asks you to interview a well-known TV actor who lives near you. Write down the interview that takes place between you and the actor.

NOTE: Use the dialogue format.

## 5.4 Interview checklist

| Features                            | Details of the feature                                                                                                                                                                                          | Yes | No | Don't know |
|-------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of an interview.                                                                                                                                                                      |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                                                                           |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                                                                                 |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                                                                                |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                                                                                                          |     |    |            |
| Purpose / audience                  | I understand the purpose of an interview.<br>I understand the audience for my interview.                                                                                                                        |     |    |            |
| Format                              | My interview is correctly laid out: <ul style="list-style-type: none"> <li>• I have given my interview a heading.</li> <li>• I have written the name of the speaker with a colon after his/her name.</li> </ul> |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                                                                                 |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my interview interesting and life-like.<br>My ideas link to the topic.                                                                                                 |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                                                                              |     |    |            |

## 5.5 Writing a speech

A speech is a formal talk given to a group of people about a particular subject.



### Speech

- A speech uses formal language. The register of the language is formal but friendly.
- The tone of a speech should be polite and sincere.
- In the introduction, the speech should acknowledge individuals or groups of people in the audience. The body of the speech should keep to the topic. The conclusion should thank the audience for their attention.
- Make your speech come alive by using interesting and creative language. You should aim to inform and entertain your audience.





## A learner's example of a speech using the four steps

### Step 1: Choose the text type

This learner chose this question on a speech:

**You have been selected to deliver a farewell speech on behalf of the Grade 12 learners at your final school assembly.**

**Write out your speech.**

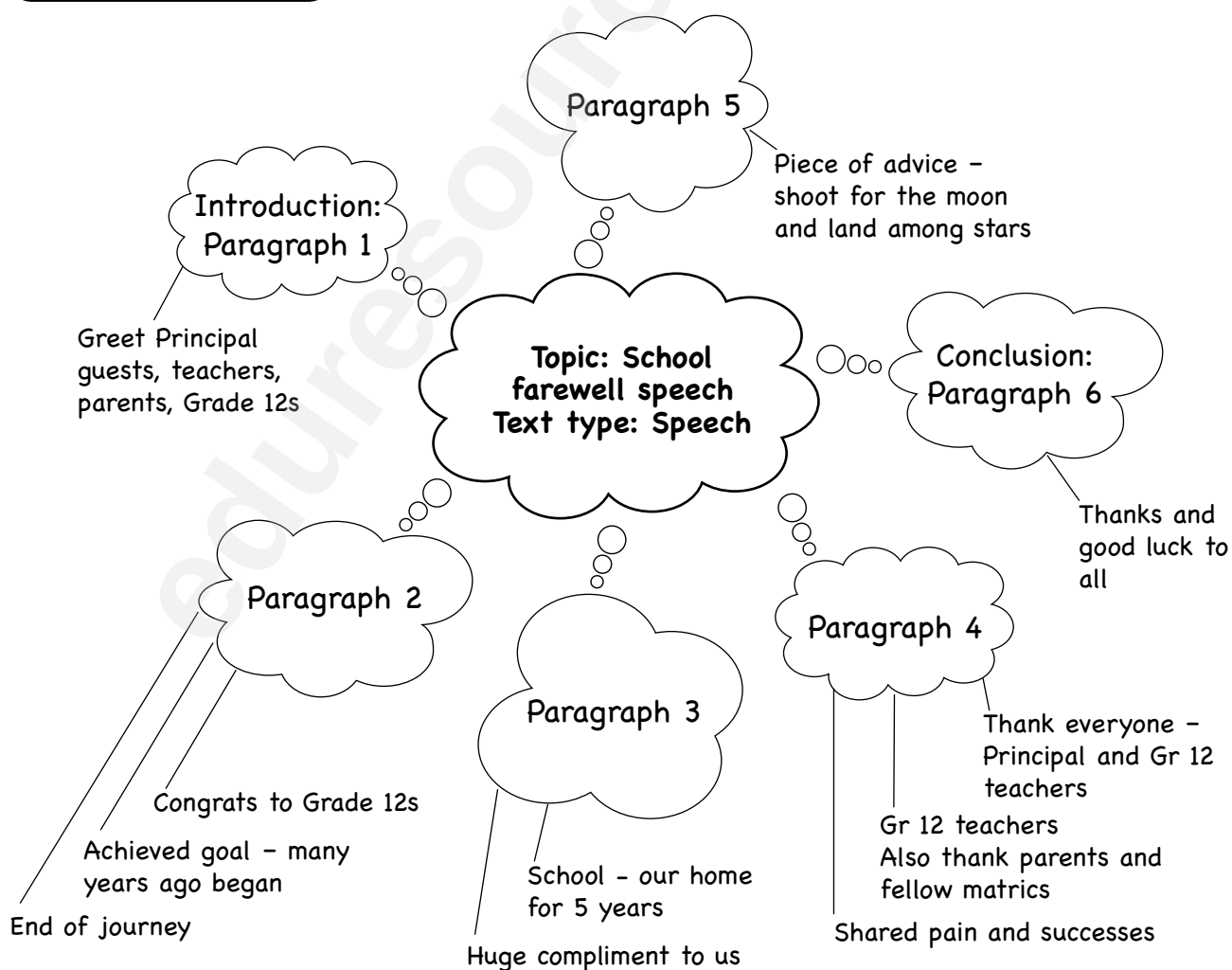


When you brainstorm, write your ideas as they come to you. Then **organise** your ideas by numbering them.

### Step 2: Plan the text

Read the question carefully. Note the **key words** in this topic are *farewell speech* and *final school assembly*.

This learner used a **mind map** to plan her **speech**.



### Step 3: Write and edit a draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

See how the learner edited her draft speech in the example below.



#### School farewell speech

The Principal, Mr Duminy, <sup>honoured</sup>~~honored~~ guests, teachers, parents and, most importantly, the Grade 12s of 2013.

• She corrects spelling: **honoured**

Huge congratulations <sup>to</sup>~~for~~ the class of 2013. After a journey of so many years, we have achieved our stunning goal.

• She corrects preposition: **to**

This wonderful school has been our home for five years. I was talking to Mr Duminy earlier and he said that this matric group is one of the best classes in years. We are a credit to ourselves and our families.

With gratitude in my heart I sincerely thank the Principal and the Grade 12 teachers. I also thank all our parents and my fellow students. We shared one another's pain and ~~successes~~ <sup>successes</sup>.

• She corrects spelling: **successes**

Here is one piece of <sup>advice</sup>~~advise~~. Shoot for the stars. There, your dreams will take you to a very special place where you can be the person you want to be.

• She corrects spelling: **advice**

Thank you and good luck to everyone.

## Step 4: Write the final text

Heading

Introduction

Leave bigger spaces between paragraphs

Conclusion

★

➔ **School farewell speech**

➔ The Principal, Mr Duminy, honoured guests, teachers, parents and, most importantly, the Grade 12s of 2013.

➔ Huge congratulations to the class of 2013. After a journey of so many years, we have achieved our stunning goal.

➔ This wonderful school has been our home for five years. I was talking to Mr Duminy earlier and he said that this matric group is one of the best classes in years. We are a credit to ourselves and our families.

➔ With gratitude in my heart I sincerely thank the Principal and the Grade 12 teachers. I also thank all our parents and my fellow students. We shared one another's pain and successes.

➔ Here is one piece of advice. Shoot for the stars. There, your dreams will take you to a very special place where you can be the person you want to be.

➔ Thank you and good luck to everyone.

word count: 147





## Activity: Writing a speech



For more practice on writing speeches, go to this past exam paper:

- Feb/March 2011, page 7, Question 2.4

Here are some topics to help you to practise writing speeches:

1. A well-liked and respected Grade 12 teacher is leaving in the middle of the year. Your principal has asked you to deliver a farewell speech at the end-of-term assembly. Write this speech.
2. You are the captain of a school sports team. The team has done well, thanks to a good coach. A function has been organised to celebrate the achievements of the team, and you have been asked to give a speech. Write this speech.
3. A famous person is due to visit your school to deliver a motivational speech. Write the speech that will introduce this person to the school.

## 5.6 Speech checklist

| Features                            | Details of the feature                                                                                                                                   | Yes | No | Don't know |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a speech.                                                                                                                   |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                                                                    |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                                                          |     |    |            |
| Planning                            | I can show evidence of planning.                                                                                                                         |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                                                                   |     |    |            |
| Purpose / audience                  | I understand the purpose of a speech.<br>I understand the audience for my speech.                                                                        |     |    |            |
| Format                              | My speech is correctly laid out:<br>• I have given my speech a heading.<br>• I have left line open after each paragraph.                                 |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                                                          |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my speech interesting.<br>The register of my speech is appropriate to the topic.<br>My ideas link to the topic. |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                                                                       |     |    |            |

## 6. What is expected from you in the exam?

In the exam, you must write **one** longer transactional text that is no less than 120 words long and no more than 150 words long.

The longer transactional text question is worth **30 marks** out of 100 marks in the exam. Examiners will give marks for your longer transactional text based on:

- Content, planning and format (18 marks)
- Language, style and editing (12 marks)

The exam is 2 1/2 hours long and you should spend about **40 minutes** on the longer transactional text question.

The **rubric** on the next page is a table the examiners use to mark your longer transactional text. It shows the five levels of achievement that the examiners can award a longer transactional text, from the lowest achievement (Inadequate column) to the highest achievement (Exceptional column).

The table also describes the skills the examiner looks for when marking. For example, when marking the text, the examiner will assess how well the ideas relate to the topic, whether they are well planned, and that the format used is correct for the text type.

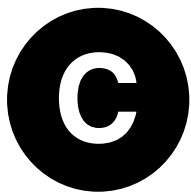
### vocab

**Rubric:** A guide that examiners use to mark a learner's exam essay.

The rubric is a useful guide for you to use when practising your longer transactional text writing because it reminds you of the skills the examiner will be assessing when marking your work.

### ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXTS FIRST ADDITIONAL LANGUAGE [30 MARKS]

| CRITERIA                                                                                                                                                                                                                                                        | Exceptional                                                                                                                                                                                                                                                                                                                                                                                 | Skilful                                                                                                                                                                                                                                                                                                                                   | Moderate                                                                                                                                                                                                                                                                                                                                                    | Elementary                                                                                                                                                                                                                                                                                                                                                                     | Inadequate                                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT &amp; PLANNING</b> <ul style="list-style-type: none"> <li>Response and ideas</li> <li>Organisation of ideas for planning</li> <li>Purpose, audience, features /conventions and context</li> </ul> <b>18 MARKS</b>                                    | <b>16-18 marks</b> <ul style="list-style-type: none"> <li>Outstanding response beyond normal expectations - intelligent and mature ideas</li> <li>Extensive knowledge of features of type of text</li> <li>Writing maintains focus</li> <li>Coherence in content and ideas</li> <li>Highly elaborated and all details support the topic</li> <li>Appropriate and accurate format</li> </ul> | <b>13-15 marks</b> <ul style="list-style-type: none"> <li>Very good response demonstrating good knowledge of features of the type of text</li> <li>Maintains focus - no digressions</li> <li>Coherent in content and ideas, very well elaborated and details support topic</li> <li>Appropriate format with minor inaccuracies</li> </ul> | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Adequate response demonstrating knowledge of features of the type of text</li> <li>Not completely focused - some digressions</li> <li>Reasonable coherent in content and ideas</li> <li>Some details support the topic</li> <li>Generally appropriate format but with some inaccuracies</li> </ul> | <b>6-8 marks</b> <ul style="list-style-type: none"> <li>Basic response demonstrating some knowledge of features of the type of text</li> <li>Some focus but writing digresses</li> <li>Not always coherent in content and ideas</li> <li>Few details support the topic</li> <li>Has vaguely applied the necessary rules of format</li> <li>Some critical oversights</li> </ul> | <b>0-5 marks</b> <ul style="list-style-type: none"> <li>Response reveals no knowledge of features of the type of text</li> <li>Meaning is obscure with major digressions</li> <li>Not coherent in content and ideas</li> <li>Very few details support the topic</li> <li>Has not applied the necessary rules of format</li> </ul> |
| <b>LANGUAGE, STYLE &amp; EDITING</b> <ul style="list-style-type: none"> <li>Tone, register, style, purpose / effect, audience, context</li> <li>Language used and conventions</li> <li>Word choice</li> <li>Punctuation and spelling</li> </ul> <b>12 MARKS</b> | <b>10-12 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>Grammatically accurate and well-constructed</li> <li>Virtually error-free</li> </ul>                                                                                                                                               | <b>10-12 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary very appropriate to purpose, audience and context</li> <li>Generally grammatically accurate and well-constructed</li> <li>Very good vocabulary</li> <li>Mostly free of errors</li> </ul>                                                      | <b>6-7 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary appropriate to purpose, audience and context</li> <li>Some grammatical errors</li> <li>Adequate vocabulary</li> <li>Errors do not impede meaning</li> </ul>                                                                                                       | <b>4-5 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary less appropriate to purpose, audience and context</li> <li>Inaccurate grammar with numerous errors</li> <li>Limited vocabulary</li> <li>Meaning is obscured</li> </ul>                                                                                                               | <b>0-3 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary do not correspond to purpose, audience and context</li> <li>Error-ridden and confused</li> <li>Vocabulary not suitable for purpose</li> <li>Meaning seriously impaired</li> </ul>                                                       |
| <b>Total marks: 30</b>                                                                                                                                                                                                                                          | <b>Range: 24-30</b>                                                                                                                                                                                                                                                                                                                                                                         | <b>Range: 18-23</b>                                                                                                                                                                                                                                                                                                                       | <b>Range: 14-17</b>                                                                                                                                                                                                                                                                                                                                         | <b>Range: 6-11</b>                                                                                                                                                                                                                                                                                                                                                             | <b>Range: 0-5</b>                                                                                                                                                                                                                                                                                                                 |



## Shorter transactional texts

This type of transactional text is a short written exchange of information, or a written record of communication. Each type of writing has a specific purpose and format, such as conducting business, or sharing news.

In this section, you will learn the features of each type of shorter transactional text that will earn you marks in the final Grade 12 exam.

There are three categories of shorter transactional text.

### 1. Steps to writing shorter transactional texts in the exams

#### 2. Category A

- Advertisement
- Invitation card
- Flyer
- Poster

#### 3. Category B

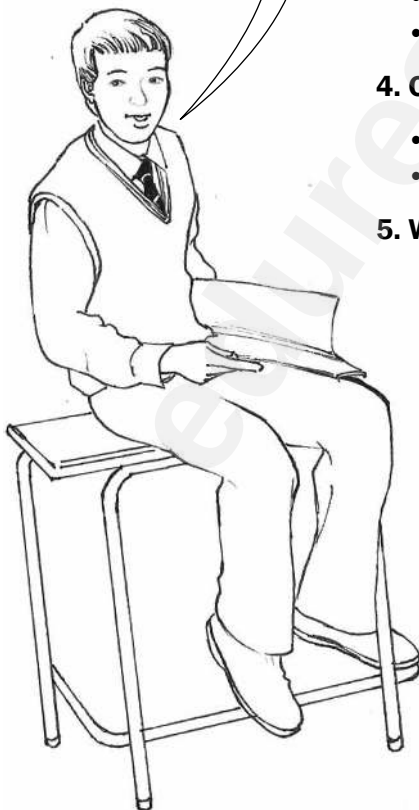
- Diary entry
- Postcard

#### 4. Category C

- Instructions
- Directions

### 5. What is expected from you in the exam?

The exam will contain one question from each of the three categories listed here. You will only have to answer ONE of the questions.





# 1. Steps for writing shorter transactional texts

There are four steps involved in writing a shorter transactional text in an exam:

- Step 1: Choose your text type
- Step 2: Plan your topic
- Step 3: Write a draft of your text and edit it
- Step 4: Write your final text

## Step 1: Choose your text type and topic

There are three categories of shorter transactional texts. The exam has one question for each of these three categories. You only have to answer ONE of the questions. Choose the text type **format** you know best.

vocab

**Format:** The way information is organised and laid out. Each text type has its own format.

### The three categories of shorter transactional texts

|               |                                                                                                                                 |
|---------------|---------------------------------------------------------------------------------------------------------------------------------|
| 1. Category A | <ul style="list-style-type: none"> <li>• Advertisement</li> <li>• Invitation card</li> <li>• Flyer</li> <li>• Poster</li> </ul> |
| 2. Category B | <ul style="list-style-type: none"> <li>• Diary entry</li> <li>• Postcard</li> </ul>                                             |
| 3. Category C | <ul style="list-style-type: none"> <li>• Instructions</li> <li>• Directions</li> </ul>                                          |



### Choosing a shorter transactional text in the exam

- Read carefully through all the questions in Section C of the exam paper.
- Read through the questions a second time. Cross out those that do not interest you.
- Choose the text type that you know the format of and about which you have the most to write.
- Focus your attention on the topic you have chosen. Remind yourself of the format of the text type you have chosen. Start planning your text based on your chosen topic.



Planning is essential for ALL the texts. Practise using different planning tools when you revise this section.

## vocab

**Logical order:** Arranging information so that the points follow each other in an order that makes sense.

## Step 2: Plan your topic

Remind yourself of the correct format for the text type you have chosen.

Plan your text by writing down your ideas for the content. Remember that your ideas must be relevant to the topic and the text type you have chosen.

There are many different ways to plan your text. For example, you could use a mind map. Use the planning method that works best for you. There are examples of planning tools on page 121.

Once you have written down a few ideas, you can organise them by numbering them in a **logical order**. This is the order in which your ideas will appear in your text.



### Content, planning and format

- The content of your text needs to be relevant to the topic you choose. Avoid repeating the same ideas.
- You need to show evidence that you have planned your text. The examiner will want to see your crossed-out planning notes or mind map in your exam answer book.
- Make sure you know the correct format of the text type you have chosen. This will help focus your ideas and your planning.

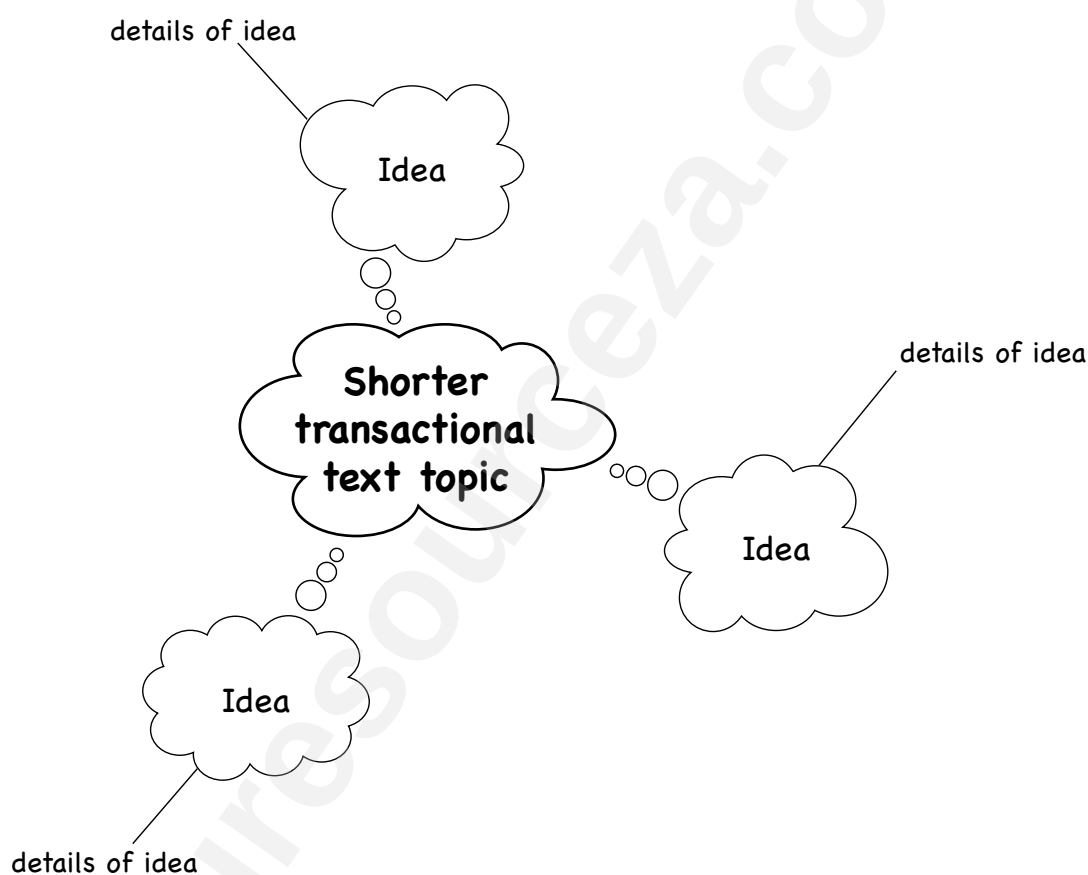
## ways to plan shorter transactional text

A plan helps you think about what ideas you want to include in your text. It also helps you put your ideas into a clear structure. You will earn marks for showing your planning.

You can use a **mind map** or an **ideas list** to plan your text.

### 1. Mind maps

These are diagrams of ideas. The title is in the centre with branches coming from it showing thoughts and ideas. Below is an example of a mind map.



## 2. Idea lists

These help you to quickly write down ideas for each paragraph. Write down your ideas as they come to you and then organise them in a logical order. Below is an example.

### Random idea list

#### Shorter transactional text topic

Idea — details of idea  
 Idea — details of idea  
 Idea — details of idea

Idea — details of idea  
 Idea — details of idea

Idea — details of idea  
 Idea — details of idea  
 Idea — details of idea

### Numbered idea list

#### Shorter transactional text topic

1. Idea  
 details of idea  
 details of idea  
 details of idea

2. Idea  
 details of idea  
 details of idea

3. Idea  
 details of idea  
 details of idea  
 details of idea

### Step 3: Write and edit your draft text

Write a draft of your text, using the ideas from your plan.

Check that the format is right for the text type you have chosen.

Read through each sentence carefully to proofread it. Look for any spelling, punctuation or other language mistakes. Edit your draft by correcting these mistakes and making any other changes you think are needed. This will improve your final text.

Count the number of words in your text and make any changes to meet the word limit. For example, you may need to add some words or use fewer words.



A shorter transactional text must be between 80 and 100 words long.



#### Language, style and editing

- Check that your grammar, spelling and punctuation are correct. Check that you have chosen a variety of words that are appropriate for your topic.
- It is important to show the marker that you have edited your draft.
- Think about the **purpose** and **audience** of the text type you have chosen. This will guide the **register** you use in your text.





Make sure that your writing is neat and easy for the examiner to read!

## Step 4: Write your final text

Write your final text by rewriting your draft. Make sure that you make all the changes you marked in your draft so that your final text is error-free and clearly expresses all your best ideas. Check again that the text is in the correct format for the text type.

When you have finished your final text, cross out your planning and draft text. If you do not do this, the examiner may mark your draft and not your final text.



### Final text

- Rewrite your draft so that it shows all the corrections and improvements you have made. Keep looking back at your draft as you write your final text so that you copy it correctly.
- Your writing must be clear and neat so that it is easy for the marker to read. Do your best not to make new mistakes as you write your final text.
- The text must be no shorter than 80 words and no longer than 100 words.

## Important differences between formal and informal writing

| Formal writing                                                                                                                                                                        | Informal writing                                                                                                                                                 |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Register:</b> Formal<br>Expression is formal and polite.<br><b>For example:</b> You are invited to attend a celebration in honour of ...<br>It is a great pleasure to meet you ... | <b>Register:</b> Informal<br>Expression is informal, chatty and conversational.<br><b>For example:</b> Please come to a party for ...<br>Pleased to meet you ... |
| <b>Words:</b> Written in full; no contractions; no abbreviations<br><b>For example:</b> Write "cannot" instead of "can't".<br>Write "holidays" instead of "hols".                     | <b>Words:</b> Contractions are acceptable<br><b>For example:</b> can't, it's, don't                                                                              |
| <b>Sentences:</b> Written in full; grammatically correct; no slang<br><b>For example:</b> Joshua is a pleasant man.                                                                   | <b>Sentences:</b> May use informal or colloquial language<br><b>For example:</b> Joshua is a great guy.                                                          |
| <b>Use of third person:</b><br><b>For example:</b> The Grade 12s are concerned about their examinations.                                                                              | <b>Use of first person:</b><br><b>For example:</b> We are worried about the exams.                                                                               |
| <b>Passive voice:</b><br><b>For example:</b> A complaint has been made by the parents.                                                                                                | <b>Active voice:</b><br><b>For example:</b> The parents have made a complaint.                                                                                   |

## 2. Category A

Category A in the exam paper covers the following texts:

- Advertisement
- Invitation card
- Flyer
- Poster

### 2.1 Writing an advertisement

Advertisements aim to sell products or services. They are found in electronic media, such as on TV, radio and websites; in the cinema; and through sms's to cellphones.

They are also found in print media. Printed adverts can take the form of flyers, posters and billboards; catalogues and advertising supplements; and adverts placed in newspapers and magazines.



#### Features of an advertisement

- Use creative language to get the readers' attention. Use figures of speech, **puns**, and a catchy headline. Include information about the product or service.
- Use a friendly and engaging tone. The aim is to persuade readers that they need the product or service.
- You can include a special offer (such as a discount or free quote) to make the readers feel they are getting a good deal. This makes them more likely to buy your product or use your service.
- Use an interesting and eye-catching layout. Use different sized writing (fonts) to get the readers' attention.

#### vocab

**Puns:** Jokes based on playing with the meanings and sounds of words. For example, 'the souls of my feet' (instead of 'the soles of my feet').



## A learner's example of an advertisement using the four steps

### Step 1: Choose the text type

This learner chose this question on an advertisement:

**Your family runs a home business making products such as toys, ethnic jewellery and clothing. Write out the advertisement to promote the sale of ONE of the products to tourists.**

**You should include the following in your advertisement: a brand name, a slogan, details of the product and where to find it.**

**Note: Do not include illustrations.**

When you brainstorm, write your ideas as they come to you. Then organise your points by numbering them.

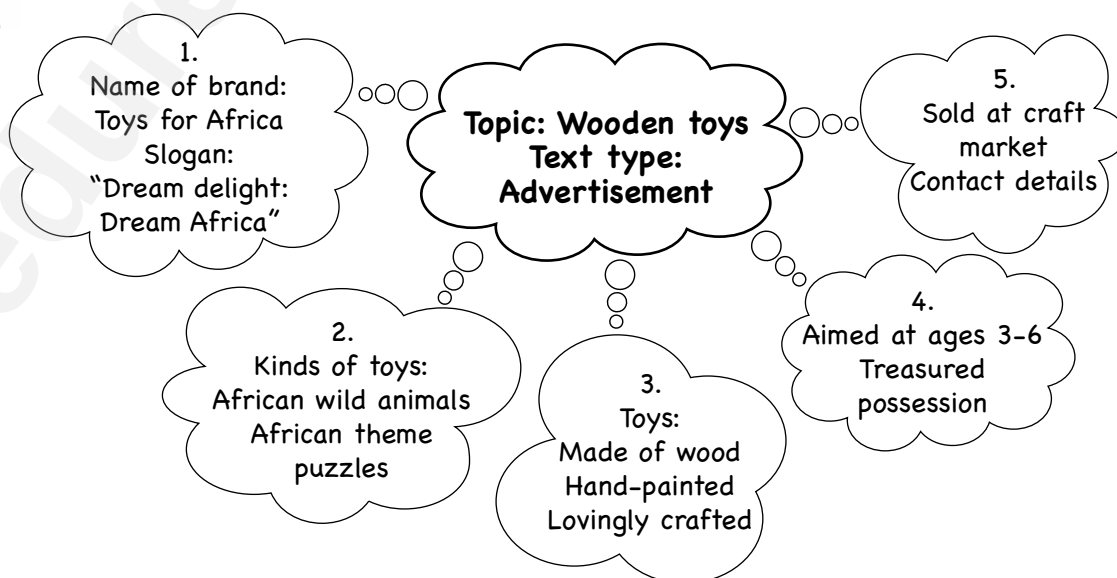


### Step 2: Plan the text

Read the question carefully. Identify the key words to use in your planning.

In this topic, the **key words** are *business, toys, tourists, brand name, slogan* and *details of product*.

This learner used a **mind map** to plan his advertisement:



### Step 3: Write and edit the draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

## TOYS FOR AFRICA

Take home a piece of Africa for your little one!

Giraffe Hippo Lion Rhino Baboon Buck Warthog  
Carts Blocks Mobiles Puzzles

Lovingly crafted, handmade, <sup>colourfully</sup>~~colorfully~~ painted  
easy-to-hold wooden toys.

Each animal has its own individual personality and has  
moving parts to make it more fun to play with.

These toys will delight any child and become  
a treasured <sup>possession</sup>~~possession~~.

Visit us at the African Market in Cape Town  
Or call James at 072 123 3214

**Dream Delight; Dream Africa**

• She corrects spelling:  
**colourfully**

• She corrects spelling:  
**possession**

Use  
persuasive  
language in your  
advertisement.



This  
will make people  
want to buy your  
product.

# TOYS FOR AFRICA

➤ Take home a piece of Africa for your little one!

Lovingly crafted, handmade, colourfully painted  
easy-to-hold wooden toys.

Each animal has its own individual personality and has moving parts to make it more fun to play with.

These toys will delight any child and become a treasured possession.

-> Visit us at the African Market in Cape Town  
Or call James at 072 123 3214

➤ **Dream Delight; Dream Africa**

**word count: 80**



### Activity: Writing an advertisement

- Feb/March 2011, page 8, Question 3.2
- Feb/March 2013, page 7, Question 3.1

Here are some topics to help you to practise writing advertisements:

1. Your neighbour is a businessman who has developed a new hair care product. He wishes to advertise the product in a national magazine. He has asked you to write the advertisement.

Write this advertisement.

Note: Do not include illustrations.

- 
2. You help your family run a small family business, but sales have recently decreased. Your father has asked you to write an advertisement that will promote the business.

## 2.2 Advertisement checklist

| Features                            | Details of the feature                                                                           | Yes | No | Don't know |
|-------------------------------------|--------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of an advertisement.                                                   |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                            |     |    |            |
| <b>Content, planning and format</b> |                                                                                                  |     |    |            |
| Planning                            | I can show evidence of planning.                                                                 |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.           |     |    |            |
| Purpose / audience                  | I understand the purpose of an advertisement.<br>I understand the audience for my advertisement. |     |    |            |
| Format                              | My layout is eye-catching and makes the information easy to understand.                          |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                  |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my text interesting.<br>My ideas link to the topic.     |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                               |     |    |            |

## 2.3 Writing an invitation card

An invitation card is a written request inviting someone to attend a specific occasion.

**hint**

### Features of an invitation card

- Use formal language.
- The invitation must briefly provide the information the guests need to know about the event to which you are inviting them.



### A learner's example of an invitation card using the four steps

---

#### Step 1: Choose the text type and topic

This learner chose this question on an invitation card:

**You have been asked to invite guests to your school's prize-giving function. A former principal of the school will be the guest speaker.**

**Write out the invitation card you will send to the guests.**

**Note: Do not include illustrations or drawings.**

#### Step 2: Plan the text

Read the question carefully. Identify the **key words** to use in your planning. In this topic, the key words are *school's prize-giving function*, *former principal*, *guest speaker* and *invitation card to guests*.

This learner used a **list** to plan her **invitation card**.

**Topic: School prize-giving function****Text type: Invitation card**

Name of school at the top – Leap

Introductory sentence – Let's celebrate hard work of learners

Info and headings:

Date 10 December

Time 1700 to 1900

Venue Mupine Arena

Dress code Formal

RSVP Jenny Secretary

Contacts Email and fax

Can bring partners

**Step 3: Write and edit the draft text**

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

**LEAP SCHOOL PRIZE-GIVING**

Dear parents

Let us celebrate the hard work that has been put in by learners for the year. You are invited to attend the 2013 prize-giving. The school's choir and dance group will be adding their talents to make the celebration even more enjoyable.

**Guest speaker:** Dr J. Reinders (former ~~principle~~ <sup>principal</sup>)

**Date:** 10 December 2013

**Time:** 17:00 – 21:00

**Venue:** Mupine House  
59 Forest Drive  
Pinelands  
8171

**Dress code:** Formal ~~Formit~~ clothing

**RSVP:** Jennifer (school secretary)  
Tel: (021) 357 8139  
Fax: (021) 377 8137  
email: leapsa@webmail.com

See how the learner edited his invitation card in the example below.



• He corrects spelling: **principal**

• He corrects spelling: **Formal**

Step 4: Write the final text


Heading

Greeting

Information presented in a list format with colon

## LEAP SCHOOL PRIZE-GIVING

Dear parents

Let us celebrate the hard work that has been put in by learners for the year. You are invited to attend the 2013 prize-giving. The school's choir and dance group will be adding their talents to make the celebration even more enjoyable.

|                       |                                                                                                        |
|-----------------------|--------------------------------------------------------------------------------------------------------|
| <b>Guest speaker:</b> | Dr J. Reinders (former principal)                                                                      |
| <b>Date:</b>          | 10 December 2013                                                                                       |
| <b>Time:</b>          | 17:00 – 21:00                                                                                          |
| <b>Venue:</b>         | Mupine House<br>59 Forest Drive<br>Pinelands<br>8171                                                   |
| <b>Dress code:</b>    | Formal                                                                                                 |
| <b>RSVP:</b>          | Jennifer (school secretary)<br>Tel: (021) 357 8139<br>Fax: (021) 377 8137<br>email: leapsa@webmail.com |

word count: 68



## Activity: Writing an invitation card

Here are some topics to help you to practise writing invitation cards:

1. The couple living next door to you has been married for 50 years. They are planning to celebrate this by hosting a formal function. You have been asked to prepare the formal invitation.

Write the invitation that will be sent to their families and friends.

Note: Do NOT include illustrations.

2. Your school's Life Orientation teacher has invited a well-known personality to give a motivational talk to the learners at your school. As chairperson of your school's Learners' Representative Council, you wish to invite the chairpersons of the Learners' Representative Councils of neighbouring schools.

Write the invitation you will send to them.



For more practice on writing **invitation cards**, go to these past exam papers:

- Feb/March 2011, page 8, Question 3.1
- November 2012, page 8, Question 3.1

## 2.4 Invitation card checklist

| Features                            | Details of the feature                                                                               | Yes | No | Don't know |
|-------------------------------------|------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of an invitation card.                                                     |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                |     |    |            |
| <b>Content, planning and format</b> |                                                                                                      |     |    |            |
| Planning                            | I can show evidence of planning.                                                                     |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.               |     |    |            |
| Purpose / audience                  | I understand the purpose of an invitation card.<br>I understand the audience for my invitation card. |     |    |            |
| Format                              | My invitation card has a clear heading, and the details of the event are listed below using colons.  |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                      |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my text interesting.<br>My ideas link to the topic.         |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                   |     |    |            |

## 2.5 Writing a flyer

A flyer is a cheap and simple form of advertising. It is usually a one-page leaflet that is handed out to people.



### Features of a flyer

- Briefly state in simple language the most important information the readers need to know about the product/service/event.
- You can include a special offer (such as a discount or free quote) to make the readers feel they are getting a good deal. This makes them more likely to buy your product or use your service.
- The layout should be interesting and eye-catching. Use different sized writing (fonts) to get the readers' attention.





## A learner's example of a flyer using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on a flyer:

You employed a painter, Isaac Khumalo, to paint your house. His work was of a high standard. He now wishes to promote his business and has asked you to write a flyer.

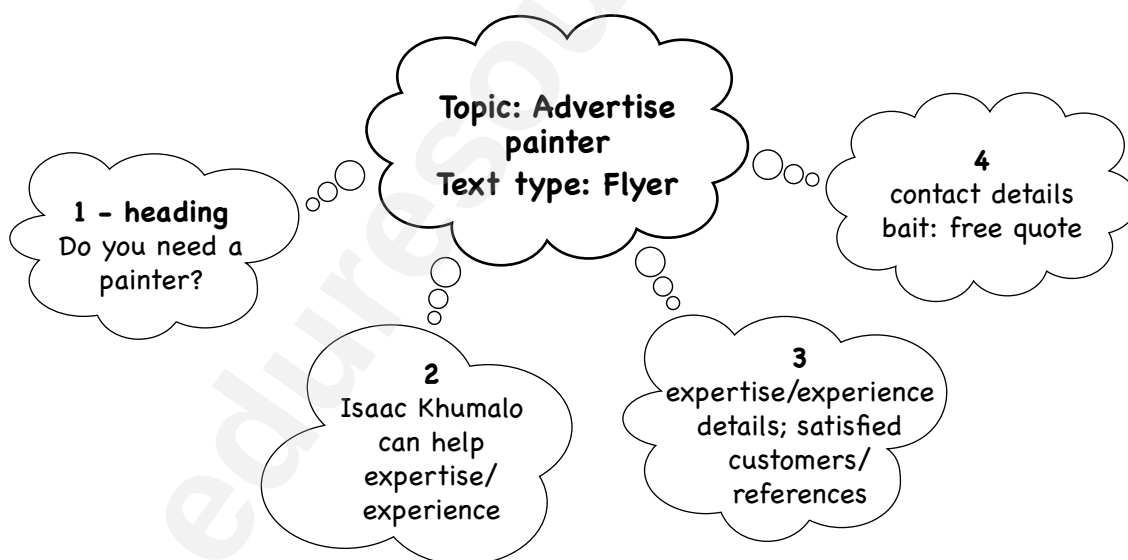
Write out this flyer.

**Note:** Do not include illustrations or drawings.

### Step 2: Plan the text

Read the question carefully. Identify the **key words** to use in your planning. In this topic, the key words are *painter*, *high standard*, *promote* and *flyer*.

The learner has used a **mind map** to plan her flyer.



See how  
the learner edited  
her flyer in the  
example below.



She corrects spelling:  
**expertise**

She corrects spelling:  
**References**

### Step 3: Write and edit the draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

#### Do YOU need a PAINTER?

Isaac Khumalo can help you.

Why?

He has the <sup>expertise</sup>~~expertise~~ and the experience!

Isaac has 22 years of experience in the trade and has many, many satisfied customers. He promises you a paint job that looks great and will last – and no mess to clean up afterwards!

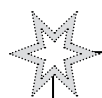
Works in the Waterfall, Hedges and Plains areas.

References

~~References~~ shown on request.

Call 071 456 8749 for a FREE quotation.

(AND IF THERE ARE ANY OTHER JOBS AROUND THE HOUSE  
HE CAN DO THEM AS WELL!)

**Step 4: Write the final text**

## Do YOU need a PAINTER?

Heading

Isaac Khumalo can help you.

Why?

He has the expertise and the experience!

Isaac has 22 years of experience in the trade and has many, many satisfied customers. He promises you a paint job that looks great and will last – and no mess to clean up afterwards!

Information about service

Works in the Waterfall, Hedges and Plains areas.

References shown on request.

Call 071 456 8749 for a FREE quotation.

Contact details

(AND IF THERE ARE ANY OTHER JOBS AROUND THE HOUSE HE CAN DO THEM AS WELL!)

word count: 86



### Activity: Writing a flyer

Here are some topics to help you to practise writing flyers:

1. You live next door to the Public Relations Officer for your town/city/suburb. He/she is organising a flea market to raise funds to beautify the town/city/suburb. Write this flyer.
2. You are a Grade 12 learner who is excellent at Maths. You wish to earn some pocket money by offering extra lessons. Write a flyer in which you advertise your services.
3. Your uncle has a small gardening service. However, he needs more customers and he has asked you for help. Write a flyer in which you promote his business.



## 2.6 Flyer checklist

| Features                            | Details of the feature                                                                                | Yes | No | Don't know |
|-------------------------------------|-------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a flyer.                                                                 |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                 |     |    |            |
| <b>Content, planning and format</b> |                                                                                                       |     |    |            |
| Planning                            | I can show evidence of planning.                                                                      |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                |     |    |            |
| Purpose / audience                  | I understand the purpose of a flyer.<br>I understand the audience for my flyer.                       |     |    |            |
| Format                              | My flyer has a clear heading.<br>My layout is eye-catching and the information is easy to understand. |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                       |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my text interesting.<br>My ideas link to the topic.          |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                    |     |    |            |

## 2.7 Writing a poster

A poster is a large printed notice in a public place. It is a simple form of advertising that uses bold lettering and an interesting layout to catch people's attention.



### Features of a poster

- Briefly state in simple language the most important information the readers need to know about the product/service/event.
- Use large lettering for the headline to catch the readers' attention.





## A learner's example of a poster using the four steps

### Step 1: Choose the text type and topic

This learner chose this question on a poster:

**Your friends have formed a band and have been offered the opportunity to play at a local restaurant.**

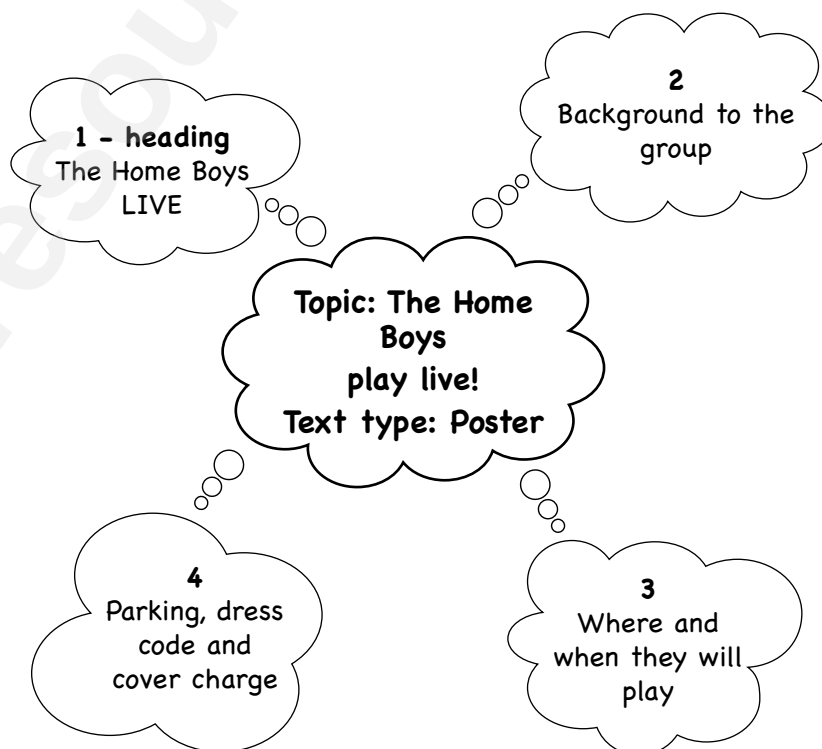
**Write the poster that promotes their appearance at this venue.**

**Note: No drawings or illustrations are required.**

### Step 2: Plan the text

Read the question carefully. Identify the **key words** to use in your planning. In this topic, the key words are *band*, *local restaurant* and *poster*.

The learner has used a **mind map** to plan his **poster**.



**Step 3: Write and edit the draft text**

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

See how the learner edited his poster in the example below.



**LIVE!**

## The Home Boys

After playing in clubs in Port Elizabeth for the last three years, the Home Boys are finally heading for downtown East London! The Home Boys' sound is a whole new mix of jazz and kwaito that will keep you dancing all night! Featuring the amazing bass guitarist Banjo X

### One night only!

Where:

The Chisa Nyama ~~Restaurant~~ <sup>Restaurant</sup>

68 Gleason Avenue

Ferndale

When:

16 November 2013 18:00 to 23:00

Cover charge: R20 per head

Secure parking at the restaurant

Casual dress code

• He corrects punctuation: adds apostrophe to Home Boys'

• He corrects spelling: Restaurant

• He corrects punctuation: adds colon

**Step 4: Write the final text**



**LIVE!**

**The Home Boys**

After playing in clubs in Port Elizabeth for the last three years, the Home Boys are finally heading for downtown East London! The Home Boys' sound is a whole new mix of jazz and kwaito that will keep you dancing all night! Featuring the amazing bass guitarist Banjo X

**One night only!**

Where:

The Chisa Nyama Restaurant  
68 Gleason Avenue  
Ferndale

When:

16 November 2013 18:00 to 23:00

Cover charge: R20 per head

Secure parking at the restaurant

Casual dress code

word count: 83



## Activity: Writing a poster

Here are some topics to help you to practise writing posters:

1. You live next door to the local councillor for your ward/suburb. He/she is organising a flea market to raise funds to beautify the suburb. Write out this poster.

Note: No illustrations are required.

2. Road deaths are a continual source of worry for traffic authorities. The campaign that they have come up with to make motorists obey the rules of the road and drive safely is called Arrive Alive.

Write out a poster for Arrive Alive.

Note: No illustrations are required.

## 2.8 Poster checklist

| Features                            | Details of the feature                                                                       | Yes | No | Don't know |
|-------------------------------------|----------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a poster.                                                       |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                        |     |    |            |
| <b>Content, planning and format</b> |                                                                                              |     |    |            |
| Planning                            | I can show evidence of planning.                                                             |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.       |     |    |            |
| Purpose / audience                  | I understand the purpose of a poster.<br>I understand the audience for my poster.            |     |    |            |
| Format                              | I have used a bold heading and laid out the information in a clear and eye-catching way.     |     |    |            |
| <b>Language, style and editing</b>  |                                                                                              |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my text interesting.<br>My ideas link to the topic. |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                           |     |    |            |

### 3. Category B

Category B in the exam paper covers the following texts:

- Diary entry
- Postcard

#### 3.1 Writing a diary entry

A diary entry is a personal account of events, thoughts and feelings that the writer has experienced.

A black and white line drawing of a man running towards the right. He is wearing a long-sleeved shirt, trousers, and sneakers. A speech bubble above him contains text.

**hint**

##### Features of a diary entry

- The language is informal and the tone chatty. Feel free to express emotions.
- Use the first person ("I" and "me").
- The audience for a diary entry is usually only the writer.



## A learner's example of a diary entry using the four steps



### Step 1: Choose the text type and topic

This learner chose this question on a diary entry:

**You are in Grade 12 and you have been experiencing mixed feelings about the final examinations.**

**Write down your diary entries for the following TWO days:**

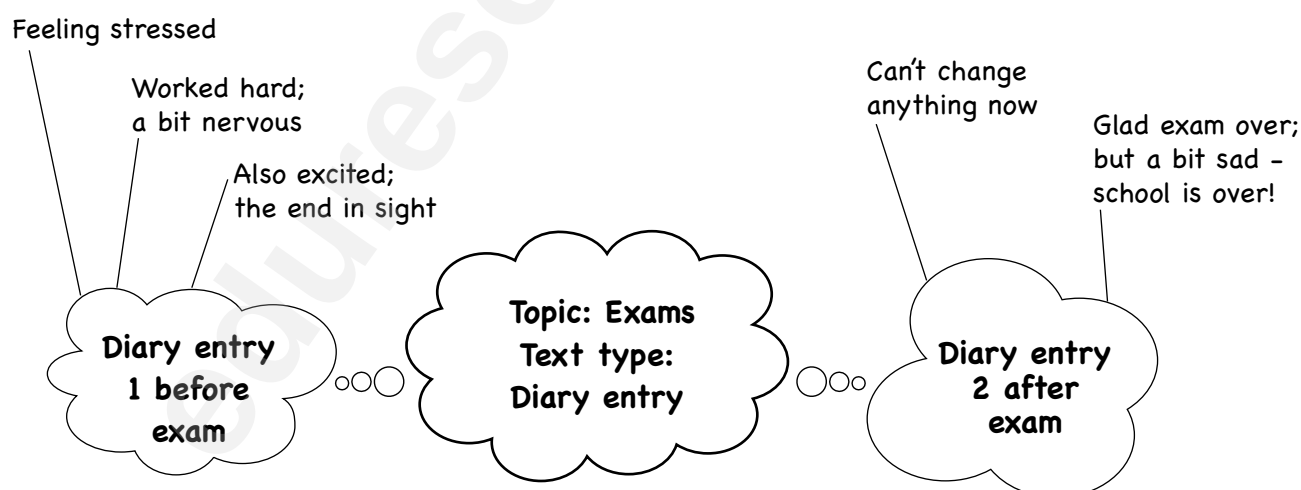
- The day before the examination starts
- The last day of the examination.

### Step 2: Plan the text

Read the question carefully. Identify the **key words** to use in your planning.

In this topic, the key words are *mixed feelings*, *final examinations*, *day before*, *last day of the examination* and *diary entries*.

The learner has used a **mind map** to plan her **diary entries**.



See how the learner edited her diary entry in the example below.



She corrects spelling: **excited**

### Step 3: Write and edit the draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

**Monday, 6 October 2013**

I feel stressed but <sup>excited</sup>~~excited~~ as this is the beginning of the end – my final high school chapter. I'm nervous because I don't know what to expect. Did I study enough? My whole school career is almost over!

**Wednesday, 27 November 2013**

That month flashed by! It's over! A huge <sup>burden</sup>~~burden~~ has lifted off me. I am so happy. I gave it my best shot. All I can do is wait for the results now. I feel a bit sad, too – school is over forever!

She corrects spelling: **burden**

### Step 4: Write the final text



First date

→ **Monday, 6 October 2013**

I feel stressed but excited as this is the beginning of the end – my final high school chapter. I'm nervous because I don't know what to expect. Did I study enough? My whole school career is almost over!

Second date

→ **Wednesday, 27 November 2013**

That month flashed by! It's over! A huge burden has lifted off me. I am so happy. I gave it my best shot. All I can do is wait for the results now. I feel a bit sad, too – school is over forever!

word count: 87



## Activity: Writing a diary entry



Here are some topics to help you to practise writing diary entries:

1. You have gone through a difficult period recently. You recorded your experience in a diary.

Write your diary for two of the difficult days.

2. Imagine that you played very well in a sports match for the school.

Write a dairy entry that describes your feelings.

3. You and your best friend have had an argument.

Write the diary entry for two **consecutive** days.

For more practice on writing **diary entries**, go to these past exam papers:

- Feb/March 2012, page 7, Question 3.2
- Feb/March 2013, page 7, Question 3.3

vocab

**Consecutive:** Directly following one another.

## 3.2 Diary entry checklist

| Features                            | Details of the feature                                                                                         | Yes | No | Don't know |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a diary entry.                                                                    |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                                          |     |    |            |
| <b>Content, planning and format</b> |                                                                                                                |     |    |            |
| Planning                            | I can show evidence of planning.                                                                               |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.                         |     |    |            |
| Purpose / audience                  | I understand the purpose of a diary entry.<br>I understand the audience for my diary entry.                    |     |    |            |
| Format                              | I have put a date above each diary entry.<br>I have clearly separated each diary entry by leaving a line open. |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                                |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my text interesting.<br>My ideas link to the topic.                   |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                             |     |    |            |

### 3.3 Writing a postcard

A postcard is a short message sent by post that briefly tells someone your news and lets them know you are thinking of them.



#### Features of a postcard

- The language is informal and the tone is chatty and friendly. Use interesting language to describe how and where you are.
- Always put the date and place at the top of the postcard. If you are writing it to someone close to you, use an affectionate salutation at the end ("Lots of love...").



#### A learner's example of a postcard using the four steps

##### Step 1: Choose the text type and topic

This learner chose this question on a postcard:

**You are far away from home at a beautiful holiday resort.**

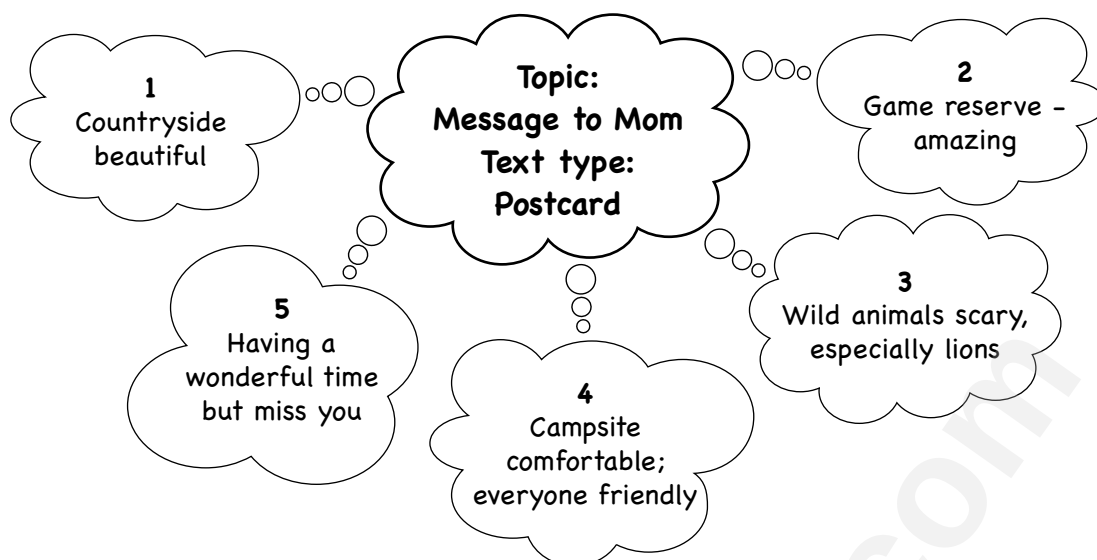
**Write the text (words) of a postcard that you would send to a family member describing your experiences.**

**Note: Do not include illustrations.**

##### Step 2: Plan the text

Read the question carefully. Identify the **key words** to use in your planning. In this topic, the key words are *postcard*, *far away from home*, *beautiful holiday resort*, *family member* and *your experiences*.

The learner has used a **mind map** to plan his **postcard**.



### Step 3: Write and edit the draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

9 December 2013 – KwaZulu Chalets

Dear Ma

The scenery is simply great. We've seen so much – awe-inspiring mountains and green-forested valleys. Silver rivers wind their way in the ~~distance~~ <sup>distance</sup>.

The game reserve is amazing. When you see them close up, lions are so big and scary! We saw an impala being hunted by a pack of wild dogs. It was so cruel I couldn't watch. Our camp is basic, but comfortable. Everyone is so ~~frendly~~ <sup>friendly</sup> and helpful. I'm having a super time but missing you a lot.

Lots of love

Promise

• He corrects spelling:  
**distance**

• He corrects spelling:  
**friendly**

Step 4: Write the final text

Date and place → 9 December 2013 – KwaZulu Chalets

Greeting → Dear Ma

The scenery is simply great. We've seen so much – awe-inspiring mountains and green-forested valleys. Silver rivers wind their way in the distance.

Leave bigger spaces between paragraphs →

The game reserve is amazing. When you see them close up, lions are so big and scary! We saw an impala being hunted by a pack of wild dogs. It was so cruel I couldn't watch. Our camp is basic, but comfortable. Everyone is so friendly and helpful. I'm having a super time but missing you a lot.

Informal salutation → Lots of love

Promise

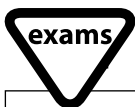
word count: 90



## Activity: Writing a postcard

Here are some topics to help you to practise writing postcards:

1. You are on holiday with school friends after completing Grade 12.  
Write a postcard to your family indicating that all is well and that they need not worry about your fellow matriculants misbehaving.
2. You are on holiday in a resort in South Africa. At the last moment you decide to stay on longer and then travel elsewhere. Your family, however, is expecting your return.  
Write a postcard to your family explaining your decision.
3. You have been sponsored to stay on a farm and learn another language.  
Write a postcard to your sponsor telling him or her of your progress and your experiences.



For more practice on writing **postcards**, go to this past exam paper:

- November 2011, page 7, Question 3.2

### 3.4 Postcard checklist

| Features                            | Details of the feature                                                                             | Yes | No | Don't know |
|-------------------------------------|----------------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of a postcard.                                                           |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                              |     |    |            |
| <b>Content, planning and format</b> |                                                                                                    |     |    |            |
| Planning                            | I can show evidence of planning.                                                                   |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.             |     |    |            |
| Purpose / audience                  | I understand the purpose of a postcard.<br>I understand the audience for my postcard.              |     |    |            |
| Format                              | The date and place are on the top of the postcard.<br>I signed off with an appropriate salutation. |     |    |            |
| <b>Language, style and editing</b>  |                                                                                                    |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my text interesting.<br>My ideas link to the topic.       |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                                 |     |    |            |

## 4. Category C

Category C in the exam paper covers the following texts:

- Instructions
- Directions

### 4.1 Writing instructions

The purpose of instructions is to explain how something is done.



**hint**

#### Features of instructions

- Instructions explain how to do something step by step. All information should help the reader following these instructions to do what is being explained.
- The language should be formal and the tone factual and informative.
- Organise the instructions so they follow each other in a logical order in a point-form list.



### A learner's example of instructions using the four steps

**vocab**

#### Artificial respiration:

Helping someone who has stopped breathing to breathe again by placing your mouth on his or hers and blowing your air into his or her lungs.

#### Step 1: Choose the text type and topic

This learner chose this question on instructions.

**You have been asked by your sports coach to help if a mouth-to-mouth emergency situation occurs on the sports field. He has asked you to write a set of instructions on mouth-to-mouth artificial respiration.**

**These instructions will be distributed to all athletes.**

**Write out this set of instructions.**

## Step 2: Plan the text

Read the question carefully. Identify the **key words** to use in your planning. In this topic, the key words are *emergency situation; mouth-to-mouth artificial respiration; athletes; and set of instructions.*

The learner has used a **list** to plan her **instructions**.

### Topic: Mouth-to-mouth artificial respiration

#### Text type: Instructions

1. Person must face up; tilt head back; chin pointing up
2. Make sure no food in mouth
3. Pull jaw down; pinch nostrils
4. Blow into person's mouth – chest rise – listen for air coming out
5. Blow about 12 times per minute.

## Step 3: Write and edit the draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

### Instructions for mouth-to-mouth artificial respiration

- Place the person face up. Tilt the head back so <sup>his or her</sup> ~~their~~ chin points upward.
- Using your fingers, remove any food from his or her mouth.
- Pull his or her jaw down to clear the <sup>tongue</sup> ~~tong~~ from the air passage and pinch the nostrils.
- Blow into the person's mouth until his or her chest rises. Listen for air rushing out, indicating air being exchanged. Repeat blowing.
- For adults, blow 12 <sup>breaths</sup> ~~breathes~~ a minute. For children, blow 20 <sup>breaths</sup> a minute.

See how the learner edited her instructions in the example below.



• She corrects pronoun form: **his or her**

• She corrects spelling: **tongue**

• She corrects spelling: **breaths**

Step 4: Write the final text

Heading

Point form  
Use of imperative  
voice **Instructions for mouth-to-mouth artificial respiration**

- Place the person face up. Tilt the head back so his or her chin points upward.
- Using your fingers, remove any food from his or her mouth.
- Pull his or her jaw down to clear the tongue from the air passage and pinch the nostrils.
- Blow into the person's mouth until his or her chest rises. Listen for air rushing out, indicating air being exchanged. Repeat blowing.
- For adults, blow 12 breaths a minute. For children, blow 20 breaths a minute.

word count: 82

**Activity: Writing instructions**

Here are some topics to help you to practise writing instructions:

1. You have been asked to do a short oral presentation for a Life Orientation lesson on how to lead a healthy, balanced life. Write down a list of 6–7 tips you would give your classmates in your presentation.
2. Your younger brother has asked you to help him cover his school exercise books. Write out a set of instructions that will enable him to carry out this task.
3. Your school wishes to start a recycling programme. Your principal has asked you, as a member of the Learners' Representative Council, for assistance. Write out a set of instructions that will be posted on the wall of every classroom.

**exams**

For more practice on writing instructions, go to these past exam papers:

- November 2011, page 7, Question 3.3
- Feb/March 2013, page 7, Question 3.2

## 4.2 Instructions checklist

| Features                            | Details of the feature                                                                        | Yes | No | Don't know |
|-------------------------------------|-----------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of instructions.                                                    |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                         |     |    |            |
| <b>Content, planning and format</b> |                                                                                               |     |    |            |
| Planning                            | I can show evidence of planning.                                                              |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.        |     |    |            |
| Purpose / audience                  | I understand the purpose of instructions.<br>I understand the audience for my instructions.   |     |    |            |
| Format                              | I have given my instructions a heading.<br>The instructions are written as a point-form list. |     |    |            |
| <b>Language, style and editing</b>  |                                                                                               |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my text interesting.<br>My ideas link to the topic.  |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                            |     |    |            |

## 4.3 Writing directions

Directions explain to someone how to get to a certain place.

When giving directions, use clear language and accurate descriptions.



### hint

#### Features of directions

- Directions explain how to get to a place in a step-by-step way. All information should help the reader following these instructions to get to this place.
- The language should be formal and the tone factual and informative.
- Organise the directions so they follow each other in a logical order in a point-form list.



### A learner's example of directions using the four steps

#### Step 1: Choose the text type and topic

This learner chose this question on directions:

**You and your friends have decided to meet at your house to celebrate the end of the examinations. Write out the directions you will give your friends to travel from the school to your house.**

**Note:** In your response, you must include some distances, turns and landmarks. Do not include sketches or maps.

- If you live in an urban area, include landmarks like a fast-food outlet, an intersection or a park.
- If you live in a rural area, include landmarks like a bridge, a river, or a road sign.

## Step 2: Plan the text

Read the question carefully. Identify the **key words** to use in your planning. In this topic, the key words are *your friends, directions, from the school to your house, distances, turns and landmarks*.

The learner has used a **list** to plan his **directions**.

### Topic: Directions from school to home

#### Text type: Directions

- School exit into Ramphela Road, right at intersection T-junction
- Cross bridge, turn right into Fairview Street (after bridge)
- Straight for 500m
- Turn left at the café on the corner
- Edward Street – 5th house on your right – number 11.

## Step 3: Write and edit the draft text

Write a draft of the text using the ideas from the plan. Edit the draft by correcting any grammar, punctuation, spelling and format errors.

### Directions from school to my house

- From the front school exit, turn left into Ramphela Road.
- At the T-junction, turn right.
- Continue ~~straite~~ <sup>straight</sup> down the road for 500 metres and cross the bridge.
- After crossing the bridge, turn right at the first road into Fairview Street.
- Go straight past Fairview shopping centre.
- At the robots, turn left at the Corner Café into Edward Street.
- I live at 11 Edward Street on the left-hand side of the road. The house has a blue front door, a red ~~roove~~ <sup>roof</sup> and green gates.



• He corrects spelling:  
**straight**

• He corrects spelling:  
**roof**

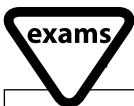
**Step 4: Write the final text**

Heading

Point form  
Use of imperative  
voice**Directions from school to my house**

- From the front school exit, turn left into Ramphela Road.
- At the T-junction, turn right.
- Continue straight down the road for 500 metres and cross the bridge.
- After crossing the bridge, turn right at the first road into Fairview Street.
- Go straight past Fairview shopping centre.
- At the robots, turn left at the Corner Café into Edward Street.
- I live at 11 Edward Street on the left-hand side of the road. The house has a blue front door, a red roof and green gates.

word count: 90

**Activity: Writing directions**

For more practice on writing **directions**, go to these past exam papers:

- Feb/ March 2012, page 7, Question 3.3
- November 2012, page 8, Question 3.3

Here are some directions topics to help you to practise your writing skills:

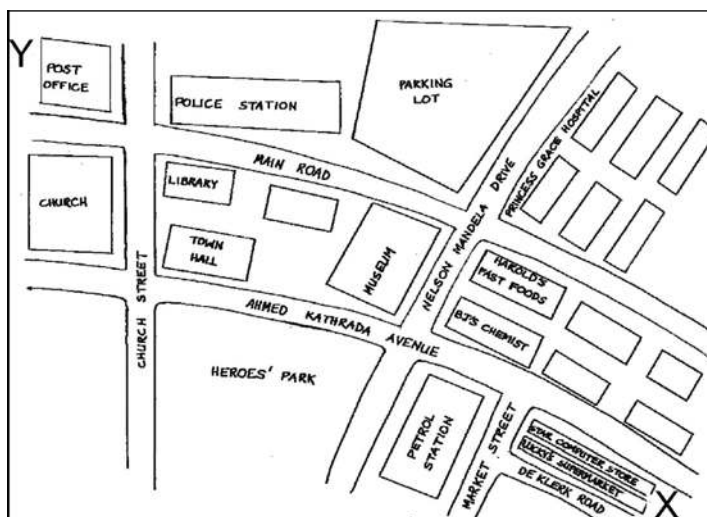
1. A friend from another province will be in your town and would like to visit you at your home.

Write the directions from a nearby bus stop to your house. You must include at least three turns and two landmarks (e.g. a school, a shop, a sports field) in your response.

Note: do not include illustrations or drawings.

2. Study the map on page 159. You are shopping at Lucky's Supermarket (point X on the map) when a customer asks you for directions to the post office (point Y on the map).

Write out the directions you will give to the customer. In your response you must refer to the streets and landmarks on the route you choose.



Map for question 2, page 158

## 4.4 Directions checklist

| Features                            | Details of the feature                                                                       | Yes | No | Don't know |
|-------------------------------------|----------------------------------------------------------------------------------------------|-----|----|------------|
| Text type                           | I understand the features of directions.                                                     |     |    |            |
| Topic                               | I understand the topic I have chosen.                                                        |     |    |            |
| <b>Content, planning and format</b> |                                                                                              |     |    |            |
| Planning                            | I can show evidence of planning.                                                             |     |    |            |
| Content                             | Each point in my plan is relevant to the topic.<br>I will use these points in my text.       |     |    |            |
| Purpose / audience                  | I understand the purpose of directions.<br>I understand the audience for my directions.      |     |    |            |
| Format                              | I have given my directions a heading.<br>The directions are written as a point-form list.    |     |    |            |
| <b>Language, style and editing</b>  |                                                                                              |     |    |            |
| Choice of words / diction           | I have chosen my words carefully to make my text interesting.<br>My ideas link to the topic. |     |    |            |
| Language                            | I have checked and corrected my grammar, spelling and punctuation.                           |     |    |            |

## 5. What is expected from you in the exam?

In the exam, you must write one shorter transactional text that is no less than 80 words long and no more than 100 words long.

The shorter transactional text question is worth **20 marks** out of 100 marks in the exam. Examiners will give marks for your shorter transactional text based on:

- Content, planning and format (12 marks)
- Language, style and editing (8 marks)

### vocab

**Rubric:** A guide that examiners use to mark a learner's exam essay.

The exam is 2 1/2 hours long and you should spend about **30 minutes** on the shorter transactional text question.

The **rubric** on the next page is a table the examiners use to mark your shorter transactional text. It shows the five levels of achievement that the examiners can award a shorter transactional text, from the lowest achievement (Inadequate column) to the highest achievement (Exceptional column).

The table also describes the skills the examiner looks for when marking. For example, when marking the text, the examiner will assess how well the ideas relate to the topic, whether they are well planned, and that the format used is correct for the text type.

The rubric is a useful guide for you to use when practicing your shorter transactional text writing because it reminds you of the skills the examiner will be assessing when marking your work.



Remember  
that practice makes perfect!  
To succeed in your exams, use  
the rubric to remind you of  
the skills you need to improve  
on as you keep  
practising.

## ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXTS FIRST ADDITIONAL LANGUAGE [20 MARKS]

| CRITERIA                                                                                                                                                                                                                                                                 | Exceptional                                                                                                                                                                                                                                                                                                                                                                                       | Skilful                                                                                                                                                                                                                                                                                                                                 | Moderate                                                                                                                                                                                                                                                                                                                                                   | Elementary                                                                                                                                                                                                                                                                                                                                                      | Inadequate                                                                                                                                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>CONTENT &amp; PLANNING</b> <ul style="list-style-type: none"> <li>Response and ideas</li> <li>Organisation of ideas</li> <li>Features / conventions and context</li> </ul> <b>12 MARKS</b>                                                                            | <b>9-12 marks</b> <ul style="list-style-type: none"> <li>Outstanding response beyond normal expectations</li> <li>Intelligent and mature ideas</li> <li>Extensive knowledge of features of type of text</li> <li>Writing maintains focus</li> <li>Coherence in content and ideas</li> <li>Highly elaborated and all details support the topic</li> <li>Appropriate and accurate format</li> </ul> | <b>7-8 marks</b> <ul style="list-style-type: none"> <li>Very good response demonstrating good knowledge of features of the type of text</li> <li>Maintains focus – no digressions</li> <li>Coherent in content and ideas, very well elaborated and details support topic</li> <li>Appropriate format with minor inaccuracies</li> </ul> | <b>5-6 marks</b> <ul style="list-style-type: none"> <li>Adequate response demonstrating knowledge of features of the type of text</li> <li>Not completely focused – some digressions</li> <li>Reasonably coherent in content and ideas</li> <li>Some details support the topic</li> <li>Generally appropriate format but with some inaccuracies</li> </ul> | <b>3-4 marks</b> <ul style="list-style-type: none"> <li>Basic response demonstrating some knowledge of features of the type of text</li> <li>Some focus but writing digresses</li> <li>Not always coherent in content and ideas</li> <li>Few details support the topic</li> <li>Necessary rules of format vaguely applied – some critical oversights</li> </ul> | <b>0-2 marks</b> <ul style="list-style-type: none"> <li>Response reveals no knowledge of features of the type of text</li> <li>Meaning is obscure with major digressions</li> <li>Not coherent in content and ideas</li> <li>Very few details support the topic</li> <li>Has not applied the necessary rules of format</li> </ul> |
| <b>LANGUAGE, STYLE &amp; EDITING</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary appropriate to purpose and context</li> <li>Language used and conventions</li> <li>Word choice</li> <li>Punctuation and spelling</li> </ul> <b>8 MARKS</b> | <b>7-8 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary highly appropriate to purpose, audience and context</li> <li>Grammatically accurate and well-constructed</li> <li>Virtually error-free</li> </ul>                                                                                                                                                       | <b>5-6 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary very appropriate to purpose, audience and context</li> <li>Generally grammatically accurate and well-constructed</li> <li>Very good vocabulary</li> <li>Mostly free of errors</li> </ul>                                                      | <b>4 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary appropriate to purpose, audience and context</li> <li>Some grammatical errors</li> <li>Adequate vocabulary</li> <li>Errors do not impede meaning</li> </ul>                                                                                                        | <b>3 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary less appropriate to purpose, audience and context</li> <li>Inaccurate grammar with numerous errors</li> <li>Limited vocabulary</li> <li>Meaning obscured</li> </ul>                                                                                                     | <b>0-2 marks</b> <ul style="list-style-type: none"> <li>Tone, register, style, vocabulary do not correspond to purpose, audience and context</li> <li>Error-ridden and confused</li> <li>Vocabulary not suitable for purpose</li> <li>Meaning seriously impaired</li> </ul>                                                       |
| <b>Total marks: 20</b>                                                                                                                                                                                                                                                   | <b>Range: 16-20</b>                                                                                                                                                                                                                                                                                                                                                                               | <b>Range: 13-15</b>                                                                                                                                                                                                                                                                                                                     | <b>Range: 9-12</b>                                                                                                                                                                                                                                                                                                                                         | <b>Range: 6-7</b>                                                                                                                                                                                                                                                                                                                                               | <b>Range: 0-5</b>                                                                                                                                                                                                                                                                                                                 |



**The Mind the Gap study guide series assists you to make the leap by studying hard to achieve success in the Grade 12 exam.**

**This publication is not for sale.**

© Copyright Department of Basic Education [www.education.gov.za](http://www.education.gov.za)

This publication has a Creative Commons Attribution NonCommercial Sharealike license.

Call Centre 0800 202 933



**basic education**

Department of Basic Education  
Basic Education  
REPUBLIC OF SOUTH AFRICA