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SENIOR PHASE

GRADE 9

NOVEMBER 2014

ENGLISH HOME LANGUAGE P3 MEMORANDUM

MARKS: 60

This memorandum consists of 7 pages.

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INFORMATION FOR THE MARKER

In assessing a learner's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proof-reading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion.

SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

Refer to SECTION A: The Rubric for Assessing an Essay can be found on page 6 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	**MARKS**
CONTENT AND PLANNING	**24**
LANGUAGE, STYLE AND EDITING	**12**
STRUCTURE	**4**
TOTAL	**40**

Read the whole piece and decide on a mark for CONTENT AND PLANNING, LANGUAGE, STYLE, EDITING and STRUCTURE.

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SECTION B: LONGER TRANSACTIONAL TEXT

Refer to SECTION B: The Rubric for Assessing Longer Transactional Texts can be found on page 7 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	**MARKS**
CONTENT AND PLANNING	**12**
LANGUAGE, STYLE AND EDITING	**8**
TOTAL	**20**

Read the whole piece and decide on a mark for CONTENT AND PLANNING and LANGUAGE, STYLE AND EDITING.

NOTE:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

NOTE:
- The points given below each topic in this memorandum serve only as a guide to markers.
- Allowance must be made for a learner's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

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SECTION A: ESSAY

QUESTION 1

Learners are required to write ONE essay of 250 – 300 words on ONE of the given topics. Learners may write in any genre: narrative, descriptive, reflective, argumentative, expository, discursive or a combination of any of these.

1.1 Reflective essay on the role music plays in the learner's life. Learners must write about the role music plays in THEIR lives, not teenagers in general. **[40]**

1.2 Narrative essay – the topic sentence can be used at any point in the essay. **[40]**

1.3 **NOTE**: There must be a clear link between the essay and the picture chosen.

1.3.1 **Group of teenagers using technology**
Teenage life, social media, young people and technology, friends, etc. **[40]**

1.3.2 **Abandoned/deserted house**
Possible narrative or descriptive topic, why was the house abandoned, ghost story, coming across this house and entering it, etc. **[40]**

TOTAL SECTION A: 40

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SECTION B: LONGER TRANSACTIONAL TEXTS

QUESTION 2

Learners are required to respond to ONE of the topics set. The body of the response must be 160–180 words in length. The language, register, style and tone must be appropriate to the context.

2.1 **Friendly/informal letter**

Friendly/informal letter format and date. Letter is addressed to a teacher who had a positive influence on the learner. Focus should be on thanking the teacher (letter of appreciation/thanks). **[20]**

2.2 **Minutes of a meeting**

Date, time, and venue where the meeting took place. Learners should use the following headings: Opening/Welcome, Present/Apologies, Minutes of Previous Meeting, Matters Arising, Business Matters, Date of next meeting and Closure. **[20]**

2.3 **Dialogue**

A valid dialogue format must be used (no inverted commas, line left open between each speaker, speakers' names on the left followed by a colon). **[20]**

2.4 **Letter of application / covering letter**

Formal letter format, date, subject line, letter should end with, 'Yours faithfully'. Letter should attempt to persuade the employer to invite them for an interview. This letter would be sent together with the learner's CV. **[20]**

TOTAL SECTION B: 20
GRAND TOTAL: 60

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SECTION A: RUBRIC FOR ASSESSING ESSAY – HOME LANGUAGE (40 MARKS)

CRITERIA	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
MARKS	**20 – 24**	**15 – 19**	**12 – 14**	**8 – 11**	**0 – 7**
CONTENT, PLANNING (24 MARKS) Response and Ideas; Organisation of ideas for planning; Awareness of purpose, audience and context	- Outstanding/striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas. - Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending.	- Very well-crafted response. - Fully relevant and interesting ideas with evidence of maturity. - Very well organised and coherent (connected), including introduction, body and conclusion/ ending.	- Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion/ending.	- Inconsistently coherent response. - Unclear ideas and unoriginal. - Little evidence of organisation and coherence.	- Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and Incoherent.
MARKS	**9 – 12**	**7 – 8**	**5 – 6**	**3 – 4**	**0 – 2**
LANGUAGE, STYLE AND EDITING (12 MARKS) Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, Punctuation, Grammar, spelling	- Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skillfully crafted.	- Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted.	- Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	- Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary.	- Language incomprehensible - Vocabulary limitations so extreme as to make comprehension impossible.
MARKS	**4**	**3**	**2**	**1**	**0**
STRUCTURE (4 MARKS) Features of text; Paragraph development and sentence construction	- Excellent development of topic. - Exceptional detail. - Sentences, paragraphs exceptionally well-constructed.	- Logical development of details. - Coherent - Sentences, paragraphs logical, varied.	- Relevant details developed. - Sentences, paragraphs well-constructed. - Essay still makes some sense.	- Some valid points - Sentences and paragraphs faulty. - Essay still makes sense.	- Necessary points lacking. - Sentences and paragraphs faulty. - Essay lacks sense.
MARK RANGE	**32 – 40**	**24 – 31**	**20 – 23**	**12 – 19**	**0 – 11**

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SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXT – HOME LANGUAGE (20 MARKS)

CRITERIA	EXCEPTIONAL	SKILLFUL	MODERATE	ELEMENTARY	INADEQUATE
MARKS	**9 – 12**	**7 – 8**	**5 – 6**	**3 – 4**	**0 – 2**
CONTENT, PLANNING AND FORMAT (12 MARKS) - Response and ideas - Organisation of ideas and planning - Purpose, audience, features/conventions and context	- Outstanding response. - Intelligent and mature ideas. - Extensive knowledge of features of the type of text. - Writing maintains focus. - Coherence in content and ideas. - Highly elaborated and all details support topic. - Appropriate and accurate format.	- Very good response. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies.	- Adequate response. - Not completely focused. - Some digressions. - Reasonably coherent in content and ideas. - Some details support the topic. - Generally appropriate format but with some inaccuracies.	- Basic response. - Some focus but writing digresses. - Not always coherent in content and ideas. Few details support the topic. - Has vaguely applied necessary rules of format. - Some critical oversights.	- Response reveals no knowledge of features of this type of text. - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few ideas support the topic. - Has not applied necessary rules of format.
MARKS	**7 - 8**	**5 – 6**	**4**	**3**	**0 – 2**
LANGUAGE, STYLE AND EDITING (8 MARKS) - Tone, register, style, purpose/effect, audience and context - Language use and conventions - Word choice - Punctuation and spelling	- Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free.	- Tone, register, style and vocabulary very appropriate to purpose, audience and context. - Generally grammatically accurate and well-constructed. - Mostly good vocabulary. - Mostly error-free.	- Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning.	- Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning is obscured.	- Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confusing. - Vocabulary not suitable for purpose. - Meaning seriously impaired.
MARK RANGE	**16 – 20**	**13 – 15**	**9 – 12**	**6 – 8**	**0 – 5**

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