This marking guideline consists of 10 pages.

**INFORMATION FOR THE MARKER**

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

- The overall effect of planning, drafting, proofreading 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, development of ideas and the conclusion.

**SUGGESTED APPROACH TO MARKING**

**SECTION A:  ESSAY**

Refer to SECTION A:  Rubric for Assessing an Essay found on page 8–9 of these marking guidelines.

| CRITERIA USED FOR ASSESSMENT | |
| --- | --- |
| **CRITERIA** | **MARKS** |
| CONTENT AND PLANNING (60%) | 30 |
| LANGUAGE, STYLE AND EDITING (30%) | 15 |
| STRUCTURE (10%) | 5 |
| **TOTAL** | **50** |

1.   Read the whole piece and decide on a category for CONTENT AND PLANNING.

2.   Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

3.   Re-read the piece and select the appropriate category for STRUCTURE.

**SECTION B:  TRANSACTIONAL TEXTS**

Refer to SECTION B:  Rubric for Assessing Transactional Texts found on page 10 of these marking guidelines.

| CRITERIA USED FOR ASSESSMENT | |
| --- | --- |
| **CRITERIA** | **MARKS** |
| CONTENT, PLANNING AND FORMAT (60%) | 15 |
| LANGUAGE, STYLE AND EDITING (40%) | 10 |
| TOTAL | 25 |

1.   Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.

2.   Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

**NOTE:**

• Various formats of transactional/referential/information 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 these marking guidelines serve <u>only</u> as a guide to markers.**
- **Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.**

**SECTION A:  ESSAY**

**QUESTION 1**

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. Candidates may write in any genre: narrative, descriptive, reflective, discursive, argumentative, or any combination of these.

1.1     **'Our house is on fire:  According to the IPCC (Intergovernmental Panel on Climate Change) we are less than 12 years away from not being able to undo our mistakes.'**                    **[Greta Thunberg]**

- Reflective/descriptive/argumentative/discursive
- Argumentative or discursive could focus on validity of global warming and climate change.
- Reflective could focus on our actions and responsibility to climate change and its impact.                    **[50]**

1.2     **The Gatekeeper.**

- Narrative/reflective/descriptive
- Candidates may reflect on: someone of authority, someone who restricts or denies access somewhere or someone who performs the function to protect or guard.                    **[50]**

1.3     **'Science may have found a cure for most evils; but it has found no remedy for the worst of them all – the apathy of human beings.'   [Helen Keller]**

- Narrative/argumentative/discursive/reflective
- Candidate may disagree with topic
- Candidate must demonstrate understanding of apathy – as lack of interest, enthusiasm or concern.  Basically indifference.
- Dangers of being apathetic.                    **[50]**

1.4     **'I have noticed even people who claim everything is predestined, and that we can do nothing to change it, look before they cross the road.'**
                    **[Stephen Hawking]**

- Argumentative/discursive/reflective/narrative
- May agree or disagree with statement                    **[50]**

1.5 **Take the risk or lose the chance.**

- Narrative/reflective/argumentative/discursive
- Grab opportunities when they present themselves.
- Weighing up risk – calculated risk: pros and cons **[50]**

1.6 1.6.1 **Microphone**

- Narrative/reflective/descriptive/argumentative/discursive
- Opportunity to voice one's opinions
- Anxiety of speaking in public or joy of speaking in public
- Delivering or presenting a speech
- Freedom of speech **[50]**

1.6.2 **Barriers**

- Narrative/reflective/descriptive/argumentative/discursive
- Focus on barriers that are present in life/real-life situations
- Solutions or overcoming obstacles that we are presented with
- Where there's a will, there's a way **[50]**

1.6.3 **Prayer**

- Narrative/reflective/descriptive/argumentative/discursive
- Can focus on belief/spirituality/religion/inner strength
- Seeking guidance or answers from a higher power
- The power of prayer
- Difficult times that require resolution **[50]**

**TOTAL SECTION A: 50**

## SECTION B:  TRANSACTIONAL TEXTS

## QUESTION 2

Candidates are required to respond to TWO of the topics set. The body of each response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

2.1  **LETTER TO THE EDITOR**

* Reference must be made to a ritual e.g.: lighting candles, sending our balloons into the air, lanterns, fireworks etc.
* The negative impact it may have on others, (neighbours/community/animals (pets)) etc.
* Formal language, appropriate format
* Candidate must express an **opinion**                                         **[25]**

2.2  **FORMAL REPORT**

* Report should focus on/identify an aspect of the school: either environment, facilities/amenities, subjects, human resources, sports, finances, security, transport that needs to be improved to fulfil successful learning in the future
* Formal language
* Follow correct criteria of a report: To: Subject heading, Terms of reference, Procedure, Findings, Conclusion, Recommendations, Signed and Dated     **[25]**

2.3  **FORMAL SPEECH**

* Candidate should focus on need for blood donation as a treatment for children with leukaemia
* Persuasive techniques could include emotive language and appeal to humanity and kindness
* Register should be formal and sincere                                         **[25]**

2.4  **CURRICULUM VITAE AND COVERING LETTER**

* Letter: Correct, formal letter
* Should state purpose for which candidate is writing – to show interest in applying for gap year work
* CV: must contain details of personal information such as contact details, schooling and qualifications, hobbies and interests, special skills (relevant to do job) and references                                                          **[25]**

2.5  **INTERVIEW**

* Interview must be a two-way communication in the form of questions and answers relevant to the topic
* Could elaborate on why there was a need for that particular school in the area/community. Traditions that were established and why etc.              **[25]**

2.6 **REVIEW**

- Must state name of play, fulfil criteria for a review, i.e.: actors, actresses, characters, basic plot without giving away too much detail, which theatre, dates of show/times of performances …
- Must express opinion on play – encouraging or discouraging public to watch it
- Should have a star rating **[25]**

**TOTAL SECTION B: 50**
**GRAND TOTAL: 100**

## SECTION A:  ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]

### NOTE:
- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper-level and a lower-level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper-level and lower-level division.

| Criteria | | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|---|
| **CONTENT AND PLANNING** (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context<br><br>**30 MARKS** | **Upper level** | **28–30**<br>- Outstanding/Striking response beyond normal expectations.<br>- Intelligent, thought-provoking and mature ideas<br>- Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending. | **22–24**<br>- Very well-crafted response.<br>- Fully relevant and interesting. ideas with evidence of maturity<br>- Very well organised and coherent (connected) including introduction, body and conclusion/ending. | **16–18**<br>- Satisfactory response<br>- Ideas are reasonably coherent and convincing.<br>- Reasonably organised and coherent including introduction, body and conclusion/ending. | **10–12**<br>- Inconsistently coherent response<br>- Unclear ideas and unoriginal<br>- Little evidence of organisation and coherence. | **4–6**<br>- Totally irrelevant response<br>- Confused and unfocused ideas<br>- Vague and repetitive<br>- Unorganised and incoherent |
| | **Lower level** | **25–27**<br>- Excellent response but lacks the exceptionally striking qualities of the outstanding essay<br>- Mature and intelligent ideas<br>- Skilfully organised and coherent (connected) including introduction, body and conclusion/ending. | **19–21**<br>- Well-crafted response.<br>- Relevant and interesting ideas.<br>- Well organised and coherent (connected) including introduction, body and conclusion. | **13–15**<br>- Satisfactory response but some lapses in clarity.<br>- Ideas are fairly coherent and convincing.<br>- Some degree of organisation and coherence including introduction, body and conclusion. | **7–9**<br>- Largely irrelevant response.<br>- Ideas tend to be disconnected and confusing.<br>- Hardly any evidence of organisation and coherence. | **0–3**<br>- No attempt to respond to the topic.<br>- Completely irrelevant and inappropriate.<br>- Unfocused and muddled. |

## ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]  (continued)

| Criteria | | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|---|
| **LANGUAGE, STYLE AND EDITING**<br><br>Tone, register, style, vocabulary appropriate to purpose/effect and context<br>Word choice<br>Language use and conventions, punctuation, grammar, spelling<br><br>**15 MARKS** | **Upper level** | **14–15**<br>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context<br>- Language confident, exceptionally impressive – compelling and rhetorically effective in tone.<br>- Virtually error-free in grammar and spelling.<br>- Highly skilfully crafted. | **11–12**<br>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.<br>- Language is effective and a consistently appropriate tone is used.<br>- Largely error-free in grammar and spelling.<br>- Very well crafted. | **8–9**<br>- Tone, register, style and vocabulary appropriate to purpose, audience and context.<br>- Appropriate use of language to convey meaning.<br>- Tone is appropriate.<br>- Rhetorical devices used to enhance content. | **5–6**<br>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.<br>- Very basic use of language.<br>- Diction is inappropriate.<br>- Very limited vocabulary. | **0–3**<br>- Language incomprehensible<br>- Tone, register, style and vocabulary not appropriate to purpose, audience and context.<br>- Vocabulary limitations so extreme as to make comprehension impossible. |
| | **Lower level** | **13**<br>- Language excellent and rhetorically effective in tone.<br>- Virtually error-free in grammar and spelling.<br>- Skilfully crafted. | **10**<br>- Language engaging and generally effective<br>- Appropriate and effective tone.<br>- Few errors in grammar and spelling.<br>- Well-crafted | **7**<br>- Adequate use of language with some inconsistencies.<br>- Tone generally appropriate and limited use of rhetorical devices. | **4**<br>- Inadequate use of language.<br>- Little or no variety in sentence.<br>- Exceptionally limited vocabulary. | |
| **STRUCTURE**<br><br>**Features of text Paragraph development and sentence construction**<br><br>**5 MARKS** | | **5**<br>- Excellent development of topic<br>- Exceptional detail<br>- Sentences, paragraphs exceptionally well-constructed | **4**<br>- Logical development of details.<br>- Coherent<br>- Sentences, paragraphs logical, varied. | **3**<br>- Relevant details developed.<br>- Sentences, paragraphs well-constructed.<br>- Essay still makes sense. | **2**<br>- Some valid points<br>- Sentences and paragraphs faulty<br>- Essay still makes sense despite flaws. | **0–1**<br>- Necessary points lacking.<br>- Sentences and paragraphs faulty.<br>- Essay lacks sense. |
| **MARKS RANGE** | | **40–50** | **30–39** | **20–29** | **10–19** | **0–9** |

## SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|---|---|---|---|---|---|
| **CONTENT PLANNING AND FORMAT** Response and ideas Organisation of ideas for planning Purpose, audience and features/ conventions and context **15 MARKS** | **13–15** - Outstanding response beyond normal expectations<br>- Intelligent and mature ideas<br>- Extensive knowledge of features of the type of text<br>- Writing maintains focus<br>- Coherence in content and ideas.<br>- Highly elaborated and all details support the topic<br>- Appropriate and accurate format. | **10–12** - Very good response demonstrating good knowledge of features of the type of text.<br>- Maintains focus – no digressions.<br>- Coherent in content and ideas, very well elaborated and details support topic.<br>- Appropriate format with minor inaccuracies. | **7–9** - Adequate response demonstrating knowledge of features of the type of text.<br>- Not completely focused – some digressions.<br>- Reasonably coherent in content and ideas<br>- Some details support the topic<br>- Generally appropriate format but with some inaccuracies. | **4–6** - Basic response demonstrating some knowledge of features of the type of text.<br>- Some focus but writing digresses.<br>- Not always coherent in content and ideas.<br>- Few details support the topic.<br>- Has vaguely applied necessary rules of format<br>- Some critical oversights. | **0–3** - Response reveals no knowledge of features of the type of text<br>- Meaning is obscured with major digressions.<br>- Not coherent in content and ideas. Very few details support the topic.<br>- Has not applied necessary rules of format. |
| **LANGUAGE, STYLE AND EDITING** Tone, register, style, purpose/ effect, audience and context Language use and conventions. Word choice Punctuation, spelling **10 MARKS** | **9–10** - Tone, register, style, vocabulary highly appropriate to purpose, audience and context<br>- Grammatically accurate and well-constructed<br>- Virtually error-free. | **7–8** - Tone, register, style and vocabulary very appropriate to purpose, audience and context<br>- Generally grammatically accurate and well-constructed<br>- Very good vocabulary<br>- Mostly free of errors | **5–6** - Tone, register, style and vocabulary appropriate to purpose, audience and context.<br>- Some grammatical errors<br>- Adequate vocabulary<br>- Errors do not impede meaning | **3–4** - Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>- Inaccurate grammar with numerous errors<br>- Limited vocabulary<br>- Meaning is obscured. | **0–2** - Tone, register, style and vocabulary do not correspond to purpose, audience and context.<br>- Error-ridden and confused<br>- Vocabulary not suitable for purpose.<br>- Meaning seriously obscured. |
| **MARKS RANGE** | **20–25** | **15–19** | **10–14** | **5–9** | **0–4** |