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Curriculum and Assessment Policy Statement (CAPS) Mind the Gap study guide for Grade 12 English First Additional Paper 3: Writing

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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 Examinations 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.

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
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

### Section A: Essays ............................................................................................................................ 1

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

### Section B: Longer transactional texts ............................................................................................... 43

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
### Category C: Shorter transactional texts

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.3</td>
<td>Writing an obituary</td>
</tr>
<tr>
<td>A learner’s example of an obituary using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing an obituary</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>Obituary checklist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Writing a review</td>
</tr>
<tr>
<td>A learner’s example of a review using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing a review</td>
<td></td>
</tr>
<tr>
<td>4.2</td>
<td>Review checklist</td>
</tr>
<tr>
<td>4.3</td>
<td>Writing a newspaper article</td>
</tr>
<tr>
<td>A learner’s example of a newspaper article using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing a newspaper article</td>
<td></td>
</tr>
<tr>
<td>4.4</td>
<td>Newspaper article checklist</td>
</tr>
<tr>
<td>4.5</td>
<td>Writing a magazine article</td>
</tr>
<tr>
<td>A learner’s example of a magazine article using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing a magazine article</td>
<td></td>
</tr>
<tr>
<td>4.6</td>
<td>Magazine article checklist</td>
</tr>
<tr>
<td>4.7</td>
<td>Writing an agenda and minutes of a meeting</td>
</tr>
<tr>
<td>A learner’s example of an agenda and minutes of a meeting using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing an agenda and minutes of a meeting</td>
<td></td>
</tr>
<tr>
<td>4.8</td>
<td>Agenda and minutes of a meeting checklist</td>
</tr>
<tr>
<td>4.9</td>
<td>Writing a formal report</td>
</tr>
<tr>
<td>A learner’s example of a formal report using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing a formal report</td>
<td></td>
</tr>
<tr>
<td>4.10</td>
<td>Formal report checklist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Writing a dialogue</td>
</tr>
<tr>
<td>A learner’s example of a dialogue using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing a dialogue</td>
<td></td>
</tr>
<tr>
<td>5.2</td>
<td>Dialogue checklist</td>
</tr>
<tr>
<td>5.3</td>
<td>Writing an interview</td>
</tr>
<tr>
<td>A learner’s example of an interview using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing an interview</td>
<td></td>
</tr>
<tr>
<td>5.4</td>
<td>Interview checklist</td>
</tr>
<tr>
<td>5.5</td>
<td>Writing a speech</td>
</tr>
<tr>
<td>A learner’s example of a speech using the four steps</td>
<td></td>
</tr>
<tr>
<td>Activity: Writing a speech</td>
<td></td>
</tr>
<tr>
<td>5.6</td>
<td>Speech checklist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>What is expected from you in the exam?</td>
</tr>
</tbody>
</table>

---

**Section C: Shorter transactional texts**

1. **Steps to writing longer shorter texts**

2. **Category A**

2.1 Writing an advertisement

A learner’s example of an advertisement using the four steps

Activity: Writing an advertisement

2.2 Advertisement checklist

2.3 Writing an invitation card

A learner’s example of an invitation card using the four steps

Activity: Writing an invitation card

2.4 Invitation card checklist

2.5 Writing a flyer

A learner’s example of a flyer using the four steps

Activity: Writing a flyer

2.6 Flyer checklist
<table>
<thead>
<tr>
<th>Section</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.7</td>
<td>Writing a poster</td>
<td>139</td>
</tr>
<tr>
<td>2.8</td>
<td>Poster checklist</td>
<td>143</td>
</tr>
<tr>
<td>3.</td>
<td>Category B</td>
<td>144</td>
</tr>
<tr>
<td>3.1</td>
<td>Writing a diary entry</td>
<td>145</td>
</tr>
<tr>
<td>3.2</td>
<td>Diary entry checklist</td>
<td>147</td>
</tr>
<tr>
<td>3.3</td>
<td>Writing a postcard</td>
<td>148</td>
</tr>
<tr>
<td>3.4</td>
<td>Postcard checklist</td>
<td>151</td>
</tr>
<tr>
<td>4.</td>
<td>Category C</td>
<td>152</td>
</tr>
<tr>
<td>4.1</td>
<td>Writing instructions</td>
<td>152</td>
</tr>
<tr>
<td>4.2</td>
<td>Instructions checklist</td>
<td>155</td>
</tr>
<tr>
<td>4.3</td>
<td>Writing directions</td>
<td>156</td>
</tr>
<tr>
<td>4.4</td>
<td>Directions checklist</td>
<td>159</td>
</tr>
<tr>
<td>5.</td>
<td>What is expected from you in the exam?</td>
<td>160</td>
</tr>
</tbody>
</table>
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.

Use this study guide as a workbook. Make notes, draw pictures and highlight important concepts.
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.

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.

<table>
<thead>
<tr>
<th>Pay special attention</th>
<th>Hints to help you remember a concept or guide you in solving problems</th>
<th>Activities with questions for you to answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>NB</td>
<td>e.g.</td>
<td>exams</td>
</tr>
<tr>
<td>Step-by-step instructions</td>
<td>Worked examples</td>
<td>Refers you to exam questions</td>
</tr>
</tbody>
</table>

Look out for these icons in the study guide.
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.

GOOD LUCK!
Overview of the English First Additional Language Paper 3: Writing Exam

The Paper 3: Writing exam is 2½ 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:

<table>
<thead>
<tr>
<th>Section</th>
<th>Text types</th>
<th>What marks are awarded for</th>
<th>Number of marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Section A</td>
<td>Essays</td>
<td>• Content and planning</td>
<td>30 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language, style and editing</td>
<td>15 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Structure</td>
<td>5 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 50 marks</td>
<td></td>
</tr>
<tr>
<td>Section B</td>
<td>Longer transactional texts</td>
<td>• Content and planning</td>
<td>18 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language, style and editing</td>
<td>12 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 30 marks</td>
<td></td>
</tr>
<tr>
<td>Section C</td>
<td>Shorter transactional texts</td>
<td>• Content and planning</td>
<td>12 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Language, style and editing</td>
<td>8 marks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Total: 20 marks</td>
<td></td>
</tr>
</tbody>
</table>

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.

<table>
<thead>
<tr>
<th>Question type</th>
<th>What you need to do</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literal:</strong> Questions about information that is clearly given in the text or extract from the text</td>
<td>Write the specific names of characters, places, etc.</td>
</tr>
<tr>
<td>Name characters/places/things ...</td>
<td>Write the specific names of characters, places, etc.</td>
</tr>
<tr>
<td>State the facts/reasons/ideas ...</td>
<td>Write down the information without any discussion or comments.</td>
</tr>
<tr>
<td>Give two reasons for/why ...</td>
<td>Write two reasons (this means the same as ‘state’).</td>
</tr>
<tr>
<td>Identify the reasons ...</td>
<td>Write down the reasons.</td>
</tr>
<tr>
<td>Describe the place/character/what happens when ...</td>
<td>Write the main characteristics of something, for example: What does a place look/feel/smell like? Is a particular character kind/rude/aggressive ...</td>
</tr>
<tr>
<td>What happened when ...</td>
<td>Write what happened.</td>
</tr>
<tr>
<td>Why did this happen ...</td>
<td>Given reasons for what happened.</td>
</tr>
<tr>
<td>Who did ...</td>
<td>Write down who is responsible for the action.</td>
</tr>
<tr>
<td>To whom does xx refer ...</td>
<td>Write the name of the relevant character/person.</td>
</tr>
<tr>
<td><strong>Reorganisation:</strong> Questions that need you to bring together different pieces of information in an organised way.</td>
<td></td>
</tr>
<tr>
<td>Summarise the main points/ideas ...</td>
<td>Write the main points, without a lot of detail.</td>
</tr>
<tr>
<td>Group the common elements ...</td>
<td>Join the same things together.</td>
</tr>
<tr>
<td>Give an outline of .....</td>
<td>Write the main points, without a lot of detail.</td>
</tr>
<tr>
<td><strong>Inference:</strong> Questions that need you to interpret (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.</td>
<td></td>
</tr>
<tr>
<td>Explain how this idea links ...</td>
<td>Identify the links.</td>
</tr>
<tr>
<td>Compare the attitudes/actions of character x with character y ...</td>
<td>Point out the similarities and differences.</td>
</tr>
<tr>
<td>What do the words ... suggest/reveal about /what does this situation tell you about ...</td>
<td>State what you think the meaning is, based on your understanding of the text.</td>
</tr>
<tr>
<td>How does x react when .... Describe how something affected ... State how you know that x is ...</td>
<td>Write down the character's/person's reaction or what the character/person did or felt.</td>
</tr>
<tr>
<td>What did x mean by the expression ...</td>
<td>Explain why the character/person used those particular words.</td>
</tr>
<tr>
<td>Is the following statement true or false?</td>
<td>Write ‘true’ or ‘false’ next to the question number. You must give a reason for your answer.</td>
</tr>
<tr>
<td>Choose the correct answer to complete the following sentence (multiple choice question).</td>
<td>A list of answers is given, labelled A–D. Write only the letter (A, B, C or D) next to the question number.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Complete the following sentence by filling in the missing words...</td>
<td>Write the missing word next to the question number.</td>
</tr>
<tr>
<td>Quote a line from the extract to prove your answer.</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Evaluation Questions** that require you to make a judgement based on your knowledge and understanding of the text and your own experience.

<table>
<thead>
<tr>
<th>Discuss your view/a character’s feelings/a theme...</th>
<th>Consider all the information and reach a conclusion.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Do you think that...</td>
<td>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.</td>
</tr>
<tr>
<td>Do you agree with...</td>
<td></td>
</tr>
<tr>
<td>In your opinion, what...</td>
<td></td>
</tr>
<tr>
<td>Give your views on...</td>
<td></td>
</tr>
</tbody>
</table>

**Appreciation Questions** that ask about your emotional response to what happens and how the text is written.

<table>
<thead>
<tr>
<th>How would you feel if you were x when...</th>
<th>There is no ‘right’ or ‘wrong’ answer to these questions, but you must give a reason for your answer based on information given in the text.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discuss your response to...</td>
<td></td>
</tr>
<tr>
<td>Do you feel sorry for...</td>
<td></td>
</tr>
<tr>
<td>Discuss the use of the writer’s style, diction and figurative language, dialogue...</td>
<td>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.</td>
</tr>
</tbody>
</table>
## words to know

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

<table>
<thead>
<tr>
<th>Abbreviations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>abbreviations</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Active Voice</th>
</tr>
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<th>Invitation Card</th>
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<td><strong>invitation card</strong></td>
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<th>Irony</th>
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<tr>
<td><strong>irony</strong></td>
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<tr>
<td><strong>key words</strong></td>
</tr>
<tr>
<td><strong>language</strong></td>
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<tr>
<td><strong>minutes</strong></td>
</tr>
<tr>
<td><strong>narrative essay</strong></td>
</tr>
<tr>
<td><strong>narrator</strong></td>
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<tr>
<td><strong>obituary</strong></td>
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<tr>
<td><strong>objective</strong></td>
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<tr>
<td><strong>passive voice</strong></td>
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<tr>
<td><strong>perspective</strong></td>
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<tr>
<td><strong>plot</strong></td>
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<tr>
<td><strong>point of view</strong></td>
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<tr>
<td><strong>postcard</strong></td>
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<tr>
<td><strong>poster</strong></td>
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<tr>
<td><strong>practice/practise</strong></td>
</tr>
<tr>
<td><strong>reflective essay</strong></td>
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<tr>
<td><strong>register</strong></td>
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<tr>
<td><strong>report</strong></td>
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<td><strong>review</strong></td>
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<tr>
<td><strong>rubric</strong></td>
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<tr>
<td><strong>setting</strong></td>
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<td><strong>structure</strong></td>
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<td><strong>style</strong></td>
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<tr>
<td><strong>subjective</strong></td>
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<tr>
<td><strong>text</strong></td>
</tr>
<tr>
<td><strong>third person</strong></td>
</tr>
<tr>
<td><strong>tone</strong></td>
</tr>
<tr>
<td><strong>transactional writing</strong></td>
</tr>
</tbody>
</table>
words to know

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

<table>
<thead>
<tr>
<th>accommodate/accommodation</th>
</tr>
</thead>
<tbody>
<tr>
<td>achieve</td>
</tr>
<tr>
<td>acquaintance</td>
</tr>
<tr>
<td>acquire</td>
</tr>
<tr>
<td>advertisement</td>
</tr>
<tr>
<td>advice – noun – e.g. My father gave me good advice.</td>
</tr>
<tr>
<td>advise – verb – e.g. I asked my father to advise me.</td>
</tr>
<tr>
<td>argument</td>
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<tr>
<td>beautiful</td>
</tr>
<tr>
<td>beginning</td>
</tr>
<tr>
<td>business</td>
</tr>
<tr>
<td>calendar</td>
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<tr>
<td>commitment</td>
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<tr>
<td>committed</td>
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<tr>
<td>committee</td>
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<tr>
<td>conscience</td>
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<tr>
<td>conscious</td>
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<tr>
<td>dairy</td>
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<tr>
<td>deceive</td>
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<tr>
<td>definitely</td>
</tr>
<tr>
<td>definition</td>
</tr>
<tr>
<td>diary</td>
</tr>
<tr>
<td>disappear</td>
</tr>
<tr>
<td>disappoint – HINT: when you add a prefix onto a word, simply add the prefix to the word disappoint</td>
</tr>
<tr>
<td>embarrass/embarrassment</td>
</tr>
<tr>
<td>environment</td>
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<tr>
<td>exaggerate</td>
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<tr>
<td>excitement</td>
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<tr>
<td>existence</td>
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<td>favourite</td>
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<td>finally</td>
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<td>foreign</td>
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<td>friend</td>
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<td>glamorous</td>
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<td>government</td>
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<td>grammar</td>
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<td>guarantee</td>
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<tr>
<td>humorous</td>
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<tr>
<td>immediately</td>
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<tr>
<td>independent</td>
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</tbody>
</table>
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/originaly
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 - unnecessary
until
unusual - HINT: when you add a prefix onto a word, simply add the prefix to the word = unusual
usual
weight
wherever
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?

I love writing essays!
It feels good to express myself.

Yes, you can be creative, but you must make sure you stick to your topic.

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.

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.

<table>
<thead>
<tr>
<th>Essay type</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Narrative essay</td>
<td>It tells a story; will have the word story in the topic; has characters, setting, plot.</td>
</tr>
<tr>
<td>2. Descriptive essay</td>
<td>It describes an experience, an event or a place.</td>
</tr>
<tr>
<td>3. Reflective essay</td>
<td>It shows how you think or feel about a topic. It shows your emotions, hopes and dreams</td>
</tr>
<tr>
<td>4. Discursive essay</td>
<td>It must present BOTH sides of an issue based on the topic.</td>
</tr>
<tr>
<td>5. Argumentative essay</td>
<td>It must support ONE side of an issue based on the topic.</td>
</tr>
</tbody>
</table>

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.
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.
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**

<table>
<thead>
<tr>
<th>Essay topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Idea for conclusion</td>
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<tr>
<td>Idea</td>
</tr>
<tr>
<td>Idea</td>
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<tr>
<td>Idea</td>
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</tbody>
</table>

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.

Hint

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.

Think about your audience to help you choose the right register for your essay. Register can be formal (for example, if your audience is a teacher) or informal (for example, if your audience is your friend).

The way you write your essay creates a style of writing. The words you choose and the length of your sentences are two examples of how a writing style is created.

The tone of the essay is the feeling the writer gives the writing. For example, the tone could be playful or serious.
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.

**hint**

**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**

**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.

```
Hello! My name is Pine
Desk in a science classroom
Nobody sits on me anymore
Bits and pieces scattered...

Introduction: Paragraph 1

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

Paragraph 2

Might be old but special (how old?) legends have sat on me
list: Mark Shuttleworth, famous people, unknown people (close relationship, shared emotions)

Paragraph 3

Engravings, marks each person has made
Tell my story

Paragraph 4

Show my pain...
love

Paragraph 5

Generations grow
Do I know what love is?

double desk
Know about science
But ... LOVE??
```
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.

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 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 top 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 wonder be stronger. And my heart grows fonder … Maybe I really know what love is.
Step 4: Write the 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

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples in the essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Characters</strong></td>
<td>Pine, learners (including famous people), and lovers, who used the desk</td>
</tr>
<tr>
<td>People in the story</td>
<td></td>
</tr>
<tr>
<td><strong>Plot</strong></td>
<td>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.</td>
</tr>
<tr>
<td>What happens in the story, the order of events</td>
<td></td>
</tr>
<tr>
<td><strong>Setting</strong></td>
<td>The science classroom</td>
</tr>
<tr>
<td>Where and when the story happens</td>
<td></td>
</tr>
<tr>
<td><strong>Theme</strong></td>
<td>The movement of learners through the classroom – they move on as they grow up, but the desk remains. The meaning of love</td>
</tr>
<tr>
<td>The main ideas shown in the story</td>
<td></td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td>From the past to the present, looking ahead to the future; from the concrete to the abstract</td>
</tr>
<tr>
<td>The organisation of the paragraphs</td>
<td></td>
</tr>
<tr>
<td><strong>Creative use of language</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

Activity: Writing a narrative essay

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

1. 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.

2. 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.”

When you write your essay, keep to the topic. Your essay plan will help you to do this.
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.

1. **Introduction**

2. Would expect friendliness, but silence

3. People who go to the clinic:
   - A child with a sports injury
   - A person with flu
   - Healthy-looking people

4. The scene in the waiting area of a clinic
   - Bored – read decorating magazine
   - Contrast with surroundings, green and grey
   - Magazine gets interesting – interrupted by call to appointment

The word “scene” in the topic suggests that a descriptive essay is appropriate for this topic.
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 hear are the receptionists talking on the phone and the little kid who is 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 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 closest to you, ironically enough, since you find this magazine in a clinic which is 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?”

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

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

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples in the essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>Receptionist, the child, the mother, other people waiting in the queue</td>
</tr>
<tr>
<td>Plot</td>
<td>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</td>
</tr>
<tr>
<td>Setting</td>
<td>The waiting area of a clinic</td>
</tr>
<tr>
<td>Theme</td>
<td>Awkwardness of being in a small public space with strangers</td>
</tr>
<tr>
<td>Structure</td>
<td>The events move from the arrival up to the point when the doctor is ready to see the patient.</td>
</tr>
<tr>
<td>Creative use of language</td>
<td>Strong, interesting words are used, for example: hysterical, flu-like symptoms, calm and collected man, coloured pale green and grey.</td>
</tr>
</tbody>
</table>

Activity: Writing a descriptive essay

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

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.

**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”.

**vocab**

Subjective: Your own personal feelings and point of view.
A learner’s example of a reflective essay using the four steps

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.

---

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

**Introduction:** paragraph 1

- Ideas of success
- What success means to me
- What success is not

**Paragraph 2**

- Example of ‘Pinki and the Brain’ – use the same idea
- Strive for same thing: ‘conquer the world’

**Paragraph 3**

- My dream
- I will be a senior auditor
- My own office with name on the door

**Conclusion:** paragraph 4

- Dreamers vs achievers
- Dreamers have to become doers
- Quote from Steve Jobs

When you brainstorm, write your ideas as they come to you. Then organise your ideas by numbering them.
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 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 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 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 and doers have 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.”
Step 4: Write the final essay

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.

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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

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples in the essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td>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.</td>
</tr>
<tr>
<td>People in the story</td>
<td></td>
</tr>
<tr>
<td>Introduction</td>
<td>The writer introduces the main idea for the essay – “success”.</td>
</tr>
<tr>
<td>Body</td>
<td>The writer’s viewpoint is supported by examples of what personal success means to the writer.</td>
</tr>
<tr>
<td>Creative use of language</td>
<td>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.</td>
</tr>
</tbody>
</table>

Activity: Writing a reflective essay

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

1. 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.

2. 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.

3. 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.

**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

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

*NB*
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 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 positive. As we can see it has become clear that while freedom of choice is great, we cannot completely say for 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 freedom of choice wisely. After all, every right comes with a responsibility.
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.

word count: 300
Main features of a discursive essay that are shown in this learner’s essay

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples in the essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>The writer presents two sides of the argument, and makes a judgement at the end of the essay.</td>
</tr>
<tr>
<td>Introduction</td>
<td>The writer introduces the main idea for the essay – freedom of choice.</td>
</tr>
<tr>
<td>Body</td>
<td>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.</td>
</tr>
<tr>
<td>Creative use of language</td>
<td>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.</td>
</tr>
</tbody>
</table>

Activity: Writing a discursive essay

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

1. Sport can unite or divide people. Discuss your views.
2. Do subjects offered at school prepare you for life? Discuss your views.
3. 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

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

**hint**

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

Paragraph 3 — Number of people in world - want recognition

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

Conclusion- Paragraph 5
- Disadvantages - bad impact on individuals, 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
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.

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 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.
Step 4: Write the final essay

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.

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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

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples in the essay</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content</strong></td>
<td>The writer begins with a general statement and moves on to explain her point of view. The viewpoint is supported with good reasons.</td>
</tr>
<tr>
<td><strong>Introduction</strong></td>
<td>The writer introduces the main idea for the essay by giving some background to the topic.</td>
</tr>
<tr>
<td><strong>Body</strong></td>
<td>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</td>
</tr>
<tr>
<td><strong>Creative use of language</strong></td>
<td>Strong, interesting words are used. For example: values and norms; peers; dwarfing the influence of parents; in a modern society this movement is inevitable.</td>
</tr>
</tbody>
</table>

Activity: Writing an argumentative essay

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

1. **Most teenagers today do not pay much attention to leading a healthy life.**
   Do you agree?
2. **Technology has changed the lives of teenagers.**
   Do you agree?
3. **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.

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.

<table>
<thead>
<tr>
<th>Type of Essay</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. A narrative essay</td>
<td>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.</td>
</tr>
<tr>
<td>2. A reflective essay</td>
<td>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?</td>
</tr>
<tr>
<td>3. A descriptive essay</td>
<td>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.</td>
</tr>
<tr>
<td>4. A discursive essay</td>
<td>Write about both sides of an issue the picture suggests.</td>
</tr>
<tr>
<td>5. An argumentative essay</td>
<td>Express your opinion about an issue the picture suggests.</td>
</tr>
</tbody>
</table>

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

### Activity
Left and right of page

### Exams

 PAY SPECIAL ATTENTION
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

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 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 would like 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

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples in the essay</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content</td>
<td>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.</td>
</tr>
<tr>
<td>Introduction</td>
<td>The writer introduces the main idea for the essay by giving some background to the topic - time.</td>
</tr>
<tr>
<td>Body</td>
<td>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.</td>
</tr>
<tr>
<td>Creative use of language</td>
<td>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. Alliteration is used in “finger longer” to emphasise the slow passing of time.</td>
</tr>
</tbody>
</table>

## 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
# 2.7 Essay checklist

<table>
<thead>
<tr>
<th>Features</th>
<th>Examples in the essay</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay instructions</td>
<td>I understand the exam instructions for writing an essay.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay topic</td>
<td>I understand the essay topic I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Essay type</td>
<td>I understand the features of the essay type I have chosen:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Narrative essay</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Descriptive essay</td>
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<td></td>
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<tr>
<td></td>
<td>- Reflective essay</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- Discursive letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Argumentative essay</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Content and planning

### Planning
- I can show evidence of essay planning.

### Content
- Each point in my plan is relevant to the essay topic.
- I will use these points in my essay.

### Purpose / audience
- I understand the purpose of the essay type I have chosen.
- I understand the audience for the essay type I have chosen.

## Structure

### Sentences
- I have not repeated sentences in my paragraphs.
- I have used full sentences.

### Paragraphs
- My ideas link and are well organised in paragraphs.
- Each paragraph contains a new idea. Ideas are not repeated.
- The ideas in the paragraphs link to the essay topic.

### Essay structure
- The first paragraph of my essay introduces the topic.
- The body of my essay has a few paragraphs related to the topic.
- The last paragraph is clearly the conclusion or ending of the essay.

## Language, style and editing

### 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.
- 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)

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.
## RUBRIC: ASSESSMENT ESSAY [50 MARKS]

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong></td>
<td>27-30 marks</td>
<td>22-23 marks</td>
<td>15-17 marks</td>
<td>9-11 marks</td>
<td>3-5 marks</td>
</tr>
<tr>
<td>(Response and ideas)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation of ideas for planning</td>
<td></td>
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</tr>
<tr>
<td>Awareness of purpose, audience, and context</td>
<td></td>
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</tr>
<tr>
<td><strong>Elemental level</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Outstanding / striking response beyond normal expectations</td>
<td></td>
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<tr>
<td>• Intelligent, thought-provoking and mature ideas</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Exceptionally well organised and coherent (connected) including introduction, body and conclusion (ending)</td>
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<tr>
<td><strong>Upper level</strong></td>
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<tr>
<td>• Very well-crafted response</td>
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<tr>
<td>• Fully relevant and interesting ideas with evidence of maturity</td>
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<tr>
<td>• Very well organised and coherent (connected) including introduction, body and conclusion (ending)</td>
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<tr>
<td><strong>Lower level</strong></td>
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<tr>
<td>• Satisfactory response</td>
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<tr>
<td>• Ideas reasonably coherent and convincing</td>
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<tr>
<td>• Reasonably organised and coherent including introduction, body and conclusion/ending</td>
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<tr>
<td>• Inconsistently coherent response</td>
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<tr>
<td>• Unclear ideas and unoriginal</td>
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<tr>
<td>• Little evidence of organisation and coherence</td>
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<tr>
<td><strong>24-26 marks</strong></td>
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<tr>
<td>• Excellent response but lacks exceptionally striking qualities of the outstanding essay</td>
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<tr>
<td>• Mature and intelligent ideas</td>
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<tr>
<td>• Skillfully organised and coherent (connected) including introduction, body and conclusion (ending)</td>
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</tr>
<tr>
<td><strong>20-22 marks</strong></td>
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<tr>
<td>• Very well-crafted response</td>
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<tr>
<td>• Relevant and interesting ideas</td>
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<td></td>
</tr>
<tr>
<td>• Well organised and coherent (connected) including introduction, body and conclusion</td>
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<tr>
<td><strong>16-18 marks</strong></td>
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<tr>
<td>• Satisfactory response but some lapses in clarity</td>
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<tr>
<td>• Ideas fairly coherent and convincing</td>
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<tr>
<td>• Some degree of organisation and coherence including introduction, body and conclusion</td>
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<tr>
<td><strong>12-14 marks</strong></td>
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<tr>
<td>• Largely irrelevant response</td>
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<tr>
<td>• Ideas tend to be disconnected and confusing</td>
<td></td>
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<tr>
<td>• Hardly any evidence of organisation and coherence</td>
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<tr>
<td><strong>8-10 marks</strong></td>
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<tr>
<td>• No attempt to respond to the topic</td>
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<tr>
<td>• Completely irrelevant and inappropriate</td>
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<td></td>
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<tr>
<td>• Unfocused and muddled</td>
<td></td>
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<tr>
<td><strong>4-6 marks</strong></td>
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<td></td>
</tr>
<tr>
<td>• Totally irrelevant response</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Confused and unfocused ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Vague and repetitive</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Unorganised and incoherent</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

** Marks range from 0 to 50, with 50 being the highest possible score. Each criterion is assessed based on the level of response, planning, and coherency. The rubric provides a detailed breakdown of what is expected at each level of achievement.
<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
</table>
| **LANGUAGE, STYLE &  
EDITING** | • Tone, register, style, vocabulary highly appropriate to purpose, audience and context<br>  
• Language confident, exceptionally impressive<br>  
• Compelling and rhetorically effective in tone<br>  
• Virtually error-free in grammar and spelling<br>  
• Highly skilfully crafted | • Tone, register, style, 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 | • Tone, register, style, 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 | • Tone, register, style, vocabulary not appropriate to purpose, audience and context<br>  
• Very basic use of language<br>  
• Tone and diction inappropriate<br>  
• Very limited vocabulary | • Language incomprehensible<br>  
• Tone, register, style, vocabulary not appropriate to purpose, audience and context<br>  
• Vocabulary limitations so extreme as to make comprehension impossible |
| **MARK RANGE**        | 12-13 marks                                                                 | 8-9 marks                                                               | 4-5 marks                                                               | 0-1 marks                                                                 |                                                                              |
| **STRUCTURE**         | • Excellent development of topic<br>  
• Exceptional detail<br>  
• Sentences, paragraphs exceptionally well-constructed | • Logical development of details<br>  
• Coherent<br>  
• Sentences, paragraphs logical, varied | • Relevant details developed<br>  
• Sentences, paragraphs well-constructed<br>  
• Essay still makes some sense | • Some valid points<br>  
• Sentences and paragraphs faulty<br>  
• Essay still makes sense | • Necessary points lacking<br>  
• Sentences and paragraphs faulty<br>  
• Essay lacks sense |
| **MARK RANGE**        | 40-50 marks                                                                 | 30-39 marks                                                             | 20-29 marks                                                             | 10-19 marks                                                               | 0-9 marks                                                                   |

**Exceptional**
- Language excellent and rhetorically effective in tone
- Virtually error-free in grammar and spelling
- Skilfully crafted

**Skilful**
- Language engaging and generally effective
- Appropriate and effective tone
- Few errors in grammar and spelling
- Well-crafted

**Moderate**
- Adequate use of language with some inconsistencies
- Tone generally appropriate and limited use of rhetorical devices

**Elementary**
- Inadequate use of language
- Little or no variety in sentence
- Exceptionally limited vocabulary

**Inadequate**
- Language incomprehensible
- Tone, register, style, vocabulary not appropriate to purpose, audience and context
- Vocabulary limitations so extreme as to make comprehension impossible
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.

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

**hint**

**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.

**Hint**

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.
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.

<table>
<thead>
<tr>
<th>Random idea list</th>
<th>Numbered idea list</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Longer transactional</strong></td>
<td><strong>Longer transactional</strong></td>
</tr>
<tr>
<td>text topic</td>
<td>text topic</td>
</tr>
<tr>
<td>Idea</td>
<td>1. Idea</td>
</tr>
<tr>
<td>details of idea</td>
<td>details of idea</td>
</tr>
<tr>
<td>details of idea</td>
<td>details of idea</td>
</tr>
<tr>
<td>details of idea</td>
<td>details of idea</td>
</tr>
<tr>
<td>2. Idea</td>
<td>2. Idea</td>
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<tr>
<td>details of idea</td>
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<td>details of idea</td>
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<td>details of idea</td>
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<tr>
<td>3. Idea</td>
<td>3. Idea</td>
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<td>details of idea</td>
<td>details of idea</td>
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<tr>
<td>details of idea</td>
<td>details of idea</td>
</tr>
</tbody>
</table>

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.

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.

The purpose and the audience of a text will guide you as to whether you use a formal or an informal register. See page 49 for more information.

Different texts also have different audiences. For example, a covering letter will be read by a business person, and a friendly letter will be read by someone you are friendly with.

Each kind of text has its own purpose. For example, an agenda of a meeting sets out how the meeting will run. The minutes record what happened in the meeting.
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.

**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**

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

**hint**

**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.

Background

B Acc. at Stellenbosch

Application for 2013 bursary

Text type: Formal letter

Paragraph 1: Introduction

Paragraph 2:

Paragraph 3

Paragraph 4: Conclusion

Looking forward to a response

Money

debt

Do anything to succeed

Dedicated

Accounting - passion

As for maths and accounting

Not just to pass but to excel

Key words are the main points in the exam topic. Make sure you use these points when writing your text.
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 making a success of my studies and 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 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

Emily van Wyk
Step 4: Write the **final text**

**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 making a success of my studies and 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 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

Emily van Wyk

word count: 149
Activity: Writing a formal letter

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

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.

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.

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.

**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.

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.

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

Topic: Letter to encourage a depressed friend
Text type: Informal

Paragraph 1
Your expectation everyone agrees – sorry

Paragraph 2
Ray of hope vacancy – next in line

Paragraph 3
Don’t show disappointment; things will come right – you deserve it
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.

46 Maroela Street
Fauna
9301
2 November 2013

Dear Moses

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.

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.

Your best friend

Mkhaya
Step 4: Write the final text

46 Maroela Street
Fauna
9301
2 November 2013

Dear Moses

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.

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.

Your best friend

Mkhaya

word count: 146

Edits will improve your final text. Make sure you also have the correct format for a friendly letter.
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.

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

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
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.

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.

It has been proved 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.

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

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

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.

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.

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

R. DINIZULU
46 Madisane Street
Malunga Park
Guguletu
7750
20 June 2013

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.
# 2.4. Category A checklist

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam instructions</td>
<td>I understand the exam instructions for writing a letter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter topic</td>
<td>I understand the letter topic I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter type</td>
<td>I understand the features of the letter type I have chosen:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Formal letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Informal letter</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Letter to the press</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content, planning and format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>I can show evidence of planning my letter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Each point in my plan is relevant to the letter topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will use these points in my letter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of the letter type I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the audience for the letter type I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Letter structure</td>
<td>The first paragraph of my letter introduces the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The paragraphs in the body of my letter relate to the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The last paragraph concludes the ideas in my letter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sentences</td>
<td>I have not repeated sentences in my paragraphs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have used full sentences.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraphs</td>
<td>My ideas link and are well-organised in paragraphs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each paragraph contains a new idea. Ideas are not repeated.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The ideas in the paragraphs link to the letter topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>I have used the correct format for the type of letter I have chosen:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The address or addresses are in the correct place.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The date is in the correct place.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td></td>
<td>- The kind of salutation is the correct one.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I have included a subject line, if appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I have signed and written my name, as appropriate.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- I have left lines open between paragraphs.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language, style and editing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of words / diction</td>
<td>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.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Verb tenses</td>
<td>I have used tenses correctly (past, present or future).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concord</td>
<td>My nouns and verbs are in agreement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>My spelling is correct.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>My sentences start with a capital letter and end with a punctuation mark.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I have used apostrophes correctly.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

**hint**

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.

---

1. Personal details
   - Names, birth date, ID
   - Nationality, gender, marital status
   - Home lang, other langs,
   - Address, contact details

2. Education
   - High school
   - Grade passed
   - Subjects
   - Achievements

3. Work experience
   - Part-time at clothing store
   - Computer experience - Word, Excel, Powerpoint

4. Interests
   - Youth group
   - Reading non-fiction

5. References
   - R Mothata
   - F van Schalwyk

---

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Mind the Gap  English First Additional Language: Paper 3  Writing
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.

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
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 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 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
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

word count: 140 words
Remember practice makes perfect! Practise writing CVs to do well in the exam.

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

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of a CV and covering letter.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
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<td>Content</td>
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<td>Format</td>
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<td>• My information is organised under the correct sub-headings (personal information; education; employment; interests; and referees).</td>
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<td>• I have listed each piece of information and given it a heading with a colon.</td>
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<td>Choice of words / diction</td>
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<td>My ideas link to the topic.</td>
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<td>My covering letter has the correct formal register.</td>
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<td>Language</td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
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</table>
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.

Don’t confuse an obituary with a funeral notice.

Yes, a funeral notice only announces a person’s death and funeral arrangements.
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.

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.

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

Paragraph 1
Details of Charles’s life

Paragraph 2
Oldest resident of Ravensmead

Paragraph 3
His volunteer work

Paragraph 4
Quote: “You can never do enough in your community”

Paragraph 5
Left a void
You will be missed

Topics: Charles Mandini
Text type: Obituary
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.

Charles Mandini

Charles Mandini was born on 13 July 1932 in Tiervlei, now known as Ravensmead. He passed away on 24 November 2012. He 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 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.
Step 4: Write the final text

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.

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.

3.4. Obituary checklist

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<thead>
<tr>
<th>Features</th>
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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.

**hint**

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.
Step 1: Choose the text type and topic
This learner chose this question on a review:

Write a review of one of your literature setworks.

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.

Topic: Review of Nothing But the Truth

Paragraph 1
Assessment of the play - gripping; full of insights for SA today

Paragraph 2
John Kani - his background, writer, actor, director; first play

Paragraph 3
Issues raised in the play - what does freedom mean? Sibling rivalry; tradition vs western culture (funeral)

Paragraph 4
Ray of hope vacancy - next in line
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 setwork 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.

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.
Step 4 - Write the final text

**Review of Nothing But the Truth**

John Kani’s play has been a deserving matric setwork 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.

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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

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

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<tr>
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<td>Purpose / audience</td>
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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
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.

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.
Step 4: Write the **final text**

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

word count: 150

Avoid repeating the same idea. Introduce a new idea in each paragraph.
Activity: Writing a newspaper article

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

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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.

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

Topic: Sport highlights  
Text type: Magazine article

Paragraph 1
2013 a great year for sport at our school

Paragraph 2
Soccer - won all our games  
Mike M captain

Paragraph 3
Sports cats magical year

Paragraph 4
Jet-propelled sprinter

Paragraph 5
Thanks to teachers

Paragraph 6
Netball - Redi M captain won most
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 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.

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 is not shabby! And in the distance events everybody just saw Mnqobe 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!
Step 4: Write the final text

OH, WHAT A SPORTING YEAR!

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.

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We say a very big thank you.

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

word count: 146
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

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<tr>
<td>Planning</td>
<td>I can show evidence of planning.</td>
<td></td>
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</tr>
<tr>
<td>Content</td>
<td>Each point in my plan is relevant to the topic.</td>
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<td></td>
<td>I will use these points in my text.</td>
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</tr>
<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of a magazine article.</td>
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<tr>
<td></td>
<td>I understand the audience for my magazine article.</td>
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<td></td>
</tr>
<tr>
<td>Format</td>
<td>My magazine article is correctly laid out:</td>
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<tr>
<td></td>
<td>• I have written a main heading relevant to the text’s content.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I have left a line open between each paragraph.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language, style and editing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of words / diction</td>
<td>I have chosen my words carefully to make my magazine article interesting and informative.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My ideas link to the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
<td></td>
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</tr>
</tbody>
</table>
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.

An agenda must have a clear link with the minutes.

This is because the agenda sets out what the meeting will be about, and the minutes are the record of this meeting.
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.

<table>
<thead>
<tr>
<th>Agenda for meeting 27 May 2013</th>
<th>Minutes for meeting 27 May 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Opening and welcome</td>
<td>1. Opening and welcome by James Molefe, chairperson</td>
</tr>
<tr>
<td>2. Attendance and apologies</td>
<td>2. Names of learners present</td>
</tr>
<tr>
<td>3. Minutes of previous meeting</td>
<td>3. Minutes of last meeting adopted</td>
</tr>
<tr>
<td>5. Date of next meeting</td>
<td>5. Date of next meeting given</td>
</tr>
<tr>
<td>6. Close, vote of thanks</td>
<td>6. Thanks for coming; meeting finished at 16:00</td>
</tr>
</tbody>
</table>

When you plan your agenda and minutes, make sure you organise your points in the right order and number 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.

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.
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 of meeting
   James Molefe, chairperson, welcomed the members and declared the meeting open.
2. Attendance
   Attendance as per register attached; apologies Z Mgobhozi.
3. Minutes of last meeting
   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
   Date of the next meeting is 18 June 2013 at 13:00.
6. Closing of meeting
   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

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of an agenda and minutes.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>I understand the topic I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content, planning and format</strong></td>
<td></td>
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<tr>
<td>Planning</td>
<td>I can show evidence of planning.</td>
<td></td>
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<tr>
<td>Content</td>
<td>Each point in my plan is relevant to the topic.</td>
<td></td>
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<tr>
<td></td>
<td>I will use these points in my text.</td>
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<tr>
<td></td>
<td>There is a clear link between the content of the agenda and the contents of the minutes.</td>
<td></td>
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</tr>
<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of an agenda and minutes.</td>
<td></td>
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<tr>
<td></td>
<td>I understand the audience for my agenda and minutes.</td>
<td></td>
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</tr>
<tr>
<td>Format</td>
<td>My agenda and minutes are correctly laid out:</td>
<td></td>
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<tr>
<td></td>
<td>• The agenda is written as a list with each new point numbered.</td>
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<tr>
<td></td>
<td>• The minutes have the correct sub-headings (opening of meeting; attendance; minutes of last meeting; new matters; date; closing of meeting).</td>
<td></td>
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<tr>
<td><strong>Language, style and editing</strong></td>
<td></td>
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</tr>
<tr>
<td>Choice of words / diction</td>
<td>I have chosen my words carefully to make my minutes accurate and informative.</td>
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<tr>
<td></td>
<td>My ideas link to the topic.</td>
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</tr>
<tr>
<td>Language</td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
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</tbody>
</table>
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.

**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.

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.

Person addressed - Principal Mr Philander

Introduction: Paragraph 1

Principal’s request - incident that happened Tom Mboya injured

Paragraph 2: Terms of reference

Procedure of report - interviews; written reports from team

Topic: An incident at an interschool soccer match

Text type: Report

Paragraph 3

Findings of report - knee injury; claims of reckless tackle; allegations true

Paragraph 4

Recommendations - principal to meet with parents; agree on course of action

Conclusion: Paragraph 5

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.

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 the 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:
- 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:
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 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

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 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:
• 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:
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 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

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

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text type</strong></td>
<td>I understand the features of a formal report.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Topic</strong></td>
<td>I understand the topic I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content, planning and format</strong></td>
<td></td>
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</tr>
<tr>
<td>Planning</td>
<td>I can show evidence of planning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Each point in my plan is relevant to the topic.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>I will use these points in my text.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of a formal report.</td>
<td></td>
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<tr>
<td></td>
<td>I understand the audience for my formal report.</td>
<td></td>
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</tr>
<tr>
<td>Format</td>
<td>My formal report is correctly laid out:</td>
<td></td>
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<tr>
<td></td>
<td>• I have given my report a heading.</td>
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</tr>
<tr>
<td></td>
<td>• The report has the correct sub-headings (who it is addressed to; terms of reference; procedure; findings; conclusion; recommendations; signed and dated).</td>
<td></td>
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<tr>
<td><strong>Language, style and editing</strong></td>
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<tr>
<td>Choice of words / diction</td>
<td>I have chosen my words carefully to make my report accurate and informative.</td>
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<tr>
<td></td>
<td>My ideas link to the topic.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
<td></td>
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</tr>
</tbody>
</table>
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.

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

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.

**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 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.

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

See how the learner edited her draft dialogue in the example below.
Step 4: Write the final text

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 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
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.

5.2 Dialogue checklist

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of a dialogue.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>I understand the topic I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Content, planning and format

| Planning                      | I can show evidence of planning.                                                        |     |    |            |
| Content                       | Each point in my plan is relevant to the topic.                                          |     |    |            |
|                               | I will use these points in my text.                                                     |     |    |            |

Purpose / audience

| Purpose / audience            | I understand the purpose of dialogue.                                                   |     |    |            |
|                               | I understand the audience for my dialogue.                                               |     |    |            |

Format

| Format                        | My dialogue is correctly laid out:                                                        |     |    |            |
|                               | • I have given my dialogue a heading,                                                    |     |    |            |
|                               | • I have written the name of the speaker with a colon after his or her name.              |     |    |            |
|                               | • I have included speech and action directions in brackets.                               |     |    |            |

Language, style and editing

| Choice of words / diction     | I have chosen my words carefully to make my dialogue interesting and life-like.           |     |    |            |
|                               | 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.

**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.
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.

Topic: Job interview with municipal manager
Text type: Interview

1: Intro and welcome by manager - thank you for coming
2: Manager: Qualifications? Courses? Reply
3: Manager: Best qualities? Reply
4: Manager: Work experience? Reply
5: Manager: Working hours? Reply
6: Manager: Thank you and notification if successful of job interview
   Reply: Thank you
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 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.
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.
Activity: Writing an interview

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

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of an interview.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>I understand the topic I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content, planning and format</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>I can show evidence of planning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>Each point in my plan is relevant to the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will use these points in my text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of an interview.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the audience for my interview.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
<td>My interview is correctly laid out:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I have given my interview a heading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• I have written the name of the speaker with a colon after his/her name.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language, style and editing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choice of words / diction</td>
<td>I have chosen my words carefully to make my interview interesting and life-like.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My ideas link to the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

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.

**Introduction:** Paragraph 1

- Greet Principal, guests, teachers, parents, Grade 12s

**Paragraph 2**

- Congrats to Grade 12s
- Achieved goal – many years ago began
- End of journey

**Paragraph 3**

- School – our home for 5 years
- Huge compliment to us

**Paragraph 4**

- Thank everyone – Principal and Gr 12 teachers
- Gr 12 teachers
- Also thank parents and fellow matrics
- Shared pain and successes

**Paragraph 5**

- Piece of advice – shoot for the moon and land among stars

**Conclusion:** Paragraph 6

- Thanks and good luck to all
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.

School farewell speech

The Principal, Mr Duminy, honored 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.
Step 4: Write the final text

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

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

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

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong></td>
<td>16-18 marks</td>
<td>13-15 marks</td>
<td>9-12 marks</td>
<td>6-8 marks</td>
<td>0-5 marks</td>
</tr>
<tr>
<td>Response and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organisation of ideas for planning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose, audience, features /conventions and context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>18 MARKS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>10-12 marks</td>
<td>10-12 marks</td>
<td>6-7 marks</td>
<td>4-5 marks</td>
<td>0-3 marks</td>
</tr>
<tr>
<td>Tone, register, style, purpose / effect, audience, context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language used and conventions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Word choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Punctuation and spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12 MARKS</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Total marks: 30

Range: 24-30

Range: 18-23

Range: 14-17

Range: 6-11

Range: 0-5
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?
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.

<table>
<thead>
<tr>
<th>The three categories of shorter transactional texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Category A</td>
</tr>
<tr>
<td>- Advertisement</td>
</tr>
<tr>
<td>- Invitation card</td>
</tr>
<tr>
<td>- Flyer</td>
</tr>
<tr>
<td>- Poster</td>
</tr>
<tr>
<td>2. Category B</td>
</tr>
<tr>
<td>- Diary entry</td>
</tr>
<tr>
<td>- Postcard</td>
</tr>
<tr>
<td>3. Category C</td>
</tr>
<tr>
<td>- Instructions</td>
</tr>
<tr>
<td>- Directions</td>
</tr>
</tbody>
</table>

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.
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.

hint

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.

When you are planning your text, remember the format of the text type you have chosen. See pages 125 to 161 for information on each text format.
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**

<table>
<thead>
<tr>
<th>Idea</th>
<th>details of idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>details of idea</td>
</tr>
<tr>
<td></td>
<td>details of idea</td>
</tr>
</tbody>
</table>

### 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.

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.

Different texts also have different audiences. For example, a poster is designed to be seen by the general public. A diary entry is usually only read by the writer.

Each kind of text has its own purpose. For example, an advertisement aims to sell something, while instructions explain how to do something.

The purpose and the audience of a text will guide you as to whether you use a formal or an informal register. See page 124 for more information.
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.

Important differences between formal and informal writing

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

**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.

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:

1. Name of brand: Toys for Africa
   Slogan: “Dream delight: Dream Africa”

2. Kinds of toys: African wild animals
   African theme puzzles

3. Toys: Made of wood
   Hand-painted
   Lovingly crafted

4. Aimed at ages 3–6
   Treasured possession

5. Sold at craft market
   Contact details

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

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!

Giraffe  Hippo  Lion  Rhino  Baboon  Buck  Warthog
Carts  Blocks  Mobiles  Puzzles

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

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

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of an advertisement.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>I understand the topic I have chosen.</td>
<td>1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Content, planning and format

| Planning                  | I can show evidence of planning.                                                      |     |    |            |
| Content                   | Each point in my plan is relevant to the topic.                                       |     |    |            |
|                           | I will use these points in my text.                                                   |     |    |            |
| Purpose / audience        | I understand the purpose of an advertisement.                                         |     |    |            |
|                           | I understand the audience for my advertisement.                                       |     |    |            |
| Format                    | My layout is eye-catching and makes the information easy to understand.               |     |    |            |

#### Language, style and editing

| Choice of words / diction | I have chosen my words carefully to make my text interesting.                         |     |    |            |
|                           | My ideas link to the topic.                                                           | 1   |    |            |
| 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.

**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.
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 principal)
Date: 10 December 2013
Time: 17:00 – 21:00
Venue: Mupine House
59 Forest Drive
Pinelands
8171
Dress code: Formal 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
 principal
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 principal)
Date: 10 December 2013
Time: 17:00 – 21:00
Venue: Mupine House
59 Forest Drive
Pinelands
8171

Dress code: Formal
RSVP: Jennifer (school secretary)
Tel: (021) 357 8139
Fax: (021) 377 8137
e-mail: 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.

2.4 Invitation card checklist

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of an invitation card.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>I understand the topic I have chosen.</td>
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<tr>
<td>Content, planning and format</td>
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<tr>
<td>Planning</td>
<td>I can show evidence of planning.</td>
<td></td>
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</tr>
<tr>
<td>Content</td>
<td>Each point in my plan is relevant to the topic.</td>
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<tr>
<td></td>
<td>I will use these points in my text.</td>
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</tr>
<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of an invitation card.</td>
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<tr>
<td></td>
<td>I understand the audience for my invitation card.</td>
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</tr>
<tr>
<td>Format</td>
<td>My invitation card has a clear heading, and the details of</td>
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<td></td>
<td>the event are listed below using colons.</td>
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<tr>
<td>Language, style and editing</td>
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</tr>
<tr>
<td>Choice of words / diction</td>
<td>I have chosen my words carefully to make my text interesting.</td>
<td></td>
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<tr>
<td></td>
<td>My ideas link to the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>I have checked and corrected my grammar, spelling and</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>punctuation.</td>
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</tr>
</tbody>
</table>
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.

Your text must be between 80 words and 100 words long.
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.

1 - heading
Do you need a painter?

2
Isaac Khumalo can help expertise/experience

3
expertise/experience details; satisfied customers/references

4
contact details bait: free quote
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 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.

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?

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!

Works in the Waterfall, Hedges and Plains areas.

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!)

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.
## Shorter transactional texts

### 2.6 Flyer checklist

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of a flyer.</td>
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<tr>
<td>Topic</td>
<td>I understand the topic I have chosen.</td>
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<tr>
<td><strong>Content, planning and format</strong></td>
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<tr>
<td>Planning</td>
<td>I can show evidence of planning.</td>
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<tr>
<td>Content</td>
<td>Each point in my plan is relevant to the topic.</td>
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<tr>
<td></td>
<td>I will use these points in my text.</td>
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</tr>
<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of a flyer.</td>
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<tr>
<td></td>
<td>I understand the audience for my flyer.</td>
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<tr>
<td>Format</td>
<td>My flyer has a clear heading.</td>
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<td></td>
<td>My layout is eye-catching and the information is easy to understand.</td>
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<tr>
<td><strong>Language, style and editing</strong></td>
<td></td>
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</tr>
<tr>
<td>Choice of words / diction</td>
<td>I have chosen my words carefully to make my text interesting.</td>
<td></td>
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<tr>
<td></td>
<td>My ideas link to the topic.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Language</td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
<td></td>
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</tr>
</tbody>
</table>
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.

Although posters use pictures to catch people’s attention, don’t use drawings in your poster in an exam.
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.

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 kwai to that will keep you dancing all night! Featuring the amazing bass guitarist Banjo X

One night only!

Where:
The Chisa Nyama
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
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

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of a poster.</td>
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<tr>
<td>Topic</td>
<td>I understand the topic I have chosen.</td>
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<tr>
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<tr>
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<td></td>
<td>I will use these points in my text.</td>
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<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of a poster.</td>
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<tr>
<td></td>
<td>I understand the audience for my poster.</td>
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<tr>
<td>Format</td>
<td>I have used a bold heading and laid out the information in a clear and eye-catching way.</td>
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<tr>
<td>Language, style and editing</td>
<td></td>
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<tr>
<td>Language</td>
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</tbody>
</table>
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.

**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**.

- **Diary entry 1 before exam**
  - Feeling stressed
  - Worked hard; a bit nervous
  - Also excited; the end in sight
  - Topic: Exams
  - Text type: Diary entry
  - Can’t change anything now
  - Glad exam over; but a bit sad - school is over!

- **Diary entry 2 after exam**
  - Feeling stressed
  - Worked hard; a bit nervous
  - Also excited; the end in sight
  - Topic: Exams
  - Text type: Diary entry
  - Can’t change anything now
  - Glad exam over; but a bit sad - school is over!
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 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 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!

Step 4: Write the final text

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!

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 diary entry that describes your feelings.

3. You and your best friend have had an argument.
   Write the diary entry for two consecutive days.

3.2 Diary entry checklist

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of a diary entry.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>I understand the topic I have chosen.</td>
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<tr>
<td>Content, planning and format</td>
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<tr>
<td>Planning</td>
<td>I can show evidence of planning.</td>
<td></td>
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</tr>
<tr>
<td>Content</td>
<td>Each point in my plan is relevant to the topic.</td>
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<td></td>
<td>I will use these points in my text.</td>
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<td></td>
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</tr>
<tr>
<td>Purpose / audience</td>
<td>I understand the purpose of a diary entry.</td>
<td></td>
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<tr>
<td></td>
<td>I understand the audience for my diary entry.</td>
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<td></td>
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</tr>
<tr>
<td>Format</td>
<td>I have put a date above each diary entry.</td>
<td></td>
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<tr>
<td></td>
<td>I have clearly separated each diary entry by leaving a line open.</td>
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</tr>
<tr>
<td>Language, style and editing</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Choice of words / diction</td>
<td>I have chosen my words carefully to make my text interesting.</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Language</td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
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. 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.

Lots of love

Promise
Step 4: Write the final text

Greeting

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.

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.

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

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text type</strong></td>
<td>I understand the features of a postcard.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>I understand the topic I have chosen.</td>
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<td><strong>Planning</strong></td>
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<td></td>
<td>I will use these points in my text.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td><strong>Purpose / audience</strong></td>
<td>I understand the purpose of a postcard.</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>I understand the audience for my postcard.</td>
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</tr>
<tr>
<td><strong>Format</strong></td>
<td>The date and place are on the top of the postcard.</td>
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<tr>
<td></td>
<td>I signed off with an appropriate salutation.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language, style and editing</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Choice of words / diction</strong></td>
<td>I have chosen my words carefully to make my text interesting.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>My ideas link to the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

**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**

---

**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.

<table>
<thead>
<tr>
<th>Topic: Mouth-to-mouth artificial respiration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type: Instructions</td>
</tr>
<tr>
<td>1. Person must face up; tilt head back; chin pointing up</td>
</tr>
<tr>
<td>2. Make sure no food in mouth</td>
</tr>
<tr>
<td>3. Pull jaw down; pinch nostrils</td>
</tr>
<tr>
<td>4. Blow into person’s mouth – chest rise – listen for air coming out</td>
</tr>
<tr>
<td>5. Blow about 12 times per minute.</td>
</tr>
</tbody>
</table>

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 their 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.

---

See how the learner edited her instructions in the example below.

- She corrects pronoun form: his or her
- She corrects spelling: tongue
- She corrects pronoun form: his or her
- She corrects spelling: breaths
Step 4: Write the final text

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.

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.

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

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text type</strong></td>
<td>I understand the features of instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Topic</strong></td>
<td>I understand the topic I have chosen.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content, planning and format</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td>I can show evidence of planning.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Each point in my plan is relevant to the topic.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I will use these points in my text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose / audience</strong></td>
<td>I understand the purpose of instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the audience for my instructions.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>I have given my instructions a heading.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>The instructions are written as a point-form list.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language, style and editing</strong></td>
<td></td>
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<tr>
<td><strong>Language</strong></td>
<td>I have checked and corrected my grammar, spelling and punctuation.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
4.3 Writing directions

Directions explain to someone how to get to a certain place.

**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 Ramphole 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 Ramphole 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.
Step 4: Write the final text

**Directions from school to my house**

- From the front school exit, turn left into Ramphele 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

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.
## 4.4 Directions checklist

<table>
<thead>
<tr>
<th>Features</th>
<th>Details of the feature</th>
<th>Yes</th>
<th>No</th>
<th>Don't know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text type</td>
<td>I understand the features of directions.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Topic</td>
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<td></td>
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<tr>
<td>Purpose / audience</td>
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<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>I understand the audience for my directions.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Format</td>
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<tr>
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</tr>
</tbody>
</table>
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)

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]

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT &amp; PLANNING</strong></td>
<td>9-12 marks</td>
<td>7-8 marks</td>
<td>5-6 marks</td>
<td>3-4 marks</td>
<td>0-2 marks</td>
</tr>
<tr>
<td>• Response and ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Organisation of ideas</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Features / conventions and context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE &amp; EDITING</strong></td>
<td>7-8 marks</td>
<td>5-6 marks</td>
<td>4 marks</td>
<td>3 marks</td>
<td>0-2 marks</td>
</tr>
<tr>
<td>• Tone, register, style, vocabulary appropriate to purpose and context</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Language used and conventions</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Word choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Punctuation and spelling</td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
The Mind the Gap study guide series assists you to make the leap by studying hard to achieve success in the Grade 12 exam.

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