These marking guidelines consist of 9 pages.
INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY

QUESTION 1

Instructions to Markers:

- The candidate is required to write on ONE topic only.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate’s own interpretation.**
- Marking must be objective. Give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise a candidate if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 8 to mark the essays.

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 The best day of my life

- Narrative/Descriptive
- The following must be considered:
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
  - If **descriptive**, there must be a **vivid description** of an experience/incident which leads to the final words in the essay.

- The candidate may mention, **among others**:
  - A memorable event/s
  - Feelings and emotions involved
  - What made the day exceptional [40]

1.2 Love really makes the world go round.

- Descriptive/Narrative
- The following must be considered:
  - If **descriptive**, there must be a **vivid description** of an experience/incident which leads to the words in the topic.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.

- The candidate may mention, **among others**:
  - The impact of love
  - A story can be told to illustrate the topic [40]
1.3 When he turned his face towards me, I suddenly realised my best friend was in trouble.

- Descriptive/Narrative
- The following must be considered:
  - If descriptive, there must be a vivid description of the trouble.
  - If narrative, a story with a strong story line must be evident in which a series of events takes place. There must be a logical sequence of tense.
- The candidate may mention, among others:
  - The event or series of events which led to the person getting into trouble
  - Why the person got into trouble
  - Feelings
  - The negative/positive outcome

1.4 A night in the wilderness

- Descriptive/Narrative
- The following must be considered:
  - If descriptive, there must be a vivid description of all observations during the night. Should include some senses.
  - If narrative, a story with a strong story line must be evident in which a series of events takes place. There must be a logical sequence of tense.
- The candidate may mention, among others:
  - A description of the surroundings
  - Sounds
  - Smells
  - The reason for spending the night in the wilderness
  - Events
1.5 Interpretation of pictures

- The candidate should provide a suitable title.
- The candidate may interpret the pictures in any way.
- The interpretation should be clearly linked to the picture.
- The candidate may write in any appropriate tense.

1.5.1 The candidate may write about, among others:
- The joy of parenthood
- The love of a father/grandfather
- Quality time
- Father as a role model
- Different generations
- Loving memories

1.5.2 The candidate may write about, among others:
- The love of money
- The importance of money/saving
- The financial crisis
- Money makes the world go round
- Gambling

1.5.3 The candidate may write about, among others:
- The wonder of nature
- A visit to a game reserve
- A story of an unusual incident with giraffes
- A giraffe tells his own story

1.5.4 The candidate may write about, among others:
- The life of a student
- The joy of studying
- A circle of friends
- Memories of days gone by
- The use of technology

TOTAL SECTION A: 40
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- The candidate is required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate's own interpretation.**
- Marking must be objective. Give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the texts in this section.

2.1 INFORMAL LETTER

- The tone and register of the letter should be informal.
- The following aspects of **format** should be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The following information should be included in the letter, **among others:**
  - The reason for the argument
  - The hope of restoring the friendship
  - Why the friendship should be restored [20]

2.2 FORMAL LETTER

- The letter should be addressed to the municipal manager of the town.
- The tone and register of the letter should be formal.
- The following aspects of **format** should be included:
  - Address of sender
  - Date
  - Name/title and address of recipient
  - Greeting/salutation
  - Subject line
  - Suitable ending
  - Signature and name of sender
- The following information should be included in the letter, **among others:**
  - When the event will be held
  - Where the event will be held
  - What type of event this will be – mention sports
  - Who has been invited to this event
  - How the sponsorship money will be spent
  - Benefits for the community [20]
2.3 SPEECH

- The tone of the speech should be formal.
- The language and register should be appropriate to the audience (the learners and staff of the school).
- The audience should be addressed appropriately (e.g. The Principal, teachers and learners ...).
- The following information should be included in the speech, among others:
  - The content of the speech should be relevant to the occasion (motivate Grade 8 learners).
  - A logical and appropriate closure to the speech should be evident. [20]

2.4 DIALOGUE

- The correct dialogue format must be used:
  - A brief scenario must be given
  - The names of the characters on the left-hand side of the page
  - A colon after the name of the speaker
  - A new line to indicate each new speaker
  - Stage directions: tone of voice, actions, etc. must be in brackets
- The following ideas should be included, among others:
  - The teacher's motivation must be clear
  - The candidate's uncertainty must be included
  - The candidate's achievements could be included [20]

TOTAL SECTION B: 20
SECTION C: SHORTER TRANSACTIONAL TEXT

QUESTION 3

Instructions to Markers:

- The candidate is required to answer ONE question.
- The ideas listed below the topics are only some ways in which the topics could be interpreted. **Full credit must be given for the candidate’s own interpretation.**
- Marking must be objective. Give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

**NOTE:** Do NOT award marks for illustrations.

3.1 INVITATION

- The format can be formal or informal
- The following should be included, **among others:**
  - Date and time of function
  - Venue
  - Dress code or theme
  - Name and number of person to contact

3.2 POSTER

- The following should be included, **among others:**
  - Eye-catching headline, slogan or logo
  - Concise language, inviting the reader to use the library
  - Activities offered
  - Advantages of using the library

3.3 INSTRUCTIONS

- The following should be included, **among others:**
  - The instructions may be in point or paragraph form.
  - If point form is used, numbers or bullets may be used to indicate each new instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
  - Instructions should be given in a logical sequence.
  - The language should be clear and instructive.
  - Complete sentences are not necessary.

**TOTAL SECTION C:** 20

**GRAND TOTAL:** 80
### SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (40)

<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>
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<tr>
<td>(Response and ideas)</td>
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<td>Organisation of ideas for planning</td>
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<tr>
<td>Awareness of purpose, audience and context</td>
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<td></td>
<td>24 marks</td>
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<td><strong>LANGUAGES, STYLE &amp; EDITING</strong></td>
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<td>Tone, register, style, vocabulary appropriate to purpose and context</td>
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<td>Word choice</td>
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<tr>
<td>Language use and conventions, punctuation, grammar, spelling</td>
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<tr>
<td></td>
<td>12 marks</td>
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<td><strong>STRUCTURE</strong></td>
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<td>Features of text</td>
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<tr>
<td>Paragraph development and sentence construction</td>
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<td></td>
<td>4 marks</td>
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<td><strong>MARK RANGE</strong></td>
<td>32–40</td>
<td>24–31</td>
<td>20–23</td>
<td>12–19</td>
<td>0–11</td>
</tr>
</tbody>
</table>

**Mark Range**

- **Exceptional:** 32–40
- **Skilful:** 24–31
- **Moderate:** 20–23
- **Elementary:** 12–19
- **Inadequate:** 0–11
## SECTIONS B AND C: RUBRIC FOR ASSESSING LONGER AND SHORTER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

<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>CONTENT, PLANNING &amp; FORMAT</td>
<td>9–12</td>
<td>7–8</td>
<td>5–6</td>
<td>3–4</td>
<td>0–2</td>
</tr>
<tr>
<td>Response and ideas</td>
<td>- Outstanding response beyond normal expectations</td>
<td>- Very good response demonstrating good knowledge of features of the type of text.</td>
<td>- Adequate response, demonstrating knowledge of features of the type of text.</td>
<td>- Basic response, demonstrating some knowledge of features of the type of text</td>
<td>- Response reveals no knowledge of features of the type of text</td>
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<tr>
<td>Organisation of ideas</td>
<td>- Intelligent and mature ideas</td>
<td>- Maintains focus – no digressions.</td>
<td>- Coherent in content and ideas, very well elaborated and details support topic.</td>
<td>- Some focus but writing digresses</td>
<td>- Meaning obscure with major digressions</td>
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<tr>
<td>Features/conventions and context</td>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Appropriate format with minor inaccuracies.</td>
<td>- Generally appropriate format but with some inaccuracies.</td>
<td>- Few details support the topic.</td>
<td>- Not coherent in content and ideas</td>
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<td><strong>12 MARKS</strong></td>
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<tr>
<td>LANGUAGE, STYLE &amp; EDITING</td>
<td>7–8</td>
<td>5–6</td>
<td>4</td>
<td>3</td>
<td>0–2</td>
</tr>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose and context. Language use and conventions</td>
<td>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</td>
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<tr>
<td>Word choice</td>
<td>- Grammatically accurate and well-constructed</td>
<td>- Generally grammatically accurate and well-constructed</td>
<td>- Some grammatical errors</td>
<td>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
</tr>
<tr>
<td>Punctuation and spelling</td>
<td>- Virtually error-free.</td>
<td>- Adequate vocabulary</td>
<td>- Errors do not impede meaning</td>
<td>- Limited vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
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<td><strong>8 MARKS</strong></td>
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<tr>
<td>MARK RANGE</td>
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<td>13–15</td>
<td>9–12</td>
<td>6–7</td>
<td>0–5</td>
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