





ENGLISH FIRST ADDITIONAL LANGUAGE SCHOOL-BASED ASSESSMENT EXEMPLARS – CAPS GRADE 12 LEARNER GUIDE

TABLE OF CONTENTS

1.	Introduction	3
2.	Aims and objectives of school-based assessment	4
3.	Programme of assessment	5
4.	Assessment tasks	6
а	Term 1	
	Task 1	6
	Task 2 – Exemplar 1	8
	Task 2 – Exemplar 2	10
	Task 2 – Exemplar 3	12
	Task 3 – Exemplar 1	14
	Task 3 – Exemplar 2	16
	Task 3 – Exemplar 3	17
b	Term 2	
	Task 5	19
	Sample: Reading passages	20
	Task 6	23
С	Term 3	
	Task 9 – Exemplar 1	25
	Task 9 – Exemplar 2	27
5 .	Rubrics	33
	Essay	33
	Longer Transactional Task	34
	Shorter Transactional Task	35
	Prepared Reading	36
	Prepared Speech	38

1. Introduction

School-based assessment in English First Additional Language is an integral part of your preparation for the final examinations. Your school-based assessment mark is formally recorded by your teacher for progression and certification purposes. It is important that you understand that school-based assessment does impact on your final marks at the end of Grade 12.

These formal assessment tasks provide your teacher with a systematic way of evaluating how well you are progressing and it includes various assessment tasks such as tests, examinations, writing tasks, oral presentations and listening comprehension.

School-based assessment is compulsory for all students. If you do not comply with the requirements specified according to the policy, you may not be eligible to enter for the subject in the final examination.

Formal assessment tasks form part of a year-long formal programme of assessment. These tasks should not be taken lightly and you should submit your best possible efforts for final assessment.

2. Aims and objectives of school-based assessment

Assessment, primarily, is aimed at improving your learning and achievement. Through assessment you get information about what you should learn.

Assessment provides complete information about your achievement. It provides information on how much you know and what you can do with what you know. Furthermore, assessment is used to evaluate your knowledge and skills, as well as your values, attitudes and habits that have an influence on your performance and achievements at school and out of it.

Assessment complements the teaching process. There is a clear relationship between the goals and the content of instruction and those of assessment (between what is learnt and taught and what is assessed).

You have an active role to play in the assessment process, thus enhancing your progress. The different methods and types of assessment, which take into consideration various learning styles and personality types, ensure that your potential to do well is laid out for you.

Assessment is a continuous process. It involves activities of monitoring and evaluation of your performance and achievements during the entire school year.

You should be familiar with what you are expected to learn, how and when you are going to be assessed.

3. Programme of assessment

Term 1	Task 1	Task 2	Task 3	Task 4
	Oral:	Writing:	*Writing:	**Test 1:
	Listening for Comprehension	Narrative/ descriptive/ discursive/ reflective/ argumentative essay	Longer transactional writing	Comprehension (20) Summary (10) Language structures and conventions (10)
Total:	10	50	30	40
Term 2	Task 5	Task 6	Task 7	Task 8
	Oral:	Oral:	Literature: ****Mid-year exami	
	Prepared reading	Prepared speech	Contextual questions	Paper 1 – 80
		эрссоп		Paper 2 – 70
				Paper 3 – 100
				OR
				Written test
Total:	20	20	35	250
Term 3	Task 9	Task 10		
	Writing: Shorter transactions writing	*Prepara examinational al Paper 1 –	70	
		Paper 3 –	100	
Total:	20	250		

- * Friendly/Formal letters (request/complaint/application/business)/formal and informal letters to the press/curriculum vitae and covering letter/obituary/agenda and minutes of meeting/report/review/newspaper article/magazine article/dialogue/ interview.
- ** Test 1 should be set out of 40 marks or, if more, should be converted to 40 marks. While the *Comprehension, Summary, Language structures and conventions* combination is suggested, teachers are urged to design a combination of aspects that fits the character (test programme, time allocation, etc.) of the school. A test in the Programme of Assessment should not be made up of several smaller tests. Each test should cover a substantial amount of content, should be set for 45–60 minutes, and should reflect the different cognitive levels as set out for exam papers.
- *** Advertisements/Diary entries/Postcards/Invitation cards/Filling in forms/ Directions/Instructions/Flyers/Posters/ emails.
- **** Mid-year and Trial examinations: In Grade 12 one of the tasks in Term 2 and/or Term 3 (Tasks 8 and/or 10) must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination could be replaced by a test. A recommendation has been made that the written test, if this option is chosen, should be set out of 80 marks. This test should take the format of the Language structure and conventions, as set in the examinations.

4. Assessment tasks

This section outlines the various tasks that are expected you. You are also given guidance on how to approach the tasks.

a. Term 1

Task 1 - Oral: Listening comprehension

You will listen to an extract, for the first time, when your teacher reads it to you on the day of the assessment. You will not be given a chance to read the passage on your own. You will have access to the questions once the teacher has read the passage for the first time. It is thus important for you to listen attentively when the teacher reads the passage.

You may want to take note of the information that follows:

Many people think of listening as a skill that requires no thought or effort. The listening comprehension skill is therefore often overlooked in teaching and learning. However, what many people do not realise is that listening is as much a fundamental skill in language learning as speaking, reading and writing.

Better listening helps you to focus on specific vocabulary acquisition, grammar practice and listening for different purposes. You can consciously focus on remembering the vocabulary used in each activity when you listen and understand the purpose of the activity.

How your teacher will administer the formal listening comprehension tasks:

- You should have a blank page.
- The teacher will alert you to the type of information you will be required to listen for and to give a brief background
 of the passage.
- The passage will, at least, be read twice.
- During the first reading the teacher will read through the text so that you can become familiar with the content.
 During this reading you should listen attentively and may <u>not write</u>. This will help you to gain an overall understanding of the text.
- During the second reading, the text will be read at normal pace. During this reading, you may make listening notes.
- After the second reading, you will be given the questions and enough time to answer questions in full sentences.
- You are urged to go through your answers to ensure that they are written out correctly, and they make sense, before you submit to the teacher.

In order to write well, you need knowledge of different text types, a wide vocabulary, a good control of English grammar, spelling and punctuation, and a critical understanding of the potential effects of your writing.

An essay is an extended piece of writing, in which a writer expresses his/ her point of view on the topic given.

An essay should have an introduction, body and conclusion. A brief explanation of each follows:

Introduction

The introduction should catch the reader's attention, define the topic and briefly tell the reader what the essay will be addressing.

Body

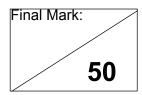
The body comprises the full content of the essay. The body must be divided into paragraphs, each of which must pursue a specific idea to the end. The writer must address all the ideas he or she wanted to address, keeping to the topic.

Conclusion

The conclusion is the ending, the rounding-off of the presentation. This should tie up all that was presented by the writer, a parting shot that justifies the writer's point of view. As this is the end, the writer must not bring in new information.

Exemplar 1

Name:	Grade:
Date of submission:	



INSTRUCTIONS

- 1. Write an essay of between 250 and 300 words on any ONE of the following topics.
- 2. Write down the question number correctly and supply a suitable title where required to do so.
- 3. Remember that you have to show all the steps in your writing process.
- 4. Your essay will be assessed according to the attached rubric.

TOPICS

- 1. Can we still trust and look up to our sporting heroes to be the best role models that they can be? Discuss.
- 2. Music is a part of every culture and plays different roles in people's lives. Write about how the role music plays a role in your culture or in your own life.
- 3. Teens love to talk: they love to talk online, on the air, on the phone, at school, after school, at the mall, in the car, behind their friends' backs what on earth do they talk about?
- 4. Write an essay in which the following words appear: Then I realised that a mirror reflects only what is on the outside and not who you are on the inside...
- 5. English should be the only language of teaching and learning in South African schools. Do you agree?
- 6. The day I saw red ...





[Source: Google image]

7.2

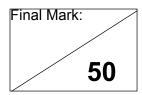


[Source: http://www.lifelonghappiness.com]

TOTAL: 50

Exemplar 2

Name:	Grade:
Date of submission:	



INSTRUCTIONS

- 1. Write an essay of between 250 and 300 words on any ONE of the following topics.
- 2. Write down the question number correctly and supply a suitable title where required to do so.
- 3. Remember that you have to show all the steps in your writing process.
- 4. Your essay will be assessed according to the attached rubric.

TOPICS

- 1. Every love story is beautiful, but this one is my favourite.
- 2. Imagine you are 60 or 70 years old. Give your views about the teenagers of today.
- 3. School does not prepare you for the real world. Discuss.
- 4. Write an essay in which the following words appear: "It was dark and quiet and I had a feeling that all hell was about to break loose ..."
- 5. Technology such as computers, cellphones, PlayStations, Xbox and iPads are destroying the future generation of sporting stars. Do you agree?
- 6. Memories of home.

7 Look at the pictures below. Use any ONE of them to write your essay. There should be a clear link between the picture and your essay.

7.1



[Source: Google image]

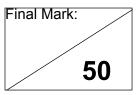
7.2



[Source: Google image]

Exemplar 3

Name:	Grade:
Date of submission:	



INSTRUCTIONS

- 1. Write an essay of between 250 and 300 words on any ONE of the following topics.
- 2. Write down the question number correctly and supply a suitable title.
- 3. Remember that you have to show all the steps in your writing process.
- 4. Your essay will be assessed according to the attached rubric.

TOPICS

- 1. Mistakes are proof that you are trying.
- 2. If you could have any two famous people as your parents, who would you choose and why?
- 3. "You don't have to hold a position in order to be a leader."
 - ~Anthony J D'Angelo

Discuss.

- 4. Start your essay with the following words:"The doorbell rings. The door opens and a package is found on the front porch. A voice shouts, We've got another one!" Tell the rest of this story.
- 5. Where do you go when you want to get away from the pressures of life, family and school? Write about that place.
- 6. Good teaching in school hours will make homework unnecessary. Do you agree?

7. Look at the pictures below. Use any ONE of them to write your essay. There should be a clear link between the picture and your essay.





[Source: Google image]

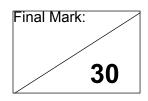
7.2



[Source: Google image]

TOTAL: 50

Task 3 - Writing: Transactional Writing



Transactional writing texts are either a response or an initiation of a response. As implied, these are 'transaction texts' - a friendly letter of appreciation will possible yield a response, as much as a speech will get the audience won over or yelling in disagreement. Transactional texts are divided into Longer and Shorter texts.

·	
Name:	Grade:
Date of submission:	

INSTRUCTIONS

Exemplar 1

- 1. Write a response to any ONE of the following topics.
- 2. The content of your response should be between 120 and 150 words in length.
- 3. Write down the question number and heading of the text you have chosen, for example 1. Friendly Letter.
- 4. Remember that you have to show all the steps in your writing process.
- 5. Pay particular attention to format, language, register and audience.
- 6. Your piece will be assessed according to the attached rubric.

TOPICS

1. Friendly Letter

You attended a concert. Write a letter in which you describe your experience to a friend who could not attend the concert.

2. Interview

You have the opportunity to interview any celebrity of your choice. Write down the interview.

3. Minutes

Your youth group has decided to raise funds in order to assist a local charity organisation to buy blankets and food for the less-privileged families.

The first meeting took place and you were the secretary of the meeting. The last three matters to be discussed under the agenda point "New Matters" were:

- a. Fund-raising activities
- b. Selection of charities to receive the blankets and food
- c. Assigning of duties

Write the part of the minutes that reflects only the discussion on the three points above. Do NOT include details of the rest of the meeting.

4. Formal Report

The principal of your school would like to encourage the use of cellphones to improve learning in the classroom. He has requested you, as a member of the Representative Council of Learners (RCL), to investigate this possibility. Write a formal report in which you record your findings and recommendations.

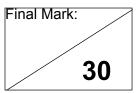
5. Letter of Formal Request

Write a well-motivated formal letter to the Mayor of your local municipality in which you request that an empty field in your neighbourhood be changed into a playground for local children.

Task 3 - Writing: Transactional Writing

Exemplar 2

Name:	Grade:
Date for submission:	



INSTRUCTIONS

- 1. Write a response to any ONE of the following topics.
- 2. The content of your response should be between 120 and 150 words in length.
- 3. Write down the number and heading of the text you have chosen, for example 1. Letter of complaint.
- 4. Remember that you have to show all the steps in your writing process.
- 5. Pay particular attention to format, language, register and audience.
- 6. Your piece will be assessed according to the attached rubric.

TOPICS

1. Letter of complaint

While out walking your dog, you fell over the root of a tree that had grown through the pavement. You cut your knees badly and sprained an ankle and a wrist. Write a letter of complaint to a member of the local municipality complaining about the state of the pavements in your neighbourhood.

2. Dialogue

You arrive home from a party at 03:00, having promised your parents you would be in by 23:30. You overhear a conversation between your parents as you are sneaking in. Write out this conversation in dialogue form.

3. Newspaper article

Write a newspaper article for ONE of the following headlines:

- Student caught red-handed
- Illegal connection kills boy
- Facebook causes breakup

4. Informal Report

You were an eyewitness to an act of vandalism in your community.

Your parents have asked you to write an informal report to a community leader in which you report what you have witnessed.

5. Speech

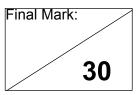
Write a speech in which you encourage learners in your school to become involved in school projects. Entitle your speech:

"If not you, then who?"

Task 3 - Writing: Transactional Writing

Exemplar 3

Name:	Grade:	
Date for submission:		



INSTRUCTIONS

- 1. Write a response to any ONE of the following topics.
- 2. The content of your response should be between 120 and 150 words in length.
- 3. Write down the number and heading of the text you have chosen, for example 1. Letter of complaint.
- 4. Remember that you have to show all the steps in your writing process.
- 5. Pay particular attention to format, language, register and audience.
- 6. Your piece will be assessed according to the attached rubric.

TOPICS

1. Letter to the press

Read the following letter that appeared in your local newspaper. Write a letter to the editor in which you express your views about the cited practice. You may agree or disagree with the viewpoints expressed in the letter.

I am writing this letter about dogs being seen in all stores in shopping carts. I understand there are service animals (for blind people) but now people take their animals wherever they please. I put my food items in these carts as well as my 1-year-old granddaughter. I was at my eye doctor yesterday and they had a sign on the door that said NO PETS PLEASE. These signs should be placed in all stores. Mind you, I love animals myself but it is now being blown out of proportion.

From: Animals-at-home

2. Magazine article

Write an article that will appear in a teen magazine. Use ONE of the following topics:

- Cheating at school
- Resolving teacher-learner conflict
- How to deal with disappointing marks

Provide a suitable title for the article.

3. Review

Your favourite artist has released a new CD. You have been asked to review this CD for your school newspaper. Write the review.

4. Letter of thanks

You lost your wallet with your ID book and some cash in it. Two weeks later your received a package in the mail. Someone had found your wallet and posted it back to you. When you opened the wallet all your belongings were still there.

Write a letter of thanks to the person who picked up your wallet and returned it.

b. Term 2

Task 5 - Oral: Prepared Reading

Prepare a reading piece for oral assessment. Your reading should be TWO to THREE minutes long. Carefully follow the instructions:

- Take some time to select a suitable passage that you enjoy reading.
- Read it silently to yourself to familiarise yourself with its contents.
- Then read it aloud several times. When you feel that you have mastered it, read it in front of the mirror, looking
 at yourself several times during the reading. If you can do this, it means that you will look up at your audience
 several times during the reading.
- You might also like to read to a willing audience for practice.
- You will need to project your voice and read with good pace.
- Maintain good posture and eye contact as you read.
- Practise pronouncing all the words correctly.
- Remember that you will be required to answer questions about the passage you have read.

Sample: Reading passages

SAMPLE PASSAGE 1

As I had expected, it turned out to be quite a business. I had to notify the police as well as the health authorities, and answer a lot of tedious questions: How was it I was ignorant of the boy's presence? If I did not supervise my native quarters, how did I know that that sort of thing didn't go on all the time? Et cetera, et cetera. And when I flared up and told them that so long as my natives did their work, I didn't think it my right or concern to poke my nose into their private lives, I got from the coarse, dull-witted police sergeant one of those looks that come not from any thinking process going on in the brain but from that faculty common to all who are possessed by the master-race theory – a look of insanely inane certainty. He grinned at me with a mixture of scorn and delight at my stupidity.

Then I had to explain to Petrus why the health authorities had to take away the body for a post-mortem – and, in fact, what a post-mortem was. When I telephoned the health department some days later to find out the result, I was told that the cause of death was, as we had thought, pneumonia, and that the body had been suitably disposed of. I went out to where Petrus was mixing a mash for the fowls and told him that it was all right, there would be no trouble; his brother had died from that pain in his chest. Petrus put down the paraffin tin and said, 'When can we go fetch him, baas?'

'To fetch him?'

'Will the baas please ask them when we must come?'

I went back inside and called Lerice, all over the house. She came down the stairs from the spare bedrooms, and I said, 'Now what am I going to do? When I told Petrus, he just asked calmly when they could go and fetch the body. They think they're going to bury him themselves.'

'Well, go back and tell him,' said Lerice. 'You must tell him. Why didn't you tell him then?'

When I found Petrus again, he looked up politely. 'Look, Petrus,' I said. 'You can't go to fetch your brother. They've done it already – they've *buried* him, you understand?'

'Where?' he said, slowly, dully, as if he thought that perhaps he was getting this wrong.

'You see, he was a stranger. They knew he wasn't from here, and they didn't know he had some of his people here, so they thought they must bury him.' It was difficult to make a pauper's grave sound like a privilege.

'Please, baas, the baas must ask them.' But he did not mean that he wanted to know the burial-place. He simply ignored the incomprehensible machinery I told him had set to work on his dead brother; he wanted the brother back.

'But, Petrus,' I said, 'how can I? Your brother is buried already. I can't ask them now.'

'Oh baas!' he said. He stood with his bran-smeared hands uncurled at his sides, one corner of his mouth twitching.

'Goodness, Petrus, they won't listen to me! They can't, anyway. I'm sorry, but I can't do it. You understand?'

He just kept on looking at me, out of his knowledge that white men have everything, can do anything; if they don't, it is because they won't.

And then, at dinner, Lerice started. 'You could at least phone,' she said.

'What do you think I am? Am I supposed to bring the dead back to life?'

[Source: Six Feet of the Country, Nadine Gordimer]

SAMPLE PASSAGE 2

"Dave, I know Port St Johns is out of your district, but I'm asking you a favour. That's what ex-colleagues are for. No, seriously, we haven't heard from her for two months."

"I remember Teresa. Wasn't she a rather wild matric student with a ponytail?"

"She's grown up since then, Dave. Believe me. She now answers to the name of Tigger. You wouldn't recognise her."

"Tigger, uh. As in Winnie the Pooh? What did you say she was doing at the Wild Coast?"

"Studying," Jake answered quickly.

"Well, you'll have to send me a photograph."

"I'll fax you one," replied Jake. "Don't you have somebody in the Port St Johns area who could ask a few questions?"

"It's the Wild West up there, Jake, with a lot of ground to cover, but I'll see what we can do."

"Thanks, Dave, I really appreciate it. When next you're in Cape Town..."

"I know, I know, you'll wine and dine me. Promises, promises."

Embarrassed by having made a request which was completely out of the normal channels of his profession, Jake changed the subject and asked some questions about the cases Dave was working on in East London. It didn't take long for them to run out of things to say to each other. An old friend living a new life in a different city is hard to keep in touch with, and Jake was relieved when the conversation petered out and he could say goodbye

Jake checked his watch. Sixteen minutes past seven – morning parade had already begun. He hurried downstairs and slid into a vacant seat by the door, nodded apologies to the Colonel and pulled out his notebook. Except for the taxi ambush in Mowbray it had been a quiet night on the Peninsula. BJ reported on the possibility of one of the township gangs attacking an armoured vehicle. He had been warned by an informer, who had chosen to turn in his friends and claim the advertised ten thousand rand reward rather than risk being involved in a bungled attempt to rob a bank security vehicle. BJ was working on it and would keep everyone informed about the progress of the negotiations. Jackson Sondile's absence had been noted with displeasure by the Colonel, but Jake covered for his colleague, informing the meeting that his partner was working on something related to the Witbooi case. BJ immediately objected angrily to Sondile going solo on something which was now his affair. The Colonel made no comment, merely moving business along. By a quarter

to eight the meeting was over and the men drifted off upstairs for morning sandwiches and coffee. Dan caught Jake's eye and summoned Jake into his office.

"I got an ugly call from Captain Steenkamp early this morning. Apparently you and Sondile were sniffing around on his crime scene." The Colonel moved in behind his desk and sat down, tilting his chair back until his head touched the wall behind him.

"We were responding to an all-units. When we got there we found it was a Valentine taxi which had been attacked. It didn't take much brainpower to make the connection between the ambush and the kid who was murdered the other night. The owner of the taxi, a Mr Ronnie Valentine, had identified the murdered boy as his son. I also spoke to his mother yesterday morning," said Jake, unsure whether he should sit down or remain standing. Dan Pienaar observed him silently for a moment. With the Colonel you were never sure when it was acceptable to behave informally. Jake remained standing.

"Ja, well, I don't know how you do it, Jake, but it looks like this case of yours is getting to be bigger than I first expected. Steenkamp is up to his neck in taxi violence. It's escalating all the time. It seems there's a full-out war developing between Tetwa Taxis and this Ronnie Valentine character. Late last night there were more shots exchanged in Guguletu. Steenkamp believes it was in retaliation for the Mowbray ambush. No one was killed, but a Tetwa taxi was damaged. Steenkamp is scratching around, but with nothing to show for it, and I think the key to the matter lies with this kid, Jimmy Valentine." Dan Pienaar swung his chair forward and opened one of the desk drawers. He handed a piece of paper to Jake, who leant over the empty chair on his side of the desk to take it.

[Source: Who Killed Jimmy Valentine?, Michael Williams]

SAMPLE PASSAGE 3

Congratulations. The fact you're reading this means you've taken one giant step closer to surviving till your next birthday. Yes, *you*, standing there, leafing through these pages. Do *not put this book down*. I'm dead serious – your life could depend on it.

This is my story, the story of my family, but it could just as easily be your story too. We're all in this together, trust me on that.

I've never done anything like this, so I'm just going to jump in, and you try to keep up.

Okay. I'm Max, I'm fourteen. I live with my family, who are five kids not related to me by blood, but still totally my family.

We're – well, we're kind of amazing. Not to sound too full of myself, but we're like nothing you've ever seen before.

Basically, we're pretty cool, nice, smart - but not 'average' in any way. The six of us - me, Fang, Iggy, Nudge, the Gasman, and Angel - were made on purpose, by the sickest, most horrible 'scientists' you could possibly imagine. They created us as an experiment. An experiment where we ended up only 98% human. That other 2% has had a big impact, let me tell you.

We grew up in a science-lab-slash-prison called the School, in cages, like lab rats. It's pretty amazing we can think or speak at all. But we can – and so much more.

There was one other School experiment that made it past infancy. Part human, part wolf – all predator: they're called Erasers. They're tough, smart, and hard to control. They look human, but when they want to, they are capable of morphing into wolf men, complete with fur, fangs, and claws. The School uses them as guards, police - and executioners.

To them, we're six moving targets – prey smart enough to be a fun challenge. Basically, they want to rip our throats out. And make sure the world never finds out about us.

But I'm not lying down just yet. I'm telling you, right?

This story could be about you – or your children. If not today, then soon. So please, please, take this seriously. I'm risking everything that matters by telling you – but you need to know.

Keep reading – don't let anyone stop you.

Max. And my family: Fang, Iggy, Nudge, the Gasman, and Angel.

Welcome to our nightmare.

[Source: The Prologue – Maximum Ride The Angel Experiment, James Patterson]

Task 6 - Oral: Prepared Speech

Date of p	resentation:			

INSTRUCTIONS

- Prepare a speech for oral assessment.
- Your oral presentation should be TWO to THREE minutes long.
- Follow the instructions carefully.
 - Do thorough research on your chosen topic.
 - Collect and keep texts (pictures, posters, cartoons or any other audio-visual material). Display or refer to these when you present your speech.
 - Write a speech which, when read at a moderate pace, lasts at least THREE minutes. Read your prepared passage aloud to a friend who will be able to assist you with pronunciation and fluency.
 - Time your presentation.
 - Ensure that your teacher is able to follow your speech easily.
 - Once you are satisfied with the length of your speech, and the information that you have, make cue cards.
 Cue cards are short notes to yourself that you will use when you present your speech. Good cue cards only note the main points of the speech to help you to remember the rest of your presentation. Number your cue cards so that you deliver your information in the right sequence.
 - Marks will be awarded according to the amount of preparation and planning that is evident from the presentation of the speech.
 - Refer to the marking rubric that will be used to assess your prepared speech/presentation. On the day of
 your oral assessment, ensure that you have the following: a copy of your final speech; your visual aids and
 your cue cards.

TOPICS

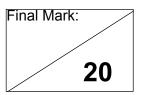
Choose ONE of the following topics, or select your own:

- Conspiracy theories
- Ancient civilizations
- The role of women in the world
- Inventions that have changed the world
- Describe one of your favourite holiday destinations.
- South Africa Land of my birth
- Unexplained phenomena, e.g. the Bermuda Triangle
- A historical figure (e.g. Nelson Mandela, Mother Theresa) I admire most.
- Choosing your own topic:
 - Choose a subject that is interesting to you. What do you care about? What would you like to learn more about? Follow your interests, and you will find your topic.
 - Before starting your research, confirm the topic with your teacher.
 - Be clear about your purpose: do you want to persuade your audience; inform them about a topic; or just tell an entertaining story?

Task 9 – Writing: Shorter Transactional Writing

Exemplar 1

Name:	Grade:	
Date for submission:		



INSTRUCTIONS

- 1. Write a response to any ONE of the following topics.
- 2. The content of your response should be between 80 and 100 words in length.
- 3. Write down the number and heading of the text you have chosen, for example 1. Advertisement.
- 4. Remember that you have to show all the steps in your writing process.
- 5. Pay particular attention to format, language, register and audience.
- 6. Your piece will be assessed according to the attached rubric.

TOPICS

1. Advertisement



Use the picture of a camera above to create an advertisement for any product or service of your choice. There must be a clear link between the picture and your product or service.

2. Diary

Write an entry from the diary of any character from a television series or movie that you have seen. The entry should reflect on a single day OR a single incident in the life of the character or the actor portraying the character.

3. Obituary

Write an obituary for of a famous person (historical figure, actor, musician, etc.) who passed away. Remember to put important information first. Include such particulars as the full name of the person, where the person was born and, briefly, why the person was famous. Remember to emphasise the ideals and accomplishments for which people remember the person.

4. Instructions

Your grandfather has just bought his first cellphone. Write out a set of instructions which will enable him to send a text message (SMS).

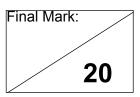
5. Flyer

Your parents have decided that your family will move to another town. You want to sell some of your furniture that you will no longer need. They have asked you to design a flyer to advertise this sale. Create a flyer to attract buyers.

Task 9 - Writing: Shorter Transactional Writing

Exemplar 2

Name:	Grade:	_
Date for submission:		



INSTRUCTIONS

- 1. Write a response to any ONE of the following topics.
- 2. The content of your response should be between 80 and 100 words in length.
- 3. Write down the number and heading of the topic you have chosen, for example 1. Poster.
- 4. Remember that you have to show all the steps in your writing process.
- 5. Pay particular attention to format, language, register and audience.
- 6. Your piece will be assessed according to the attached rubric.

TOPICS

1. Poster

Use the information in the attachment to create a poster to promote Egypt as a tourist destination.

2. Directions

You work at the Grand Royal Hotel in Cairo. You have been asked by a tourist for directions from the hotel to the following places for a day of sight-seeing in the city: From the hotel to the Cairo Towers, then to the Midan Tahrir Town Square and finally the Egyptian Museum.

Write down the directions you would give the tourist. Make use of street names and landmarks.

3. E-mail

Write an e-mail to Miser Travel Tower in which you enquire about accommodation and attractions in Egypt as you are planning a ten-day visit to the country.

4. Invitation

You are leaving for a holiday in Egypt. You are planning to have a party with your friends to say goodbye before you leave. Design the invitation card that you will send to your friends. Ensure that ALL the relevant information is contained in the invitation.

5. Postcard

You are having a wonderful time in Egypt on your holiday. Write a postcard to your English teacher telling him/her about your experiences.

Attachment:

Egypt Basic Facts:

Egypt, one of the world's oldest continuous civilizations, still draws visitors and businessmen by the plane-load. Old monuments, the Red Sea coast, Nile River cruises and Africa's largest city, Cairo, are among its many attractions.

Location: Egypt is located in North Africa bordering the Mediterranean Sea. Libya is on the west and the Gaza Strip and the Red Sea make up the eastern border; see map.



Area: Egypt covers just over 1 million square kilometres, about the same size as France and Germany combined.

Capital City: Cairo

Population: Around 78 million people live in Egypt

Language: Arabic (official), English and French are widely understood by educated classes.

Religion: Muslim (mostly Sunni) 94%, Coptic Christian and other 6%.

Climate: It's hot and sunny for most of the year in Egypt. Winters (November to February) are generally mild.

When to Go: October-April when it's a bit cooler, but the Red Sea coast is a year-round destination.

Currency: Egyptian pound.

Egypt's Main Attractions:

• <u>The Pyramids of Giza:</u> The Pyramids represent one of the greatest architectural feats by man. The last surviving member of the Seven Wonders of the World, the Great Pyramid is one of the world's oldest tourist attractions and the reason most people visit Egypt today.



• <u>Luxor:</u> Luxor is known as the world's largest open-air museum. Luxor and Karnak Temples are hugely impressive as are the tombs across the Nile in the Valley of Kings and Queens.



• Egyptian Museum in Cairo: With over 120 000 objects, the museum houses an incredible display depicting ancient Egypt's glorious reign. Mummies, sarcophagi, pottery, jewellery and of course King Tutankhamen's treasures ...



• Abu Simbel: The two temples built for the pharaoh, Ramses II, have been attracting visitors since Victorian times. Almost as impressive as the monument itself is the story of its restoration in the 1960s.



Hurghada/Red Sea Coast: The Red Sea coast is hugely popular with beach lovers and divers. Package tours
operate from every European country and are often very affordable ... more about Hurghada.

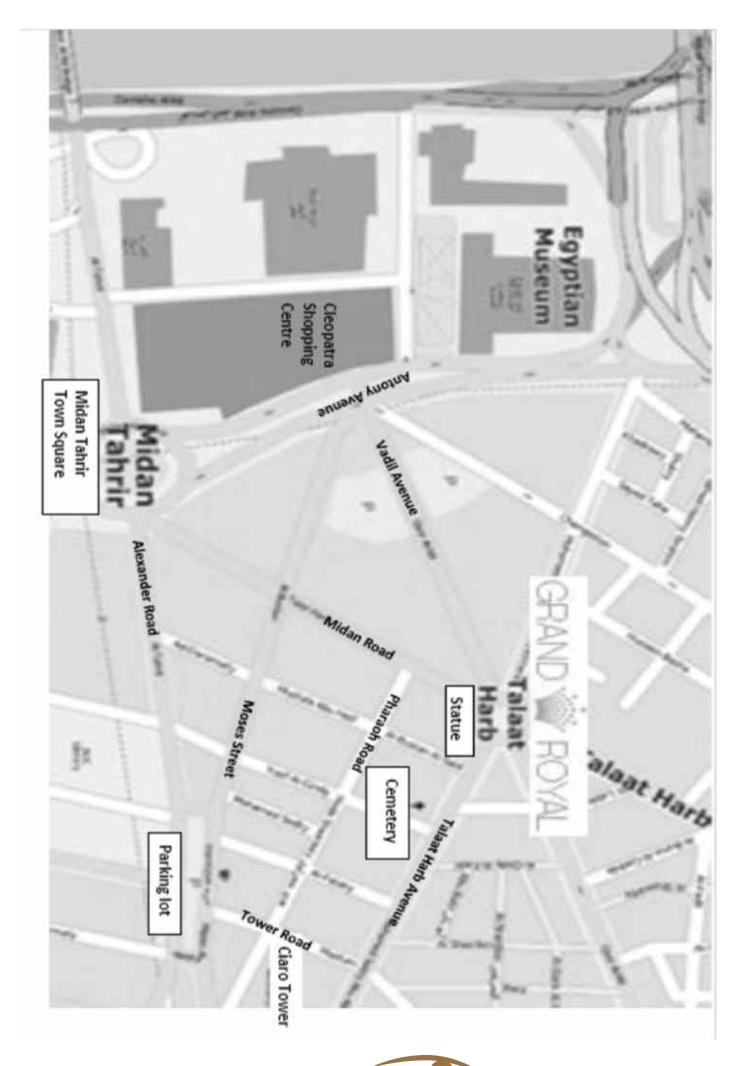


Travel to Egypt

Egypt's International Airport: Egypt's main airport is Cairo International Airport, 20 kilometres northeast of Cairo's city centre.

Egypt's Embassies/Visas: A valid passport and a tourist visa are required for most nationalities. Tourist visas are available at Egyptian embassies and consulates around the world.

Egypt's Tourist Information Office: Miser Travel Tower, Abbassia Square, Cairo, Egypt. Tel: 285-4509 or 284-1970; E-mail: egypt.travel@travel@travelafrica.net; Website: http://www.egypt.travel.



31 October 2014

Dear Diary

Today I wished a close friend 'Happy Birthday' on Facebook. What saddens me is that if I hadn't posted her a message on Facebook, I would be seen as a bad friend.

l am not expected to call or even wish her well in person, as long as I publicly display my presence in her life over a social media network. I feel despicable engaging in such shallowness.

Social media has become a vessel for falsehood. Maybe it is merely exposing humans for who we really are - vacuous beings with no depth. Yet I crave the opposite. I long for someone who also appreciates the beauty and intricacies of life.

Diary, how do I find someone real when I myself am falling into the shallow waters of materialism?

(No greeting/ending or name to be included.)

Rubrics

5

SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50 marks)

000		CONTENT & Impressive PLANNING Prevehring Planning Planning Planning Planning Planning prevehring to drafting in a virtually presentation		LANGUAGE, Language, Language, puretuation sTYLE & Uses figuration of the figuration of the figural in the figural of the figurance of the figural of the figuration of the figural of the figural of the figurance of the figural of the figuration of the figu		STRUCTURE development development development describing constructed constructed constructed describing constructed describing constructed describing constructed describing accordance describing des
Code 7: Outstanding 80-100%	26-32	Content shows impressive insight min topic. Ideas thought-ideas thought-Planning &/or Physical as produced drafting has produced a virtually flawless, presentable essay.	10-12	Critical awareness of impact of language. Language, Language, punchadion effectively used. Uses figurative language. Choice of words highly appropriate. Style, tone, register highly suited to topic. Virtually error-free following proof, reading & editing.	9-9	Coherent development of topic, Vivid detail Sentences, Sentences, coherently constructed. Length in accordance with
Code 6: Meritorious 70-79%	221/2-251/2	-Content shows thorough interpretation of topic-ideas imaginative, interesting, - Planning &for drafting has produced a well-crafted & presentable essay.	8%-9%	-Critical awareness of impact of languageLanguage, purcharation correct, abis to include figurative language correctlyChoice of words varied & correctly usedStyle, tone, register appropriately suited to topicLargely error-free following proof-reading.	4%	-Logical development of details. Coherent. -Sentences. paragraphs logical, varied. -Length correct.
Code 5; Substantial 60-69%	19%-22	-Content shows a sound interpretation of the topicIdeas interesting, convincing Planning &for dirafing has produced a presentable & very good essay.	7%-8	-Critical awareness of language evidentLanguage & purchasion mostly correctChoice of words suited to textStyle, fore, register suited to textStyle, fore, register suited to topic in most of the essayBy and large error-tree following proof-reading, editing.	41	Several relevant details developed. Sentences, paragraphs well constructed. -Length almost correct.
Code 4: Adequate 50-59%	16-19	-Content an adequate interpretation of topicIdeas ordinary, - Blacking depth Planning & ordinary, drafting has produced a satisfactority, presented essay,	7-9	-Some awareness of impact of language -Language simplistic, purchastion adequateChoice of words adequateStyle, fore, register generally obsistent with topic requirementsStill conclains errors reading, editing.	3-3%	-Some points, necessary details developed -Sentences, paragraphing might be faulty in places but estay still makes series -Length correct
Code 3: Moderate 40-49%	13.15%	-Content ordinary. Gaps in coherence. Ideas mostly relevant. Repetitive. Planning & lor drafting has produced a moderately presentable & coherent essay.	6-6%	Limited critical language awareness, Language awareness, Language ordinary & purctuation often inaccurately used, Choice of words basic. Style, fore register lacking in coherence, Contains seweral errors following proof- reading, editing.	21/2	Some necessary points evident. Sentences. paragraphs faulty but kdess can be understood. Length - too longrahort.
Code 2: Elementary 30-39%	10-12%	-Content not always clear, lacks coherenceFew ideas, often repetitiveInadequate evidence of planning/draftling. Essay not well presented.	4-4%	-Language & punctuation flawedChoice of words limitedStyle, forie, register inspropriateError-ridden despite proof-reading.	21	-Sometimes off topic. General line of Thought difficult to FollowSentences. Paragraphs constructed at an elementary levelLength - too
Code 1: Not achieved 0-29%	0.9%	-Content irrelevant. No coherenceIdeas repettiveNon-existent planning/drafting. Poorty presented essay.	0-3%	-Language & -Language & -Language & -Language of words -Choice of words napprepriate -Style, troe, register -Style, troe, register -Error-ridden & -confused following proof-reading, editing	0-1%	Off topic. Sentences, paragraphs muddled, inconsistent, Length - far loo long/short.

32 marks	12 MARKS	6 MARKS	
CONTENT and PLANNING	LANGUAGE, STYLE and EDITING	STRUCTURE	

TOTAL:	

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
	16-20	14-15/2	12-13%	10-11%	8-91/4	6-71/2	0-51/2
CONTENT, PLANNING & FORMAT 20 MARKS	-Specialized hnowledge of requirements of the text. -Disciplined writing - maintains thorough focus, no digressions. -Text fully coherent in content & ideas & all detail support the topic. -Evidence of planning & or drafting has produced a virtually flawlessisty presentable text. -Has applied all the necessary rules of format/outstanding.	Good knowledge of requirements of the taxt. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas, with any digression and details supporting the topic. -Evidence of planning & of drafting has produced a well craffed, presentable taxt. -Has applied the text. -Has applied the fext.	-Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor dignessions. -Taxt is coherent in content & ideas, and detaits support the topic. -Evidence of planning Applications of format/substantials. produced a presentable & good text. -Has applied most of the necessary rules of format/substantials.	-Adequate knowledge of requirements of the textWriting – learner digresses from topic but does not impede overall meaningText adequately coherent in content & support the topicEvidence of planning support the topicEvidence of planning support the topicEvidence of planning subport the topicEvidence of planning subporting has produced a salisfactority presented textHas applied an adequate idea of the requirements of format.	Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. Writing – learner digresses, meaning is vague in places. -Text moderately cooberate in places. -Text moderately support the topic. -Evidence of planning & confirm has basic details which support the topic. -Evidence of planning & cooperate idea of confirm has a moderately presentable & coherant text. -Has a moderate idea of requirements of format – some critical oversights.	-Elementary knowledge of tequirements of the text. Response to writing task reveals a limited focusWriting - learner dignesses, meaning is obscure in placesText not always coherent in content & coherent	No knowledge of requirements of the kext. -Writing – learner digresses, meaning is obscure in placesText not coherent in content & ideas, too few details to support NopicPlanning/ drafting non- existent. Poorty presented textHas not applied the necessary rules of format.
	8-10	7-7/2	6-6%	2/9-9	4-4%	3-31/2	0-2%
LANGUAGE, STYLE & EDITING 10 MARKS	-Text is grammatically accurabe & well constructed. Vocabulary is very appropriate to purpose, audience & contextStyle, tone, register very appropriateText virtually error-free following proof-reading, editingLength correct.	-Text is well constructed & accurateVocabulary is mostly appropriate to purpose, audience & contextStyle, tome and register mostly appropriate -Text largely prooffree following pro	-Text is well constructed & easy to readVocabulary is appropriate to purpose, audience & confextStyle, tone, register generally appropriateText mostly error-free following proof-reading, editing.	-Text is adequately constructed. Errors of not impede flowVocabulary is adequate for the purpose, audience & confextStyle, tone, register adequately appropriateText still contains a flew errors following proof-readingLength almost correct.	-Text is basically constructed. Several errorsVocabulary is limited 8 not very suitable for the purpose, audience & contextLapses in style Text contains several errors following proof-reading, adding Length too kong/short.	-Text is poorly constructed & difficult to followVocabulary requires remediation & not suitable for purpose, audience & contextStyle, sone & register inappropriateText error-ridden despite proof-reading, editingLength - boolongshort.	-Text is poorly constructed and muddledVocabulary requires serious remediation & not suitable for purposeStyle, tone & register do not correspond with topicText error-ridden and confused following proof-reading, editingLength – far too

- Totol.	10191
S	S

CONTENT, PLANNING and FORMAT - 20 MARKS LANGUAGE, STYLE and EDITING - 10 MARKS

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS -

FIRST ADDITIONAL LANGUAGE (20 marks)

Code 4: Code 4: Adequate 50.59% 6/2-7/2 Adequate knowledge of requirements of text -Writing – learner digresses but does not impede overall meaning. Text adequately ing ideas and some details support topic. Evidence of planning ood Suor drafting has produced a satisfactionity presented text. Has applied an adequate for requirements of format. -Text is adequately constructed. Errors do not impede flowVocabulary is adequate for purpose, audience & contextStyle, tone and resister adequately are purpose, audience & contextStyle, tone and register adequately are purposeText still contains few errors following	Code 4: Adequate 50-59% 6/%-7/% -Adequate knowledge of requirements of text -Witting - learner digresses but does not imped e overall meaningText adequately coherent in content & ideas and some details support topicEvidence of planning a judeas and some details support topicEvidence of planning presented text -Has applied an adequately presented text -Has adequate for not impede flowVocabulary is adequate for purpose, audience & contextStyle, tone and register adequately - Style, bone and register adequately - Style, bone and register adequately - Text still contains few errors following	Code 3: Moderate 40-49% 51/2-6 51/2	Code 7: Code 6: Code 5: Outstanding Meritorious Substantial 80-100% 70-79% 60-69%	9%-10	CONTENT, CONTENT, Formularing FORMAT CONTENT, CONTENT, Horough focus, no digressions. CONTENT, Horough focus, no digressions. FORMAT 13 MARKS And details support forment & subsentiable and good produced a well familiary format. FORMAT 13 MARKS And details supporting familiary format. FORMAT FORMAT FORMAT And Research ablancing familiary famil	6-7 5-51/2 41/2	LANGUAGE, constructed and accurate and well accurate and well accurate and well accurate and structed and accurate and well accurate and well accurate and well accurate and structed. Avocabulary is very appropriate to purpose, audience and context. 7 MARKS very appropriate to purpose, audience and context. -Style, tone and contextStyle, tone, register.
	Code 3: Moderate 40-49% 5½-6 -40-49% 5½-6 -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focusWriting – learner digresses, meaning vapue in placesWriting – learner digresses, meaning vapue in placesText moderately coherent in content & box of drafting that has produced a moderately presentable & coherent textHas a moderate idea of requirements of the format – some critical oversights. -Text is basically constructed. Several errorsVocabulary is limited and not very suitable for purpose, audience and contextLapses in style, tone and registerText contains several errors	Code 3: Moderate 40-49% 51/4-6 51/	S: Code 4: Code 4: 50.59%		5 - 9 9 -	31/2-4	sy sy

-T	lotal.

CONTENT, PLANNING and FORMAT - 13 MARKS

LANGUAGE, STYLE and EDITING -7 MARKS

 PREPARED	READ	ING RUBRIC -	(CAPS) ENGLI	SH FIRST ADDI	PREPARED READING RUBRIC – (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE	JAGE		
Code		Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not Achieved
		Code 7	Code 6	Code 5	Code 4	Code 3	Code 2	Code 1
Criteria		8 – 10	7	9	ß	4	က	2 - 0
Demonstrates use of tone and inflection to con-	A 01	Reads expressively and creates atmosphere. Conveys feelings exceptionally well	Reads with very good expression and attempts to convey feelings or atmosobhere	Reads with good expression and attempts to convey feelings or atmosobhere	Makes an at- tempt to read with expres- sion	Reads, but with limited expression	Meaning can be followed but not ex- pression	Too poor to be expres- sive. Mean- ing lost
	B 01	Audience's reaction shows a high degree of interest	Audience's reaction largely shows interest and involvement	Audience reaction shows interest and involvement	Most members of the audience show interest	Some members of the audience show interest	Fails to capture the attention of most of the audience	Almost no interest from audience.
Use of voice and mastery of reading skills	J 0	Fluent, very entertaining reading Excellent voice projection and diction which enhances meaning	Fluent reading Very good voice projection and diction which enhances meaning	Fluent reading but in a monotone Good voice projection and diction which enhances meaning	Reads reasonably fluently Reading is clear and audible and diction enhances meaning	Reads with limited fluency Ency Reading is audible and pronunciation does not affect meaning	Reading not fluent Reading not always audible and many words are mispronounced	Halted reading Poor pronunciation and poor delivery make the delivery livery almost incomprehensible
Use of eye/audience contact	D 10	Altogether appropriate eye contact	Very good eye contact	Good eye contact	Successful efforts to make eye contact	Eye contact adequate	Unsuccessful attempts at making eye contact	Almost no eye contact

Responses to questions asked by the teacher	ш 5	Handles questions with total confidence, ease and sensitivity to the text.	Handles questions with confidence, ease and sensitivity to the text	Handles questions and responds sensibly with minor lapses	Handles questions and responds sensibly with lapses	Understands questions and can answer some of them	Understands questions and provides flawed an- swers	Is mostly unable to understand or respond to questions
and learner shows critical interpretation	т 6	Attitude and opinion confidently sustained and justified	Opinion well sustained and justified	Able to sustain opinion and justify it	Opinion reasonably confidently supported	Opinion sometimes adequately supported	Very hesitant to express an opinion	Unable to substantiate opinions
	D 01	Outstanding choice of text which has a strong impact on the audi-ence	Very interesting test which has a strong impact on the audience	Interesting text which has a strong impact on the audience	Reasonably interesting text which captures the interest of the audience	Text likely to be of interest to some members of the audience	Randomly chosen text which is of little interest to audience	Very boring totally unsuit- able text
Choice of text and preparation	т 6	Reader is exceptionally well prepared and confident	Reader well prepared and reads with confidence	Reader prepared and reads with confidence	Reader is adequately familiar with the text – has made an effort to prepare	Limited amount of preparation. Reads with moderate confidence	Reader has not prepared the text. Obviously nervous	No evidence of preparation. Very nervous and demonstrates a lack of commitment

	10	TOTAL
	10	
	10	
	10	
	10	
	10	
	10	
	10	
Total	80/4=20	
		20

PREPARED SPEAKING RUBRIC – (CAPS) ENGLISH FIRST ADDITIONAL LANGUAGE

	Code	Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not Achieved
		Code 7	Code 6	Code 5	Code 4	Code 3	Code 2	Code 1
Criteria		16 – 20	14 – 15	12 – 13	10 – 11	8 – 8	6 – 7	5 – 0
Planning	10	Outstanding evidence that more than the minimum of two relevant resources have been effectively consulted and acknowledged.	Convincing evidence that more than the minimum of two relevant resources have been consulted and acknowledged.	Very good evidence that a minimum of two relevant resources have been consulted and acknowledged.	Good evidence that a relevant resource has been consulted and acknowledged.	Some evidence that a relevant resource was used.	Limited evidence of use of a resource.	No evidence of resources used.
Content	20	Outstanding choice of topic which is original, relevant and sensitive to the audience. Outstanding introduction which immediately grasps audience attention, outstanding development of ideas and argument, outstanding conclusion that ends the speech skilfully.	Convincing choice of topic which is largely original, relevant and sensitive to the audience. Convincing introduction which grasps audience attention, convincing development of ideas and argument, convincing conclusion that ends the speech skilfully.	Very good choice of topic which is original and sensitive to the audience. Very good introduction which grasps audience attention, very good development of ideas and argument, very good conclusion that ends the speech skilfully.	Good choice of topic which is original and sensitive to the audience. Good introduction, good audience attention, good development of ideas and argument, good conclusion that ends the speech.	Choice of topic shows some originality and sensitivity to the audience. Some evidence of introduction, audience attention, development of ideas and argument, and some attempt at a conclusion.	Choice of topic shows limited originality and sensitivity to the audience. Limited evidence of introduction, audience attention, development of ideas and argument, and a limited attempt at a conclusion.	Choice of topic shows little or no originality or sensitivity to the audience. Little or no evidence of introduction, audience attention, development of ideas and argument, and no attempt at a conclusion. Speech completely plagiarised.
Critical use of language	20	Outstanding ability to manipulate language Outstanding vocabulary.	Convincing ability to manipulate language Convincing vocabulary.	Very good ability to manipulate language. Very good vocabulary.	Good ability to manipulate language. Good vocabulary.	Some ability to manipulate language. Moderate use of vocabulary.	Limited ability to manipulate language Limited vocabulary.	Unable to manipulate language. Very limited vocabulary.

Presentation	20	Impressive presentation with outstanding style, register, eye contact, facial expression, gestures and body language. Confident delivery with very effective use of cue cards.	A well-structured presentation with convincing style, register, eye contact, facial expression, gestures and body language. Cue cards used effectively and with confidence.	A structured presentation with very good style, register, eye contact, facial expression, gestures and body language. Cue cards used effectively.	Adequate presentation with good style, register, eye contact, facial expression, gestures and body language. Some dependency on cue cards, but still good contact.	Moderate presentation with some use of style, register, eye contact, facial expression, gestures and body language. Use of cue cards often distracts from the presentation.	Elementary presentation with limited use of style, register, eye contact, facial expression, gestures and body language. Dependent on cue cards.	Ineffective presentation with little or no style, register, eye contact, facial expression, gestures and body language. No use of cue cards.
Use of audio and/or visual aids	10	Impressive choice and presentation of visual /audio aids	Convincing choice and use of visual/ audio aids	Very good choice and use of visual/ audio aids	Good choice and use of visual/ audio aids	Some use of visual/ audio aids but not always appropriate	Limited use of visual/ audio aids	Makes no use of visual /audio aids

Planning	10	TOTAL
Content	20	
CLA	20	
Presentation	20	
Use of aids	10	
Total	80/4=20	20

20	80/4=20	Total
	10	Use of aids
	20	Presentation
	20	CLA
	20	Content
TOTAL	10	Planning

Notes

