



**FURTHER EDUCATION &
TRAINING PHASE (FET)
LANGUAGES**

ENGLISH FAL

SBA & ORAL EXEMPLAR BOOKLET

GRADE 10-12



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed and remediated, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate good practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar task models to set their own formal and informal assessment activities.

A handwritten signature in black ink, appearing to read 'HM Mveli', written in a cursive style.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

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Preamble

The oral assessment tasks undertaken during the year constitute the end-of-year internal assessment for Grades 10-11 and the end-of-year external assessment for Grade 12. The oral tasks constitute 12,5% of the end-of-year papers (Paper 4) for Grades 10-12.

All writing tasks are **weighted** in proportion to the 25% of all SBA tasks to be completed. Home Languages focus on writing essays and transactional texts, while First and Second Additional Languages focus on writing essays, longer and shorter transactional texts. Process writing of texts should be conducted over a period.

Traditionally, the oral tasks formed part of the 25% SBA mark, as well as the 12.5% end-of-year mark. Since 2017, affirmed through Circular S4 of 2017, this 'double-dipping' has been removed. The oral marks no longer form part of the SBA mark. While the oral marks may be used for reporting per term, the marks only accrue towards the end-of-year oral paper (Paper 3 for SAL and Paper 4 for HL and FAL).

All aspects of SBA tasks should be done under controlled conditions. This implies that the teacher should supervise all the aspects of the process, including planning, drafting and the final copy.

1. Introduction

There is no decision that teachers make that has a greater impact on learners' opportunities to learn and on their perceptions about what a subject is, than the selection or creation of tasks.

Assessment is the process of evaluating learner's attainment of knowledge, understanding and skills. School-based assessment (SBA) is an assessment which is embedded in the teaching and learning process. It has several important characteristics which distinguish it from other forms of assessment:

- It involves the teacher from the beginning to the end; from planning the assessment programme, to identifying and/or developing appropriate assessment tasks through to making the assessment judgments;
- It allows for the collection of a given number of tasks of student performance over a period;
- It can be adapted and modified by the teacher to match the teaching and learning goals of the class and students being assessed;
- It is carried out in ordinary classrooms;
- It is conducted by the students' own teacher;
- It involves students more actively in the post-assessment process and informal assessment process, especially if self and/or peer assessment is used in conjunction with teacher assessment;
- It allows the teacher to give immediate and constructive feedback to students;
- It stimulates continuous evaluation and adjustment of the teaching and learning programme; and.
- It complements other forms of assessment, including external examinations.

(http://www.hkeaa.edu.hk/en/sba/sba_hkdse)

In South Africa, as in many education systems around the world, e.g. Hong Kong, school-based assessment is aligned with and embedded within the broader educational philosophy of assessment for learning. Assessment for learning is any

form of assessment in which the main aim is to enhance students' learning. An assessment activity can help learning if it provides information that can be used (feedback) by teachers and learners to improve the teaching and learning process in which they are engaged. It thus differs from assessment of learning, which is designed primarily to serve the purposes of accountability, ranking, or certification of competence. SBA may take place at different points of the learning process, as described in Section 4 in the Curriculum and Assessment Policy Statement (CAPS), and the assessment results are recorded and count towards a learner's final promotion or certification.

It is thus important to note that the process (formative) is as important as the summative act in the SBA. Assessment should always contribute to a learner's learning and progress. SBA, therefore, should provide information on the learner's attainment of knowledge, understanding and skills, and should contribute to individual learning by reinforcing and complementing that learning. Furthermore, assessment should also contribute to a teacher's teaching and reflection on learner understanding. SBA should thus provide information for the teacher to measure the learner's attainment of knowledge, skills and understanding of key concepts that will contribute to learning.

2. Aims and objectives

The aim of the guide is to:

- Provide quality-assured examples of assessment tasks for Grades 10 – 12 to capacitate teachers in the setting of SBA tasks;
- Provide guidance to teachers when setting SBA tasks; and
- Deepen understanding of the cognitive demand of a task.

3. Assessment Tasks

School-based assessment tasks in this booklet include oral and writing SBA tasks for Grades 10 – 12 as per the Programme of Assessment in the Curriculum and Assessment Policy Statement (CAPS). The oral tasks constitute listening for comprehension, prepared speech, prepared reading aloud/unprepared speech/informal

speaking in group. The writing tasks include the essays, longer and shorter transactional texts and must be produced using process writing.

Please note that as guided by Circular S4 of 2017, the oral marks do not form part of the SBA mark anymore. The oral marks accumulated from all oral activities undertaken will add up to a mark for the oral paper (Paper 4).

4. Programme of Assessment (PoA)

The number of formal school-based assessment tasks for all official languages are ten in total. Completing this minimum number of tasks during the year will strengthen learners' language skills and content knowledge sufficiently to efficiently perform during examinations.

The **ten tasks** in **Grades 10-11** comprise two tests (terms 1 & 3), three oral activities (terms 1 - 3), 1 mid-year examination (term 2), 1 literature test/task (term 2), one essay task (term 1), one longer (term 1) and one shorter (term 3) transactional tasks. The **ten tasks** in **Grade 12** comprise one test (term 1), three oral tasks (terms 1 - 2), one mid-year examination (term 2), one trial examination (term 3), one literature task (term 2), one essay task (term 1), one longer transactional text task (term 1) and one shorter transactional task (term 3).

The oral assessment tasks undertaken during the year constitute the end-of-year internal assessment for Grades 10-11 and the end-of-year external assessment for Grade 12. The oral tasks constitute 12,5% of the end-of-year papers (Paper 4) for Grades 10-12.

4.1 Programme of Assessment

Grades 10-11

| Term 1 | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------|---|--|--|--|
| | <p>*Oral: Listening for comprehension (10)/ Prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ Unprepared speech/ Informal speaking in group (20)</p> | <p>Writing: (50 marks) Grade 10: Narrative/ Descriptive/ Discursive Grade 11: Narrative/ Descriptive/ Discursive/ Argumentative/ Reflective</p> | <p>Writing: (30 marks) Longer Transactional writing: 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 / Formal or informal report/ Review/ Newspaper/ Magazine article/ Dialogue/ Interview</p> | <p>**Test 1: (40 marks) language in context: Comprehension, Summary, Language structures and conventions</p> |
| Total: | 10 / 20 | 50 | 30 | 40 |

| Term 2 | Task 5 | Task 6 | Task 7 |
|---------------|--|---|--|
| | *Oral: Listening for comprehension (10)/ Prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ Unprepared speech/Informal speaking in group (20) | Literature: (35 marks) Contextual questions | Mid-year examinations: Paper 1 – Language in context (80) Paper 2 – Literature (70) Paper 3 – Writing (Can be written in May/June) (100) |
| Total: | 10 / 20 | 35 | 250 |

| Term 3 | Task 8 | Task 9 | Task 10 |
|---------------|--|--|---|
| | *Oral: Listening for comprehension (10)/ Prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ Unprepared speech/Informal speaking in group (20) | Writing: (20 marks) Shorter transactional text: Advertisements/Diary entries/ Postcards/ Invitation cards/Filling in forms/ Directions/Instructions/Flyers/ Posters/Emails | **Test 2: Language in context: Comprehension, Summary, Language structures and conventions (40 marks) OR Literature: contextual questions (35 marks) |
| Total: | 10 / 20 | 20 | 40 |

*Oral year mark from cumulative speaking and listening and/or reading. Final mark should include at least one prepared speech task, one listening task and one other, e.g. prepared reading aloud/unprepared speech/informal speaking in group work.

Test 1 could 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 in the examination papers.

4.2 Programme of Assessment

Grade 12

| Term 1 | Task 1 | Task 2 | Task 3 | Task 4 |
|---------------|--|--|---|--|
| | Listening for comprehension (10)/ Prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ Unprepared speech/Informal speaking in group (20) | Writing: Narrative/ Descriptive/ Discursive/ Reflective/ Argumentative essay | *Writing: Longer Transactional writing: 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: Comprehension (20) Summary (10) Language structures and conventions (10) |
| Total: | 10 / 20 | 50 | 30 | 40 |
| | | | | |

| Term 2 | Task 5 | Task 6 | Task 7 | Task 8 |
|---------------|---|---|--|---|
| | Oral: Listening for comprehension (10)/ Prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ Unprepared speech/Informal speaking in group (20) | Oral: Listening for comprehension (10)/ Prepared speech (20) / ONE OF THE FOLLOWING: Prepared reading aloud/ Unprepared speech/Informal speaking in group (20) | Literature: Contextual questions | ****Mid-year examinations Paper 1 – 80 Paper 2 – 70 Paper 3 – 100 |
| Total: | 10 / 20 | 10 / 20 | 35 | 250 |

| Term 3 | Task 9 | Task 10 | | |
|---------------|--|--|--|--|
| | ***Writing: Shorter Transactional writing Advertisements/Diary entries/ Postcards/ Invitation cards/ Filling in forms/ Directions/ instructions/ Flyers/ Posters/ Emails | ****Trial examinations Paper 1 –Language in context Paper 2 –Literature Paper 3 –Writing (Can be written in August/ September) or Written test | | |
| 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/ speech/ interview.

Test 1 could 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

fit 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 must be an internal examination. In instances where only one of the two internal examinations is written in Grade 12, the other examination may be replaced by a test at the end of the term (Tasks 8 and 10).

5. Quality Assurance Process

Quality assurance of SBA is the planned and systematic process of ensuring that SBA tasks are valid, reliable, practicable, as well as equitable and fair, thus increasing public confidence in SBA. This would include all the activities that take place before, during and after the actual assessment, and contribute to an improved quality of SBA.

This booklet focuses mainly on the process of setting quality SBA tasks.

Setting of tasks

Guidelines towards setting quality SBA tasks:

- Know the curriculum and its requirements to identify the knowledge, understanding and skills which are to be assessed.
- Ensure that the assessment allows learners to show that they have the required knowledge, understanding and skills to meet the national standards.
- Ensure that the scenarios or contexts are open and comprehensible to all learners.
- Ensure that the appropriate reading level is used. Tools to determine the reading level of a document are available in most word-processing software.
- Ensure that no part of the assessment has an adverse impact on specific groups of learners, e.g. disabled learners.

- Ensure that all illustrative materials reflect an inclusive view of society and promote equality.
- Ensure that tasks are set in such a manner that learners will be able to successfully complete the task within the allocated time.

Design features to consider when setting tests and examinations:

- The language used in the question paper should not be a barrier.
- The weighting given to a particular part of the question paper reflects its relative importance.
- Sampling is systematic but unpredictable to avoid question 'spotting'.
- The cognitive demand of the paper is appropriate, i.e. includes lower, middle and higher order demands to the prescribed ratio.
- The level of difficulty of the individual questions is appropriate and the level of difficulty of the overall paper is appropriate to the level of the grade.
- The mark allocated for each question matches the demands of the task and the test specification.
- The marking guideline allows for a range of valid answers, especially for open-ended questions.
- Different types of questions are used (See **Annexure B** for a summary of types of questions).

Quality assurance helps to support teachers and build expertise and capacity in the education system to deliver positive outcomes for children and young people. Through sharing, understanding and applying standards and expectations, quality assurance helps to raise standards, expectations and levels of consistency of all teachers and schools.

Moderation of tasks

Moderation is the term used to describe approaches employed to arrive at a shared understanding of standards and expectations. It further helps to ensure that there is an appropriate focus on outcomes for learners, that learning is at the appropriate level and that learners develop the skills for learning, including higher order thinking skills, which will allow them to be successful in the future.

Moderation of SBA tasks, **prior** to the administration of the assessment tasks, involves teachers, and other professionals, such as specialist senior teachers, heads of departments and subject advisors working together, where appropriate, drawing on guidance and exemplification and building on standards and expectations to check that SBA tasks provide learners with fair and valid opportunities to meet the standards and expectations **before** assessments are used.

Moderation of the assessment task should be done using the following evaluation criteria:

- the assessment tasks are aligned to the CAPS;
- assessments tasks and tools are valid, fair, and practicable;
- the instructions relating to the assessment tasks are clearly stated;
- the content must be in keeping with what the learner has been exposed to;
- the assessment task must be free of any bias;
- the language of the assessment task is in keeping with the language level of the learners for which it is designed; and
- the cognitive and difficulty levels at which the assessment tasks are pitched are consistent with the requirements as stipulated in the CAPS.

Teachers' involvement in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development. Further moderation activities should take place **after** the assessment task has been administered.

6. Cognitive and difficulty levels in Languages

All questions are not created equal – different questions require different levels and kinds of learner thinking.

Cognitive Levels

The cognitive demand of a question is the kind and level of thinking required of learners in order to successfully engage with and answer a question.

- High cognitive questions are those which demand that the learners manipulate bits of information previously learned to create and support an answer with logically reasoned evidence. This sort of question is usually open-ended, interpretive, evaluative, inquiry-based, inferential and synthesis-based.
- Lower cognitive questions are more basic. These require learners to recall material previously presented and learned. No or very little thinking and reasoning required. These questions are generally direct, closed, recall-related and questions that measure knowledge only – factual and process.

The level and kind of thinking in which learners engage determine what they will learn.

Using Barrett's Taxonomy, various types of questions will be set in such a way that

ALL the cognitive levels are catered for in the proportions indicated:

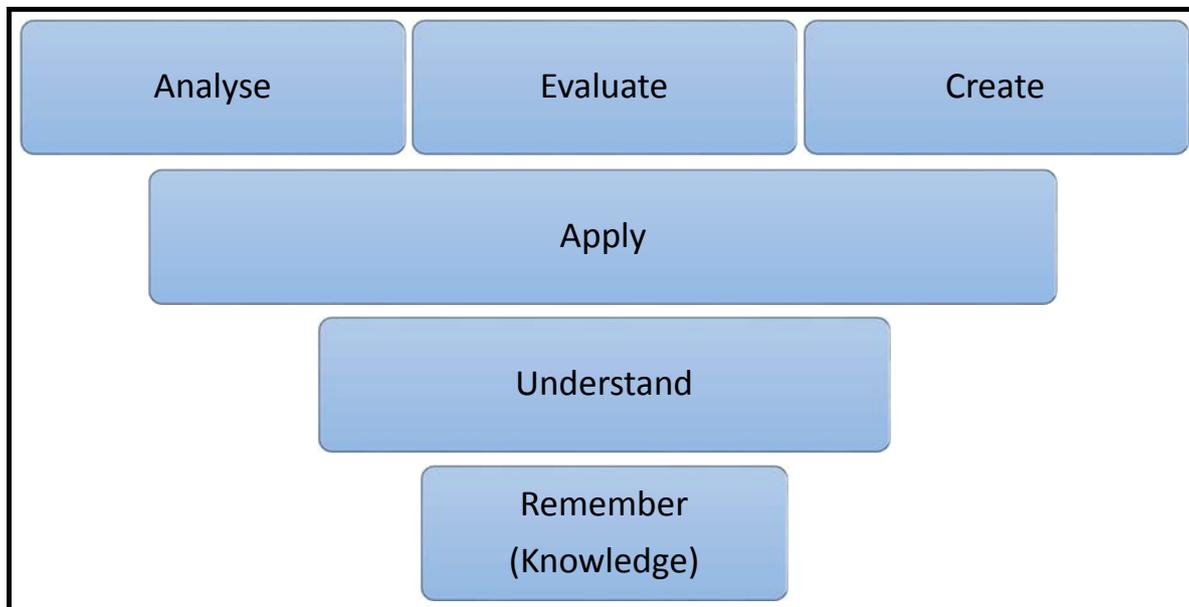
- Levels 1 and 2: 40% of total marks
- Level 3: 40% of total marks
- Levels 4 and 5: 20% of total marks

NOTE: See the following tables:

Barrett's Taxonomy

| Level | Description | Question types |
|-------|---|---|
| 1 | Literal (information in the text) | e.g. Name the ...; List the ...; Identify the ...; Describe the ...; Relate the ... |
| 2 | Reorganisation (analysis, synthesis or organisation of information) | e.g. Summarise the main ideas ...; State the differences/ similarities ... |
| 3 | Inference (engagement with information in terms of personal experience) | e.g. Explain the main idea ...; What is the writer's intention ...; What, do you think, will be ... |
| 4 | Evaluation (judgements concerning the value or worth) | e.g. Do you think that ...; Discuss critically ... |
| 5 | Appreciation (assess the impact of the text) | e.g. Discuss your response ...; Comment on the writer's use of language ... |

Bloom's revised taxonomy illustrates the different cognitive levels:



Difficulty Levels

The difficulty level of a question refers to the cognitive demands at which the questions are pitched, within each cognitive level. These may be described as easy, moderately challenging, difficult or very difficult.

What makes a question difficult?

One or more of the following influences the difficulty level of a question:

- Content (subject/concept/facts/principles/procedures), e.g.:
 - Advanced content learned in Grade 10 is generally difficult. This content that is repeated and practised again in Grade 11 usually becomes easier by Grade 12.
 - Number of steps required or the length of the answer could influence difficulty.
- Stimulus (item/question)

The following items could influence difficulty:

 - Language, text or scenario used;
 - Learners required to re-read the text/question before they understand the instruction; and
 - Limited time could influence difficulty.
- Task (process)
 - Short questions vs. paragraph or essay – answers that require extended writing are generally more difficult.
 - Steps provided or scaffolding of questions – structured questions, i.e. questions that lead or guide learners are generally easier than open-ended questions.
- Expected Response
 - Mark scheme, marking guideline, e.g. detail required in marking guideline vs. detail expected in question.
 - Allocation of marks.

Note: *There are different difficulty levels within each cognitive level.*

By determining the cognitive demands of tasks and being cognisant of the features of tasks that make them high-level or low-level tasks, one will be able to select or modify tasks that allow opportunities for all learners

7. Exemplar SBA Tasks and Marking Guidelines

7.1 Task 1: Oral: Listening Comprehension

Being able to listen well is an important part of communication for everyone. Guided practice by a teacher is one of the best ways to improve this skill for our students. . A student with good listening skills will be able to participate more effectively in communicative situations.

Teaching the skill of listening cannot be emphasised enough in a communicative classroom. For First Additional Language learners, developing the skill of listening with comprehension is extremely important.

When the learning objective of a language class is explained to students, they can focus better on specific vocabulary acquisition, grammar practice, listening for different purposes, and so on. The teacher's clear explanation of a lesson's pedagogic goals will help learners to further develop specific objectives in a shorter amount of time. For instance, by informing students that the lesson will be about giving directions, they can consciously focus on remembering the vocabulary used in that activity. It is important to maintain an interactive and communicative approach for teaching English as a First Additional Language. However, it is also important to vary the students' learning focus by concentrating on the skills needed to become proficient in a second language. Listening comprehension is such a required skill.

When designing lessons and teaching materials to develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening materials, the techniques used in classroom teaching, and the use of authentic materials. One sample listening comprehension task per grade has been developed for your convenience.

Steps to administer the formal listening comprehension tasks:

1. Alert learners to the type of information they will be required to listen for and to demystify the passage.
2. Provide each learner with a clean sheet of writing paper, which will be the answer sheet.

Listening for appreciation

3. Read the passage to the learners once, clearly and at a moderate pace. They may not make notes at this stage.

4. Then, read all the questions to the learners. Learners may still not make any notes or write down the questions.

Listening for information

5. Read the passage to the learners again – at the same speed and tone. During this reading, allow learners to make notes on the answer sheet.

Listening for evaluation

6. Now, read one question at a time – stating the mark allocation and allowing the learners to write down the answers (on the same sheet of paper, below their notes).

NOTE: This is a listening activity. The questions should not be made available to the learners in writing (paper, digitally or otherwise).

- The listening passage for Grade 10 should be approximately 150 words, approximately 250 words for Grade 11 and 350 words for Grade 12, in length.
- Hint: teacher can pre-record the passage; record a good reading of the passage.
- The listening comprehension questions must follow the requirements of the Barrett's Taxonomy. 40% of questions should be on Levels 1 and 2, 40% on Level 3 and 20% on Levels 4 or 5.
- All formal assessments must be marked by the educator.
- Educator should record all marks before returning marked tasks to learners.
- Learners should see their marked responses to learn from mistakes made and to make corrections. This is an important part of formative assessment.
- The teacher should keep the tasks in a safe place at the school.

Task 1: Listening Comprehension

INSTRUCTIONS TO THE TEACHER:

- Explain to the learners how the task will be administered.
- Read the passage to the class once. With this first reading, learners are NOT allowed to take notes.
- Once the passage has been read for the first time, the questions will be read. Learners are still NOT allowed to take notes.
- Read the passage the second time. **Learners are now allowed to take notes.**
- Read the questions one by one, giving learners enough time to answer the questions.

OR

Provide learners with the question sheet and allow enough time to answer.

- Take the work in for marking and record the marks.
- Return the task and give learners the opportunity to do corrections.

Task 1- Oral: Listening comprehension

Date:

Marks: 10

Grade: 10

Instructions to learners:

- You are required to listen to a passage, which will be read to you twice.
- During the second reading of the passage, make notes of essential information you hear on the blank sheet which has been given to you.
- You will not receive a copy of the text as this is a listening activity.
- Listen carefully while the passage is being read, as you are required to answer questions about the passage.

COCA-COLA-THE GIANT BEVERAGE

The Coca-Cola Company is a soft drinks giant that was established in 1886. The company's mission is 'to strive to refresh the world, inspire moments of optimism and happiness, create value and make a difference'.

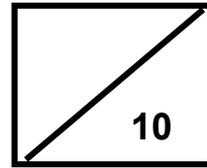
Coca-Cola often tops the list of being the world's most recognisable brand. Its iconic drink, also known as Coke, started life as medicine. Today it is one of the biggest selling products on the planet.

The company website says its 3,300+ beverages are sold in over 200 countries. It sells 1.6 billion drinks a day and employs close to 100,000 people.

One secret to the company's phenomenal success is what it calls the 'Coca Cola system' — the more than 300 bottling partners worldwide that work together to distribute its products. Another is its catchy advertising slogans, such as 'Taste the Feeling'. Its biggest rival is Pepsi.

Source: www.englishmaterials.com/coca-cola (adapted)

Task 1- Oral: Listening comprehension



Name: _____ Grade: 10

Date: _____

| Questions | Mark(s) |
|--|--------------------|
| 1. When was Coca-Cola Company established? | (1) |
| 2. Mention ONE goal that this company strives to achieve? | (1) |
| 3. Briefly explain what the writer means by Coca-Cola 'tops the list'. | (1) |
| 4. Provide a reason why the following statement is FALSE : Coca-Cola is only popular in South Africa. | (1) |
| 5. Explain why the writer included statistics in this article. | (1) |
| 6. Briefly explain how Coke has changed. | (2) |
| 7. Why is the comparison between Coca-Cola and Pepsi relevant? | (1) |
| 8. Do you think the slogan 'Taste the Feeling' is effective for Coca-Cola Company? Give a reason for your answer. | (2) [10] |

Grade 10

Task 1- Oral: Listening Comprehension

Marking Guidelines.

| <u>Questions</u> | <u>Mark(s)</u> | <u>Level</u> |
|--|--------------------|--------------|
| 1. When was Coca-Cola Company established? • 1886 ✓ | (1) | 1 |
| 2. Mention ONE goal that this company strives to achieve? • to strive to refresh the world ✓ • inspire moments of optimism and happiness ✓ • create value and make a difference ✓ | (1) | 1 |
| 3. Briefly explain what the writer means by Coca-Cola 'tops the list'. It means that Coca-Cola is the best/number one/ most popular/well-known. ✓ | (1) | 3 |
| 4. Provide a reason why the following statement is FALSE : Coca-Cola is only popular in South Africa. Coca-Cola is one of the bestselling products on the planet. ✓/ Its 3,300+ beverages are sold in over 200 countries. ✓ | (1) | 2 |
| 5. Explain why the writer included statistics in this article. Statistics are added as proof of how many people benefit from this company/ Coca-Cola is consumed by many people/countries. ✓✓ | (1) | 3 |
| 6. Quote a word which proves that Coke once had health benefits? It started off as medicine but is now a refreshing beverage/ drink. | (2) | 3 |
| 7. Why is the comparison between Coca-Cola and Pepsi relevant? They are both well-known beverages/drinks. ✓ | (1) | 3 |
| 8. Do you think the slogan 'Taste the Feeling' is appropriate/ suitable for Coca-Cola Company? Open-ended answer. NOTE: It must be clear from the learner's answer that he/she knows what ' Taste the feeling ' means. The learner must be able to discuss that Coca-Cola is a tasty beverage and that drinking it makes one feel satisfied. | (2) [10] | 4 |

Grade: 11

Task 1- Oral: Listening comprehension

Date:

Marks: 10

FRIENDSHIP DAY

Friendship Day takes place on the first Sunday of August every year. It is one day of the year we can say thank you to our friends.

The tradition began in the USA in 1935 and has slowly spread around the world. The U.S. Congress declared Friendship Day as a national celebration. It still has a way to go before it is as popular as Mother's Day and Father's Day.

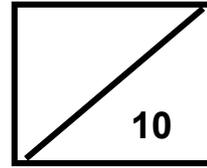
On Friendship Day, people spend time with their friends and exchange presents. Some people send cards, write special songs or bake friendship cakes. One great way to celebrate is to make a poster or create an album about your friend or friends. Perhaps include Winnie the Pooh on it because the United Nations made Pooh the world's Ambassador of Friendship in 1997.

Friends are extremely important to us. They are often like members of our own family. In fact, many people spend more time with their friends than with their relatives. People also tell their friends more secrets. We start friendships almost from the time we can walk. Everyone has special childhood friends, and some of these become lifelong friends.

We usually meet our best friends early in our lives. Best friends usually stay best friends forever. Nowadays, the internet has changed the way we make friends. Many people strike up friendships online. The Web is also useful to find long-lost friends. There are many sites to find old friends.

[Source: Adapted from www.eslHolidayLessons.com]

Task 1- Oral: Listening comprehension



Name: _____

Grade: 11

Date: _____

| <u>Questions</u> | <u>Mark(s)</u> |
|---|--------------------|
| 1. When is Friendship Day celebrated? | (1) |
| 2. What is the main purpose of Friendship Day? | (1) |
| 3. Mention TWO other days that are similar but more popular than Friendship Day. | (2) |
| 4. Mention ONE way in which people show their affection for their friends. | (1) |
| 5. Why would friends include a picture of Winnie the Pooh in the albums of friendship? | (1) |
| 6. Why is it that people feel more comfortable sharing secrets with their friends than their relatives? | (2) |
| 7. Do you think friendships made online are as good as face-to-face ones? Discuss your view. | (2) [10] |

Grade 11

Task 1- Oral: Listening Comprehension

Marking Guidelines.

| | <u>Mark(s)</u> | <u>Level</u> |
|--|--------------------|--------------|
| 1. When is friendship day celebrated? • On the first Sunday of August ✓ | (1) | 1 |
| 2. What is the main purpose of this Friendship Day? • It is the day friends thank each other. ✓ | (1) | 1 |
| 3. Mention TWO other days that are similar but more popular than friendship day. Mother's Day ✓ Father's Day ✓ | (2) | 2 |
| 4. Mention ONE way in which people show their affection for their friends. They spend time with their friends/share gifts/they bake friendship cake/they write special messages. ✓ | (1) | 2 |
| 5. Why would friends include a picture of Winnie the Pooh in the albums of friendship? Pooh is the ambassador of Friendship Day in the US. ✓ | (1) | 3 |
| 6. Why is it that people feel more comfortable sharing secrets with their friends than their relatives? People spend more time with friends than they do with relatives. They get to share more of their personal feelings with friends than they do with relatives. ✓✓ | (2) | 3 |
| 7. Do you think friendships made online are as good as face-to-face ones? Discuss your view. Open-ended answer. NOTE: It must be clear from the learner's answer that he/she knows the difference between friendship made via the internet and friendship made through physical/face-to-face contact. | (2) [10] | 4 |

[Source: Adapted from www.eslHolidayLessons.com]

Grade: 12

Task 1 – Oral: Listening comprehension test

Date:

Marks: 10

Time:

Instructions to learners:

- You are required to listen to a passage, which will be read to you twice.
- During the second reading of the passage, make notes of essential information you hear on the blank sheet which has been given to you.
- You will not receive a copy of the text, as this is a listening activity.
- Listen carefully while the passage is being read, as you are required to answer questions about the passage.

Be Positive – Do Something Day

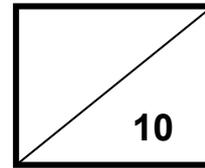
Be Positive – Do Something Day is on **1 March**. It is our chance to make a difference in the world and do something positive. It might change our lives for the better. It often seems as though the world is full of negative news, negative people and negative images. This day is for you to reverse this. An Australian man, Harold Cameron, created this day. He has a lifetime's experience of turning negatives into positives. Harold says on the Be Positive website: "I was born sickly as a child. It was thought that I would never live, but I did." He explains how he overcame being abandoned as a child, abuse, drugs, the death of close family members and other setbacks. Every time he bounced back through positive thinking.

One of Harold's messages is, "do not procrastinate". Do it today, not tomorrow. He says that if you put things off for another day, they usually don't get done. He has many suggestions about what to do on this day. Here are a few; see what you think: how about speaking a positive word to someone first thing in the morning or posting a positive message somewhere for everyone to read? Speak a positive word to the first people you meet at school or work. Harold also suggests donating things from your home you no longer use or need to people in need. *Be Positive – Do Something Day* might also be a good time to get your life moving in the direction you want it to go. Write down your biggest life goal and go

for it. You can do it.

In his book, *The Power of Positive Thinking*, Norman Peale says that too many people are defeated by everyday problems. They allow obstacles to become the dominant factors in their thought patterns. He further says that the power of positive thinking will help you to rise above obstacles, that you can have peace of mind and improved health. You only need to be defeated if you are willing to be.

[Source: Adapted from www.eslHolidayLessons.com]



Task 1: Listening Comprehension

Name: _____ **Grade:** _____

Date: _____

Questions

| <u>Questions</u> | <u>Mark</u> |
|--|--------------------|
| 1. When is <i>Do Something Day</i> ? | (1) |
| 2. What influence might this day have in your life? | (1) |
| 3. How is the world often seen? Write down ONE word. | (1) |
| 4. What is the motivation for creating this day? | (1) |
| 5. Explain how Norman’s book “The Power of Positive Thinking” links to the title of the passage. | (2) |
| 6. Which character trait do you think best describes Harold Cameron? | (1) |
| 7. Which well-known South African day has the same aim as the <i>Do Something Day</i> ? | (1) |
| 8. One of Harold’s messages is <i>do not procrastinate.</i> Do you think this advice of Harold can assist you in becoming a more positive person? Substantiate your answer. | (2) [10] |

Grade: 12

Task 1 – Oral: Listening comprehension

Marking guideline

| <u>Questions</u> | <u>Mark</u> | <u>Level</u> |
|---|-------------|--------------|
| 1. When is <i>Do Something Day</i> ? March 1st | (1) | 1 |
| 2. What influence might this day have in your life? It might change my life for the better. | (1) | 1 |
| 3. How is the world often seen? Write down ONE word. Negative(ly) | (1) | 1 |
| 4. What is the motivation for creating this day? It is our chance to make a difference in the world and do something positive. OR Harold Cameron created this day because of his experience of turning negatives into positives. NOTE: Accept any suitable answer. | (1) | 2 |
| 5. Explain how Norman’s book “The Power of Positive Thinking” links to the title of the passage. Norman believes that people allow negative thoughts to influence their lives but by doing something positive or having positive thoughts your mindset will improve. This is also the main idea of the passage. NOTE: The learner must show a clear understanding of the main idea/theme of the passage and the book. If an answer is not fully substantiated, a learner may be awarded ONE mark. | (2) | 3 |
| 6. What character trait do you think best describes Harold Cameron? He is a positive person. | (1) | 3 |
| 7. Which well-known South African day has the same aim as the <i>Do Something Day</i> ? The Nelson Mandela Day. | (1) | 3 |

8. One of Harold's messages is ***do not procrastinate***.

Do you think this advice of Harold can assist you in becoming a more positive person? Substantiate your answer.

Open-ended answer.

NOTE: It must be clear from the learner's answer that he/she knows what ***do not procrastinate*** means. The learner must be able to discuss how the message makes him/her a more positive person. As it is an open-ended answer, the learner's response may also be negative with a suitable substantiation.

(2)
[10]

4

Term 1 Tasks

Task 2: Writing: Essay

Guidelines and instructions for the educator on how to administer the essay

Learners should be familiar with the following types of essays:

- Narrative – to entertain or tell a story;
- Descriptive – to describe in a vivid manner;
- Discursive – to present arguments from differing viewpoints and draw a clear conclusion of your own;
- Argumentative – to argue a case for one side of a matter to convince your reader of your opinion;
- Reflective – To give emotional reaction and feeling on a specific matter.

General teaching guidelines and instructions:

- Guide learners on how to choose the correct topic.
- Emphasise the importance of process writing. Learners should first plan, using a method that they are comfortable with, e.g. mind mapping, brainstorming, free writing, etc.
- Learners must write a draft. Guide learners on how to edit their drafts. The final product should not be a carbon copy of the draft.
- Remind learners of the conventions of essay writing.
- Dissuade learners from writing on inappropriate content or using inappropriate language.

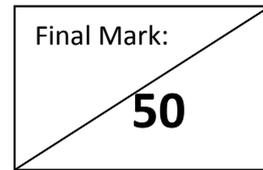
Task 2: Marking guidelines and instructions

- Use the marking rubric in the addendum to mark the essay.
- For the purpose of these exemplars, specific topic guidelines will not be given as it limits creativity.
- The educator must be familiar with each descriptor on the grid.
- Be aware that learners may interpret the topics (especially with visual stimuli) literally or figuratively. All interpretations should be given the same consideration.
- There must be a clear link between the picture and the essay in the case of topics with visual stimuli.

The marking process

- Read the essay **once** to get an understanding of the **content** without being influenced by the language and structure issues.
- Award a content mark out of 30, based on those descriptors in the category that best suits the essay. Consider every descriptor in the category. If the essay falls into more than one category, award the mark according to the category where the majority of descriptors apply.
- When the content of the essay is **completely** off-topic or irrelevant, consider the content in order to award a mark within the range of the level 1 category (do not merely award a zero mark).
- Read the essay the **second time**, indicating all mistakes identified in language usage, sentence construction, paragraphing and structure.
- Award the language mark out of 15, according to the descriptors in the category that best suits the language used in the essay. Language includes: spelling, punctuation, choice of words, tone, register and the use of figurative language.
- Award the structure mark out of 5, based on your impression of the coherence of the essay – the logical sequence within the paragraph as well as the flow of one paragraph to the next, detail, paragraphing and length.

Task 2: Writing: Essay



Name: _____

Grade: 10

Date: _____

Topics

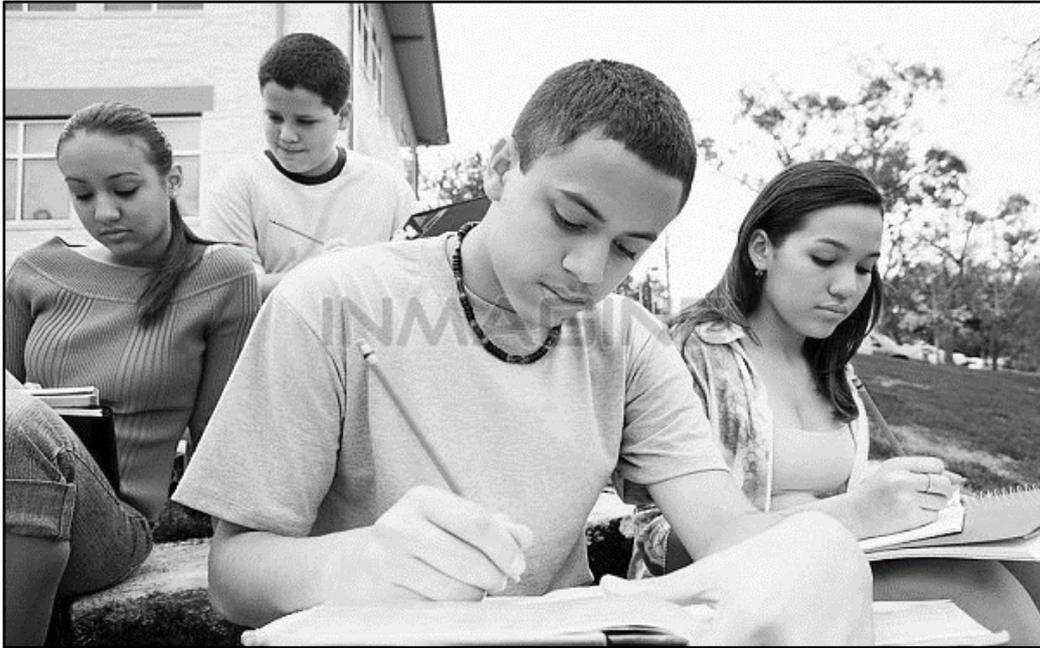
INSTRUCTIONS AND INFORMATION:

- Choose ONE of the following topics and write an ORIGINAL essay.
- The length of your essay should be 150-200 words.
- Remember to plan, edit and proofread your essay. Clearly indicate planning and cross it out before submitting your final essay.
- Your essay will be assessed according to the criteria in the rubric that is included in this task.
- Provide a title for your essay, if one is not provided.

- | | | |
|-----|---|------|
| 1.1 | There is so much I want to tell you... | [50] |
| 1.2 | What you wear defines who you are. | [50] |
| 1.3 | Write an essay that includes the following words: At last... | [50] |
| 1.4 | Music | [50] |
| 1.5 | The place where I can be myself. | [50] |
| 1.6 | The only thing that matters is winning. Discuss this statement. | [50] |
| 1.7 | Choose ONE of the pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 or 1.7.2) and give your essay a suitable title. | |

NOTE: There must be a clear link between your essay and the picture you have chosen.

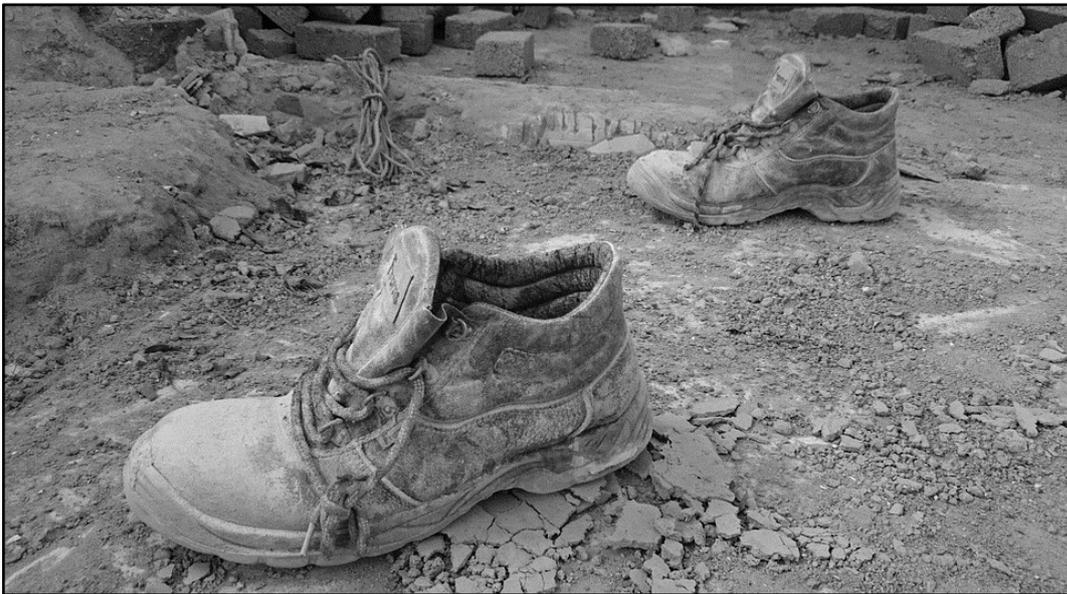
1.7.1



[Source: www.google.com, 2017]

[50]

1.7.2



[Source: www.google.com, 2017]

[50]

GRADE 10
MARKS: 50

INSTRUCTIONS TO TEACHERS:

- Learners are 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 learner's own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by learners must be assessed according to the following criteria, as set out in the attached rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

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

1.1 There is so much I want to tell you ...

- Narrative/Descriptive/Reflective Essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of an experience/incident.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]**1.2 What you wear defines who you are.**

- Descriptive/Narrative/Discursive Essay
- The following must be considered:
 - If descriptive, there must be a vivid description of an experience/incident.
 - If narrative, a strong story line must be evident in which a series of events lead to a positive outcome. There must be a logical sequence of tense.
 - If discursive, a balanced view of both sides of the argument must be reflected. Opposing views must be presented impartially.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.3 **At last ...**

- Narrative/Descriptive/Reflective Essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events lead to a positive outcome. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of an experience/incident.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A learner may write an essay which contains elements of more than one type of essay.

NOTE: The words must appear somewhere in the essay.

[50]

1.4 **Music**

- Descriptive/Narrative/Reflective Essay
- The following must be considered:
 - If descriptive, there must be a vivid description of an experience/incident.
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.5 **The place where I can be myself.**

- Descriptive/Narrative/Reflective Essay
- The following must be considered:
 - If descriptive, there must be a vivid description of an experience/incident to illustrate the statement.
 - If narrative, a storyline illustrating the statement must be evident. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.6 **The only thing that matters is winning.**

- Discursive/Argumentative essay
- The following must be considered:
 - If discursive, a balanced view of both sides of the argument must be reflected. Opposing views must be presented impartially.
 - If argumentative, the essay must offer one distinct opinion; therefore, the essay must be either FOR OR AGAINST the topic given. There should be a clear defence / motivation argument for the position taken. **[50]**

1.7 Interpretation of pictures

- Learners may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Learners must give the essay a suitable title.
- Learners may write in any appropriate tense.
- The pictures may be interpreted on a LITERAL or FIGURATIVE / ABSTRACT LEVEL.

1.7.1 LITERAL: e.g. students; classroom situation; education.
FIGURATIVE / ABSTRACT: e.g. your future; hard work.

1.7.2 LITERAL: e.g. the importance of wearing shoes (boots); dirt.
FIGURATIVE / ABSTRACT: e.g. poverty; adventure; walking in someone else's shoes (boots). **[50]**

TOTAL: 50 MARKS

Grade 11

Task 2 – Writing: Essay

Marks: 50

Date:

INSTRUCTIONS AND INFORMATION:

- Choose ONE of the following topics and write an ORIGINAL essay.
- The length of your essay should be 150-200 words.
- Remember to plan, edit and proofread your essay. Clearly indicate planning and cross it out before submitting your final essay.
- Your essay will be assessed according to the criteria in the rubric that is included with this task.
- Provide a title for your essay, if one is not provided.

- | | | |
|-----|---|------|
| 1.1 | My story. | [50] |
| 1.2 | I love the sound of... | [50] |
| 1.3 | A memorable moment. | [50] |
| 1.4 | Mistakes are proof that you are trying. [50] | |
| 1.5 | We do not have heroes anymore, but celebrities. | [50] |
| 1.6 | Cell phones are the main reason why learners perform poorly in school. [50] | |
| 1.7 | Choose ONE of the pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 or 1.7.2) and give your essay a suitable title. | |

NOTE: There must be a clear link between your essay and the picture you have chosen.

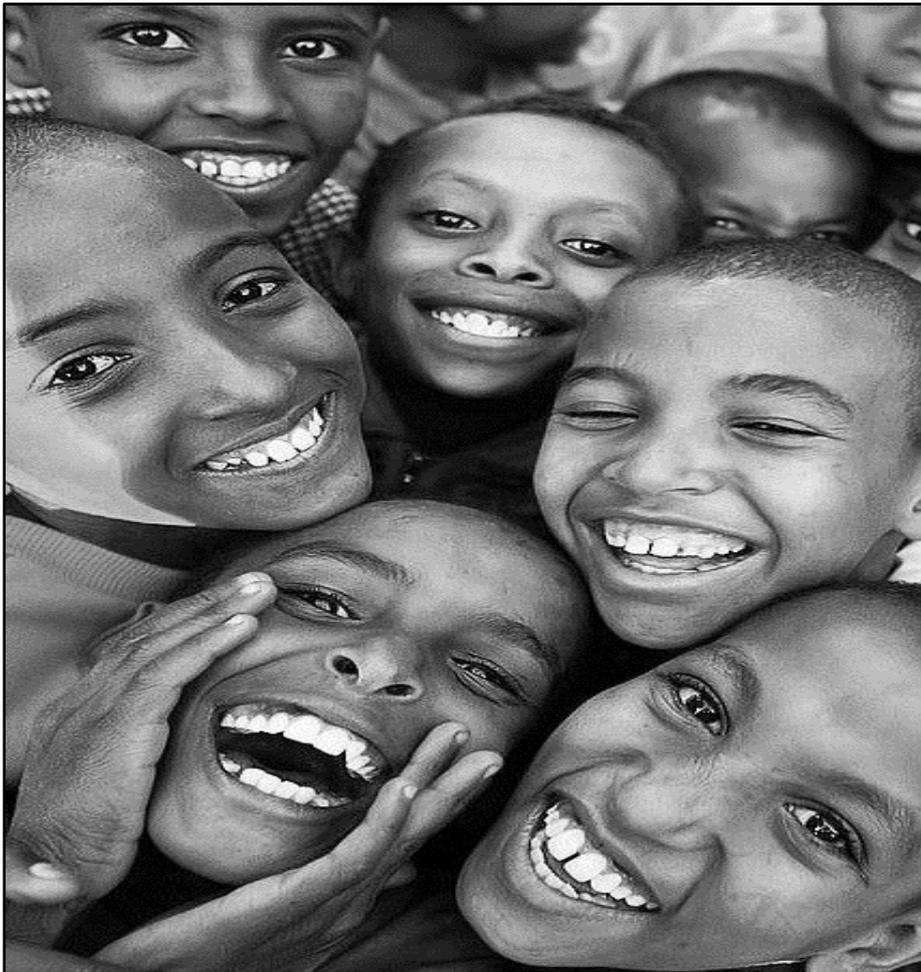
1.7.1



[Source: www.google.com, 2017]

[50]

1.7.2



[Source: www.google.com, 2017]

[50]

TASK 2: ESSAY WRITING

GRADE 11

MARKS: 50

MEMORANDUM

INSTRUCTIONS TO TEACHERS:

- Learners are 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 learner's own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by learners must be assessed according to the following criteria as set out in the attached rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

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

INSTRUCTIONS AND INFORMATION:

- Choose ONE of the following topics and write an ORIGINAL essay.
- The length of your essay should be 200-250 words.
- Remember to plan, edit and proofread your essay. Clearly indicate planning and cross it out before submitting your final essay.
- Your essay will be assessed according to the criteria in the rubric that is included in this task.
- Provide a title for your essay, if one is not provided.

1.1 My story.

- Narrative/ Descriptive/ Reflective Essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of an experience/ incident.
 - If reflective, there must be a personal account of thought processes and feelings/ emotions.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.2 I love the sound of ...

- Descriptive/Narrative
 - The following must be considered:
 - If descriptive, there must be a vivid description of an experience/incident.
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.3 A memorable moment.

- Narrative/Reflective/Descriptive Essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - If descriptive, there must be a vivid description of an experience/incident.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.4 Mistakes are proof that you are trying.

- Discursive/Reflective/Narrative Essay
- The following must be considered:
 - If discursive, a balanced view of both sides of the argument must be reflected. Opposing views must be presented impartially.
 - If descriptive, there must be a vivid description of an experience/incident to illustrate the statement.
 - If narrative, a storyline illustrating the statement must be evident. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.5 We do not have heroes anymore, but celebrities.

- Discursive/Argumentative essay
- The following must be considered:
 - If discursive, a balanced view of both sides of the argument must be reflected. Opposing views must be presented impartially.
 - If argumentative, the essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given. There should be a clear defence / motivation argument for the position taken.

[50]

1.6 Cell phones are the main reason why learners perform poorly in school.

- Argumentative/Discursive essay
- The following must be considered:
 - If argumentative, the essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given. There should be a clear defence/ motivation argument for the position taken.
 - If discursive, a balanced view of both sides of the argument must be reflected. Opposing views must be presented impartially.

[50]

1.7 Interpretation of pictures

- Learners may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Learners must give the essay a suitable title.
- Learners may write in any appropriate tense.
- The pictures may be interpreted on a LITERAL or FIGURATIVE / ABSTRACT LEVEL.

1.7.1 LITERAL: e.g. keys

FIGURATIVE / ABSTRACT: e.g. unlocking doors to success; opportunities

1.7.2 LITERAL: e.g. happy, carefree children; selfies; friends

FIGURATIVE / ABSTRACT: e.g. happiness; friendship.

[50]

TOTAL: 50 MARKS

Grade 12

Task 2 – Writing: Essay

Marks: 50

Date:

INSTRUCTIONS AND INFORMATION:

- Choose ONE of the following topics and write an ORIGINAL essay.
- The length of your essay should be 250-300 words.
- Remember to plan, edit and proofread your essay. Clearly indicate planning and cross it out before submitting your final essay.
- Your essay will be assessed according to the criteria in the rubric that is included in this task.
- Provide a title for your essay, if one is not provided.

- 1.1 He turned the key in the lock and opened the door ... [50]
- 1.2 Conversations with myself. [50]
- 1.3 It is never too late. [50]
- 1.4 That scene will be etched in my mind forever. [50]
- 1.5 Switching off one's cell phone is similar to switching off one's life. [50]
- 1.6 You are not a victim of circumstance, but a product of your decisions. [50]
- 1.7 Choose ONE of the pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 or 1.7.2) and give your essay a suitable title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

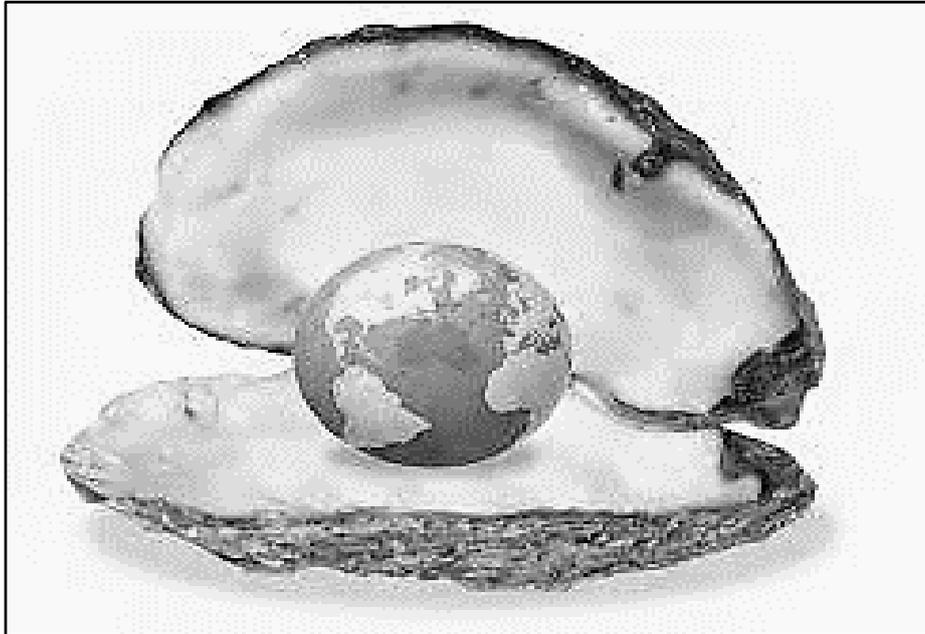
1.7.1



[Source: www.google.com, 2017]

[50]

1.7.1



[Source: www.google.com, 2017]

[50]

TASK 2: ESSAY WRITING

GRADE 12

MARKS: 50

MARKING GUIDELINE

INSTRUCTIONS TO TEACHERS:

- Learners are 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 learner's own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by learners must be assessed according to the following criteria, as set out in the attached rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

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

1.1 He turned the key in the lock and opened the door ...

- Narrative/Descriptive Essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be logical sequence of tense.
 - If descriptive, there must be a vivid description of an experience/incident.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.2 Conversations with myself.

- Reflective/Descriptive/ Essay
- The following must be considered:
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - If descriptive, there must be a vivid description of an experience/incident.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.3 It is never too late.

- Narrative/Reflective Essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.4 That scene will be etched in my mind forever.

- Descriptive/Narrative/Reflective essay
- The following must be considered:
 - If descriptive, there must be a vivid description of an experience/incident to illustrate the statement.
 - If narrative, a storyline illustrating the statement must be evident. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A learner may write an essay which contains elements of more than one type of essay.

[50]

1.5 Switching off one's cell phone has become like switching off one's life.

- Discursive/Argumentative essay
- The following must be considered:
 - If discursive, a balanced view of both sides of the argument must be reflected. Opposing views must be presented impartially.
 - If argumentative, the essay must offer one distinct opinion: therefore, the essay must be either FOR OR AGAINST the topic given. There should be a clear defence / motivation argument for the position taken.

[50]

1.6 You are not a victim of circumstance but a product of your decisions.

- Argumentative/Discursive essay
- The following must be considered:
 - If argumentative, the essay must offer one distinct opinion; therefore, the essay must be either FOR OR AGAINST the topic given. There should be a clear defence / motivation argument for the position taken.
 - If discursive, a balanced view of both sides of the argument
 - must be reflected. Opposing views must be presented
 - impartially.

[50]

1.7 Interpretation of pictures

- Learners may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Learners must give the essay a suitable title.
- Learners may write in any appropriate tense.
- The pictures may be interpreted on a LITERAL or FIGURATIVE / ABSTRACT LEVEL.

1.7.1 LITERAL: e.g. mode of transport; motorbikes in general.
FIGURATIVE / ABSTRACT: e.g. journey; adventure.

1.7.2 LITERAL: e.g. protection of the earth.
FIGURATIVE / ABSTRACT: e.g. the world is your oyster.

[50]

TOTAL: 50 MARKS

Task 3: Writing: Longer Transactional Writing

Grade 10

| |
|--------------------------|
| Final Mark: 30 |
|--------------------------|

Name: _____

Grade: 10

Date : _____

Instructions

- Write a response to any one of the following topics.
- The content of your response should be between 120 and 150 words.
- Write down the number and heading of text you have chosen, for example 1. Friendly Letter.
- Remember that you have to show all the steps in your process writing. Draft pieces without editing will not be accepted.
- Pay particular attention to format, language, register and audience.
- Your piece will be assessed according to the attached rubric.

1. **FRIENDLY LETTER**

You have received a special gift from your favourite aunt. Write a letter of thanks to your aunt. **[30]**

2. **FRIENDLY LETTER**

Your friend is concerned that she/he is not coping at a new school. Write a letter to your friend to encourage and advise her/him. **[30]**

3. **REVIEW**

You have just finished reading an interesting novel. Write a review of this novel. **[30]**

4. **DIALOGUE**

You overhear a conversation between your parents about your performance at school. Write out this conversation in a dialogue format. **[30]**

TOTAL: 30 MARKS

TASK 3: LONGER TRANSACTIONAL TEXT

GRADE 10

MARKS: 30

MARKING GUIDELINES

INSTRUCTIONS TO TEACHERS

- Learners are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses. The texts produced by the candidates must be assessed according to the following criteria, as set out in the attached rubric:
 - Content, planning and format (18 marks)
 - Language, style and editing (12 marks)
 -

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

1. FRIENDLY LETTER OF THANKS

- The letter should be addressed to an aunt.
- The tone and register of the letter should be informal but respectful.
- The following aspects of format should be included:
 - Writer's address
 - Date
 - Appropriate salutation/greeting
 - Suitable ending
 - Closing, name of sender
- The following information should be included in the letter, **among others:**
 - Purpose of writing
 - Learners have to express gratitude.

[30]

2.2 FRIENDLY LETTER

- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- The following aspects of format should be included:
 - Writer's address
 - Date
 - Salutation/greeting
 - Suitable ending

- Closing, name of sender
- The following information should be included in the letter, among others:
 - Purpose of writing
 - Learners have to encourage and advise their friends. **[30]**

3. **BOOK REVIEW**

- The review must contain the following:
 - The title and author
 - Type of genre
- The review must contain a brief discussion of:
 - The setting
 - Characterisation
 - Stylistic features
 - Plot: outline of story
- Judgement and recommendation should be given **[30]**

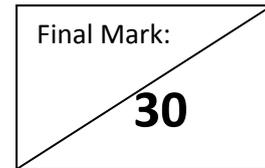
4. **DIALOGUE**

- The tone may be informal.
- The following aspects of format must be included:
 - Sketch a brief scenario to provide context, before the speakers start speaking.
 - The names of the speakers must appear on the left-hand side of the page.
 - A colon must appear after the name of each speaker.
 - A new line must be used to indicate each speaker.
 - Stage directions (tone of voice, actions, etc.) must be written in brackets if used.
- The following ideas may be explored, **among others**:
 - The parents discussing child's performance
 - It could be positive or negative **[30]**

TOTAL: 30 MARKS

Task 3: Writing: Longer Transactional Writing

Grade 11



Name: _____

Grade: 11

Date : _____

Instructions

- Write a response to any one of the following topics.
- The content of your response should be between 120 and 150 words.
- Write down the number and heading of text you have chosen, for example 1. Friendly Letter.
- Remember that you have to show all the steps in your process writing. Draft pieces without editing will not be accepted.
- Pay particular attention to format, language, register and audience.
- Your piece will be assessed according to the attached rubric.

1. LETTER TO THE PRESS

Some members of your community dump rubbish near the school. Write a letter to the editor to express your opinion about this matter. **[30]**

2. AGENDA AND MINUTES

You are the secretary of a reading club. The members of the club have decided to focus on the problem of children not reading enough and plan to solve for the problem.

The AGENDA for the meeting is as follows:

1. Opening and Welcome
2. Attendance
3. Apologies
4. Matters arising
5. New Business
 - 5.1. Reasons why children do not read
 - 5.2. Ways to encourage children to read
 - 5.3. Monitoring progress
6. Closure

Write out minutes of this meeting, focusing ONLY on new business of the above AGENDA. **[30]**

3. **FORMAL REPORT**

Your school sport team has participated in a tournament. As captain of the team, you have been asked to write a report that must be presented to the principal.

Write out the report. **[30]**

4. **INTERVIEW**

You have applied for temporary employment at a local library and you have been invited for a job interview. Write out an interview that takes place between you and the chief librarian. **[30]**

TOTAL: 30 MARKS

TASK 3: LONGER TRANSACTIONAL TEXT

GRADE 11

MARKS: 30

MARKING GUIDELINES

INSTRUCTIONS TO TEACHERS:

- Learners are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by the candidates must be assessed according to the following criteria, as set out in the attached rubric:
 - Content, planning and format (18 marks)
 - Language, style and editing (12 marks)

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

1. LETTER TO THE PRESS

- The letter should be addressed to the editor of a newspaper.
- The tone and register should be formal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Address of recipient
 - Salutation/greeting
 - Suitable ending
 - Signature and name
- The following information should be included in the letter, among others:
 - Learners should express their opinions about rubbish being dumped near the school.
 - Possible solutions/suggestions

[30]

2. MINUTES OF A MEETING

- Only NEW BUSINESS on the agenda must be addressed.
- Content should include information that clearly relates to each item.
- Each item should be in a separate paragraph and sub-headings may be used.
- The following must be included:
 - Record of discussion, decisions taken and person responsible

[30]

3. FORMAL REPORT

- The tone and style should be formal.
- The register and content must suit the purpose of the report.
- The following information should be included, among others:
 - To
 - From
 - Topic
 - Date
 - Content
 - Signature

[30]

4. INTERVIEW

- The tone must be formal.
- The dialogue format must be used.
- The following aspects of format must be included:
 - A brief scenario (context) must be sketched before the speakers start speaking.
 - The names of the speakers must appear on the left-hand side of the page.
 - A colon must appear after the name of each speaker.
 - A new line must be used to indicate each speaker.
 - Stage directions (tone of voice, actions, etc.) must be written in brackets if used.
 - No quotation marks must be used.
- The following ideas may be explored, among others:
 - Why you have applied for the job
 - What makes you the perfect candidate

[30]

TOTAL SECTION B: 30 MARKS

Task 3: Writing: Longer Transactional Writing

Grade 12

| |
|--------------------------|
| Final Mark: 30 |
|--------------------------|

Name: _____

Grade: 12

Date : _____

Instructions

- Write a response to any one of the following topics.
- The content of your response should be between 120 and 150 words.
- Write down the number and heading of text you have chosen, for example 1. Friendly Letter.
- Remember that you have to show all the steps in your process of writing. Draft pieces without editing will not be accepted.
- Pay particular attention to format, language, register and audience.
- Your piece will be assessed according to the attached rubric.

1. FORMAL LETTER

You are interested in a holiday job to make extra money. While browsing through a newspaper, you come across the following advertisement:

| |
|--|
| Selby Civil Engineering requires a part-time clerk for the December holidays. Applicants must be highly motivated, able to work in a team and be prepared to work flexible hours. Basic computer literacy skills will count in your favour. |
|--|

Write the letter of application.

[30]

2. OBITUARY

A well-known person in your community has passed away. This person was actively involved in helping learners with outstanding performance to get funds to further their studies at higher education institutions.

Write a suitable obituary, paying tribute to this person.

[30]

3. **MAGAZINE ARTICLE**

Teachers at your school have complained that some learners do not complete their school tasks on time. Write the article for your school magazine in which you give advice to your school mates on how to manage their time and complete their school work on time. **[30]**

4. **SPEECH**

The principal of your school has asked you to deliver a speech to the parents of prospective Grade 8 learners. Your brief is to give them a sense of what it means to be a learner at your school, what is on offer and what their children will learn.

Write out the speech you will deliver. **[30]**

TOTAL: 30 MARKS

TASK 3: LONGER TRANSACTIONAL TEXT

GRADE 12

MARKS: 30

MARKING GUIDELINE

INSTRUCTIONS TO TEACHERS:

- Learners are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by the candidates must be assessed according to the following criteria, as set out in the attached rubric:
 - Content, planning and format (18 marks)
 - Language, style and editing (12 marks)

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

1. FORMAL LETTER OF APPLICATION

Application for position as part-time clerk

- The letter should be addressed to the (personnel) manager.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Writer's address
 - Date
 - Recipient's address
 - Salutation/greeting
 - Subject line/heading
 - Suitable ending
 - Closing, signature, name of sender
- The following information should be included in the letter, among others:
 - Purpose of writing
 - Why the learner is the suitable candidate for the job

[30]

2. OBITUARY

- The tone must be formal
- The following should be included:
 - full name of deceased
 - date of birth
 - date of death
- The following information must also be included:
 - birthplace
 - where the person was living at the time of death
 - key survivors and their names
 - time, date and place of funeral
 - biographical information may be mentioned
 - cause of death may be mentioned
- Tribute should be paid to the deceased

[30]

3. MAGAZINE ARTICLE

- The article must have a suitable heading
- Paragraphs should not be too long
- The article should provide suggestions on how learners should manage their time

[30]

4. SPEECH

- The speech must be in paragraph form
- The tone of the speech must be formal
- The language and register must be appropriate to the audience
- The audience should be addressed appropriately
- Consider the following:
 - The content of the speech must be relevant to the topic
 - A logical and appropriate opening and closure to the speech must be evident
 - Different approaches to the presentation of the speech should be accepted

[30]

Task 5: Oral: Prepared Reading Aloud

Guidelines and instructions (to the educator) on how to administer reading

Spend some time preparing your learners for this section of the work. It is possible for all learners to achieve good marks in this section as they have the opportunity to prepare themselves ahead of time.

Stress the importance of carefully choosing a passage to read. It must be at grade level, but also not too difficult for the learner to manage. If the passage is on a topic that captures the learner's interest, they will naturally read better. The passage must be long enough for the educator to be able to make a fair assessment.

When reading, the learner must show clear evidence of preparation. The learners must have found out the meanings and pronunciation of all the words in the passage. Encourage learners to enhance the meaning of words through tone, voice projection, pace, eye contact, posture and gestures. Ask questions on the passage after the prepared reading has been completed.

Do not force learners who stutter or experience speech impediments to perform in the front of the class, if they would rather not do this. Allow them to work alone with you at a pre-arranged time.

Use the grid provided to assess prepared reading. Discuss the grid with the learners so that they know how they will be assessed.

Grade 10

Task 5: Oral: Prepared Reading

Date:

Marks: 20

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

You may want to consider the following in preparation of the task:

- Take some time to select a suitable passage 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, making sure that you can see yourself 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 practise.
- 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.

Grade 11

Task 5: Oral: Prepared Reading

Date:

Marks: 20

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

You may want to consider the following in preparation of the task:

- Take some time to select a suitable passage 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, making sure that you can see yourself 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.

Grade 12

Task 5: Oral: Prepared Reading

Date:

Marks: 20

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

You may want to consider the following in preparation of the task:

- Take some time to select a suitable passage 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, making sure that you can see yourself 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.

Task 6: Oral: Prepared Speech

Guidelines and Instructions for the educator on how to administer prepared speeches

Speeches should be delivered in the context of real-life experience. This means selecting content which is relevant to his or her life or things that they can relate to or are within their frame of reference.

The learner should:

- Show evidence of planning.
- Use communication skills such as emphasis or pause, pitch and eye contact.
- Use an introduction and conclusion effectively.
- Develop points logically and effectively.
- Respond to questions on the presentation.

Encourage learners to think about what they enjoy and choose a suitable topic.

Insist on planning. Possibly begin the planning in class after the discussion. Stress how a good introduction can make or break a speech. Allow the class to brainstorm some possibilities. Ensure that the conclusion is planned too. Discourage the endings that just “happen”. Remind the learners that the conclusion is the last thing that the marker hears before deciding on the mark.

Once the planning is complete, and the speech is long enough, ensure that all learners transfer their speeches onto cards (cardboard can be cut into little rectangles for this). You must tell them how long you want this speech to be. Motivate your learners to practise their delivery. Speak to them about eye contact, pace, pitch and the use of pause. Remind them how important it is to bear in mind that they are communicating with an audience and to consider their impact on that audience!

Use the prepared speech rubric provided. Before the learners begin their preparation, it is necessary to spend some time going through the rubric with them so that they know how they are to be assessed.

Include as many opportunities as you can in your planning for learners to practise their speaking skills in general.

Task 6: Oral: Prepared Speech

Grade 10

Task 8 – Oral: Prepared Speech

Date:

Marks: 20

- Prepare a speech for oral assessment.
- Your oral presentation should be **TWO** to **THREE** minutes long.
- Do thorough research on your chosen topic.
- Ensure that your teacher is able to follow your speech easily.
- 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.

- 1 The influence of media advertising on teenagers.
- 2 The dangers of WhatsApp, Facebook and/or other social networks.
- 3 South African children have/do not have suitable role models.
- 4 South Africa is truly an amazing country.
- 5 Teenagers should take responsibility for their environment.
- 6 A person whom I really admire.
- 7 Reality programmes like *Idols* and *The Voice* have a positive effect on the youth.
- 8 Subject choices influence career options.
9. South Africans are not health conscious enough.
10. There are many different and interesting cultures all over the world. Research a culture that is interesting to you and then prepare to present it to the class.

Grade 11

Task 8 – Oral: Prepared Speech

Marks: 20

Date:

- Prepare a speech for oral assessment.
 - Your oral presentation should be **TWO** to **THREE** minutes long.
 - Do thorough research on your chosen topic.
 - Ensure that your teacher is able to follow your speech easily.
 - 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.
-
1. A natural disaster.
 2. Social networks and their effect on our young generation.
 3. The most dangerous or interesting job. Discuss one.
 4. Religious intolerance.
 5. South African roads – death traps.
 6. Teenagers no longer treasure their cultural heritage.
 7. Social media has become a cancer that is destroying relationships in South Africa.
 8. Sport is neglected in South African schools; that is why we can no longer compete on international level.
 9. A biography is a book that is written about a person's life – usually a person who is famous (or notorious) for some reason. Present a speech on one such biography that you have read.
 10. Euthanasia should be legalised in South Africa.

Grade 12

Task 6 – Oral: Prepared Speech

Marks: 20

Date:

- Prepare a speech for oral assessment.
 - Your oral presentation should be TWO to THREE minutes long.
 - Do thorough research on your chosen topic.
 - Ensure that your teacher is able to follow your speech easily.
 - 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 a copy of your final speech.
-
1. Organ donation should/should not be encouraged.
 2. My intended career.
 3. Celebrities should have more privacy rights.
 4. Human beings are becoming slaves of modern technology.
 5. Rights and responsibilities cannot be separated.
 6. Modern society does not allow for cultural differences.
 7. Human trafficking is a reality and should not be ignored by society.
 8. Strikes in South Africa.
 9. The greatest invention ever!
 10. Choose a well-researched topic in your field of interest and write out a speech you will present to the delegates who share your interest in the field.

Task 9: Writing: Shorter Transactional Writing

Grade 10

Name: _____ Grade: _____

Date: _____ Marks: 20

Instructions

- Write a response to any one of the following topics.
- The content of your response should be between 80 and 100 words.
- Write down the number and heading of text you have chosen, for example, Question 1 Poster
- Remember that you have to show all the steps in your process writing. Draft pieces without editing will not be accepted.
- Pay particular attention to format, language, register and audience.
- Your piece will be assessed according to the attached rubric.

1. **POSTER**

Your school is hosting an annual gospel music event.

Design the poster for this upcoming event.

NOTE: Marks will NOT be allocated for illustrations or drawings. **[20]**

2. **DIARY ENTRIES**

You have been nominated to represent your class in the RCL. The announcement will be made by your principal during the morning assembly at your school.

Write TWO diary entries. The first entry must reflect your thoughts and feelings before the announcement and the second entry must reflect how you felt after the announcement. **[20]**

3. **INSTRUCTIONS**

Your hyperactive little brother/sister is going on a camping trip with his/her classmates. You are worried that he/she might not listen to his/her teachers. You decide to write a simple set of instructions for him/her to follow.

Write down the instructions. **[20]**

TASK 9: SHORTER TRANSACTIONAL TEXT

GRADE 10

MARKS: 20

MARKING GUIDELINE

INSTRUCTIONS TO TEACHERS

- Learners are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria, as set out in the attached rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

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

1. POSTER

- The poster must include details about the upcoming gospel event.
- Sufficient details must be given to attract members of the community.
- Catchy words and phrases must be credited.

NOTE: Do not award marks for illustrations. **[20]**

2. DIARY ENTRIES

- There must be TWO entries.
- Each entry must bear a date.
- The tone must be personal.

NOTE: The first entry must reflect the learner's thoughts and feelings **before** the announcement and the second entry must reflect his/her feelings **after** the announcement. **[20]**

3. INSTRUCTIONS

- There must be a heading/the goal must be specified, e.g. instructions for hyperactive sister/brother when camping.
- The instructions must be in point form.
- The instructions must be clear.
- Instructions do not have to be in full sentences, but written in imperatives. **[20]**

Task 9: Writing: Shorter Transactional Writing

Grade 11

Name: _____

Date : _____

1. INVITATION CARD

Your sister will be turning sixteen soon. Your parents have decided to give her a surprise birthday party. You have been tasked with designing an invitation card to the event.

Write out an invitation card.

NOTE: Marks will NOT be allocated for illustrations or drawings. **[20]**

2. ADVERTISEMENT

You are in need of pocket money. As you are not going away during school holidays, you are prepared to take care of people’s pets, houses or gardens at a minimal charge while they are away on holiday. Write out an advertisement which is to appear in a daily newspaper in which you advertise the above mentioned services.

NOTE: Marks will NOT be allocated for illustrations or drawings. **[20]**

3. EMAIL

Write an e-mail to your local radio station manager in which you suggest programmes that the station could broadcast. These programmes should appeal more to the youth.

Write out the e-mail using the following format.

| | |
|----------|--|
| From: | |
| To: | |
| CC: | |
| Subject: | |
| | |

[20]

TASK 9: SHORTER TRANSACTIONAL TEXT
GRADE 11
MARKS: 20

MARKING GUIDELINE

INSTRUCTIONS TO TEACHERS

- Learners are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria, as set out in the attached rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

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

1. INVITATION CARD

- Language, tone and register may be formal /informal, suited to the context.
- The following should be included:
 - Theme of celebration
 - Venue, date, time, dress code
 - Include RSVP and any other relevant information.

NOTE: Do not award marks for illustrations.

[20]

2. ADVERTISEMENT

- The advertisement should:
 - Have a catchy headline to attract the attention of the reader.
- The following details should be included in the advertisement, along with other information:
 - Details of service advertised
 - Price and contact details
 - Create interest and desire in the service.
 - Inspire action
- The target market should be clear.
- The language may be formal or informal, but not slang or colloquial.

NOTE: Do not award marks for illustrations.

[20]

3. EMAIL

- Must be directed to the radio station manager
- The tone must be formal and not insulting
-
- The following aspects of format must be included:
 - The recipient's email address
 - The subject
 - Content/message
 - Ending (accept yours sincerely)
 - Name and surname
- The following information should be included in the email, along with further information:
 - Purpose for writing
 - Must mention programmes and how they can improve to appeal more to the youth.

[20]

TOTAL: 20 MARKS

Task 9: Writing: Shorter Transactional Writing**Grade 12**

Name: _____

Date : _____

1. FLYER

Winter is a terrible time for people living in the streets. You and your classmates have decided to partner with a local welfare organisation to raise funds to buy blankets and food for homeless people. Write a flyer that will be distributed to communities or placed at different venues to publicise the event.

Write out the content of the flyer.

NOTE: Marks will NOT be allocated for illustrations or drawings. **[20]**

2. POSTCARD

While on a sport/cultural tour, you had the opportunity to meet one of your favourite sport heroes or music stars.

Write a postcard to a friend at home describing this event. **[20]**

3. DIRECTIONS

Your elder brother is getting married. Several guests who are not familiar with the area will attend the ceremony. You have been tasked to write directions on how to get to the church. Directions should be from a well-known local shop.

You must include landmarks, distances and specific directions in your response.

NOTE: Marks will NOT be allocated for illustrations or drawings. **[20]**

TASK 9: SHORTER TRANSACTIONAL TEXT
GRADE 12
MARKS: 20

MEMORANDUM

INSTRUCTIONS TO TEACHERS

- Learners are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria, as set out in the attached rubric:
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

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

1. FLYER

Fundraising project to help homeless people.

- The following information should be included in the flyer, along with further information:
 - Catchy words and phrases should be used
 - Sufficient details of the project (e.g. date venue and time)
 - The nature of the project should be clear
 - Contact details should be provided

NOTE: Do not award marks for illustrations. **[20]**

2. POSTCARD

Postcard written to your friend.

- The postcard should have a greeting/salutation and the name of the sender.
- Tone should be informal.
- Slang or colloquial language should not be used.
- Content must be brief but informative. **[20]**

3. DIRECTIONS

Directions to wedding ceremony.

- The directions given must be from a local shop to the church.
- Directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks as mentioned in the question.

NOTE: Do not award marks for illustrations.

[20]

TOTAL: 20 MARKS

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE

50 MARKS

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|--|--|--|---|--|---|
| CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context | 28–30 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending | 22–24 -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ending | 16–18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending | 10–12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence | 4–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent |
| | 25–27 -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ending | 19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion | 13–15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion | 7–9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence | 0–3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled |
| LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling | 14–15 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Language confident, exceptionally impressive -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted | 11–12 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Language is effective and a consistently appropriate tone is used -Largely error-free in grammar and spelling -Very well crafted | 8–9 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Appropriate use of language to convey meaning -Tone is appropriate -Rhetorical devices used to enhance content | 5–6 -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary | 0–3 -Language incomprehensible -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible |
| | 13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted | 10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted | 7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices | 4 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary | 0–1 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense |
| STRUCTURE Features of text; Paragraph development and sentence construction | 5 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed | 4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied | 3 -Relevant details developed -Sentences, paragraphs well constructed -Essay still makes sense | 2 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense | 0–10 |
| | 43–50 | 33–40 | 23–30 | 13–20 | 0–10 |
| 5 MARKS MARK RANGE | 43–50 | 33–40 | 23–30 | 13–20 | 0–10 |

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE

30 MARKS

| Criteria | Exceptional 15–18 | Skilful 11–14 | Moderate 8–10 | Elementary 5–7 | Inadequate 0–4 |
|--|--|--|--|---|--|
| <p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p>18 MARKS</p> | <ul style="list-style-type: none"> -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format | <ul style="list-style-type: none"> -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies | <ul style="list-style-type: none"> -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies | <ul style="list-style-type: none"> -Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights | <ul style="list-style-type: none"> -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied |
| <p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>12 MARKS</p> | <ul style="list-style-type: none"> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free | <ul style="list-style-type: none"> -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well constructed -Very good vocabulary -Mostly free of errors | <ul style="list-style-type: none"> -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning | <ul style="list-style-type: none"> -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured | <ul style="list-style-type: none"> -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired |
| MARK RANGE | 25–30 | 19–23 | 14–17 | 9–12 | 0–7 |

| Criteria | Exceptional 10–12 | Skilful 8-9 | Moderate 6-7 | Elementary 4-5 | Inadequate 0-3 |
|--|--|--|---|--|--|
| <p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas; Features/conventions and context</p> <p>12 MARKS</p> | <ul style="list-style-type: none"> -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format | <ul style="list-style-type: none"> -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies | <ul style="list-style-type: none"> -Adequate response, demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies | <ul style="list-style-type: none"> -Basic response, demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights | <ul style="list-style-type: none"> -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied |
| <p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>8 MARKS</p> | <p>7–8</p> <ul style="list-style-type: none"> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free | <p>5-6</p> <ul style="list-style-type: none"> -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well constructed -Very good vocabulary -Mostly free of errors | <p>4</p> <ul style="list-style-type: none"> -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning | <p>3</p> <ul style="list-style-type: none"> -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured | <p>0–2</p> <ul style="list-style-type: none"> -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired |
| <p>8 MARKS</p> <p>MARK RANGE</p> | <p>17–20</p> | <p>13–15</p> | <p>10–11</p> | <p>7–8</p> | <p>0–5</p> |

English – FIRST ADDITIONAL LANGUAGE

Prepared Reading Rubric

Final Mark

Name of Learner: _____

Date of assessment: _____

Total ÷ 4 = **20**

| Code | | Outstanding Code 7 8 – 10 | Meritorious Code 6 7 | Substantial Code 5 6 | Adequate Code 4 5 | Moderate Code 3 4 | Elementary Code 2 3 | Not Achieved Code 1 2 - 0 |
|--|-----------|---|--|---|--|--|---|---|
| Demonstrates use of tone and inflection to convey meaning to the audience | 10 | Reads expressively and creates atmosphere. Conveys feelings exceptionally well Audience reaction shows a high degree of interest | Reads with very good expression and attempts made to convey feelings or atmosphere Audience reaction largely showing interest and involvement | Reads with good expression and attempts made to convey feelings or atmosphere Audience reaction shows interest and involvement | Makes an attempt to read with expression Most members of the audience show interest | Reads, but with limited expression Some members of the audience show interest | Meaning can be followed but not expression Fails to capture the attention of most of the audience | Too poor to be expressive. Meaning lost Almost no interest from audience. |
| | 10 | Fluent, very entertaining reading Excellent voice projection and diction which enhances meaning | Fluent reading Very good voice projection and diction which enhances meaning | Reading fluently 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 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 almost incomprehensible |
| Use of eye / audience contact | 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 shows critical interpretation of the text | 10 | Handles questions with total confidence, ease and sensitivity to the text Attitude and opinion confidently sustained and justified | Handles questions with confidence, ease and sensitivity to the text Opinion well sustained and justified | Handles questions and responds sensibly with minor lapses Able to sustain opinion and justify it | Handles questions and responds sensibly with lapses Opinion reasonably confidently supported | Understand questions and can answer some of the questions Opinion sometimes adequately supported | Understands questions and provides flawed answers Very hesitant to express an opinion | Is mostly unable to understand or respond to questions Unable to substantiate opinions |
| | 10 | Outstanding choice of text which has a strong impact on the audience Reading is exceptionally well prepared and confident | Very interesting text which has a strong impact on the audience Reader well prepared and reads with confidence | Interesting text which has a strong impact on the audience Reader prepared and reads with confidence | Reasonably interesting text which captures the interest of the audience Reader is adequately familiar with the text – has made an effort to prepare | Text likely to be of interest to some members of the audience Limited amount of preparation. Reads with moderate confidence | Randomly chosen text which is of little interest to audience Reader has not prepared the text. Obviously nervous | Very boring totally unsuitable text No evidence of preparation. Very nervous and demonstrates a lack of commitment |

Comments:



Name of School: _____

Name of Learner: _____

English FIRST ADDITIONAL LANGUAGE
Prepared Speech Rubric

Date of assessment: _____

Final Mark

Total: 100 ÷ 5 = 20

| Criteria | Code | | Outstanding Code 7 16 – 20 | Meritorious Code 6 14 – 15 | Substantial Code 5 12 – 13 | Adequate Code 4 10 – 11 | Moderate Code 3 8 – 9 | Elementary Code 2 6 – 7 | Not Achieved Code 1 5 – 0 |
|--|-----------------|---|---|---|--|--|--|---|---------------------------------|
| | Planning | 20 | 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 skillfully. | 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 skillfully. | 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 skillfully. | 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. A well structured presentation with convincing style, register, eye contact, facial expression, gestures and body language. Cue cards used effectively and with confidence. | Very good ability to manipulate language. Very good vocabulary. A structured presentation with very good style, register, eye contact, facial expression, gestures and body language. Cue cards used effectively. | Good ability to manipulate language. Good vocabulary. Adequate presentation with good style, register, eye contact, facial expression, gestures and body language. Some dependency on cue cards, but still good contact. | Some ability to manipulate language. Moderate use of vocabulary. 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. | Limited ability to manipulate language. Limited vocabulary. Elementary presentation with limited use of style, register, eye contact, facial expression, gestures and body language. Dependent on cue cards. | Unable to manipulate language. Very limited vocabulary. Ineffective presentation with little or no style, register, eye contact, facial expression, gestures and body language. No use of cue cards. | |
| 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. | 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 | |
| Use of audio and/or visual aids | 20 | 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 | |

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