









STUDY GUIDE FOR WRITING ESSAYS AND TRANSACTIONAL TEXTS

English Grades 10 - 12

Home Language

First Additional Language

Second Additional Language

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1. INTRODUCTION

The purpose of this guideline is to guide teachers and learners briefly on the aspects of writing and presenting. The guideline also aims at producing competent, versatile writers who use their skills to develop and present appropriate written, visual and multi-media texts for a variety of purposes.

WRITING AND PRESENTING allows learners to construct and communicate thoughts and ideas coherently. Frequent writing practice across a variety of contexts, tasks and subject fields enables learners to communicate functionally and creatively. Knowledge of language structures and conventions will enable learners to produce coherent and cohesive texts. Language structures should be taught for constructing texts in their context of use. The application of language structures should not be restricted to the analysis of isolated sentences. It should explain the way in which sentences are structured to construct whole texts such as stories, essays, letters and reports in the classroom.

The above skills, writing and presenting, should therefore be integrated. In integrating these skills, the focus on one skill can lead to practice in the other. For example, a learner involved in a debate will read an argumentative/discursive essay and then produce his own written argumentative/discursive essay using language structures.

This guideline may be used by teachers and learners of English Home (HL), First (FAL) and Second Additional Languages (SAL). Teachers and learners should be guided by the relevant CAPS document for each language level as this document covers a range of writing texts.

2. WRITING AND PRESENTING

Writing and presenting combines three elements:

- using the writing process;
- learning and applying knowledge of the structure and features of different text types;
- learning and applying knowledge of paragraph and sentence structure and punctuation.

Process writing

A writing instruction usually involves producing a text through the writing process. However, not every step of the process will be fully required on every occasion. For example, if learners are writing a familiar text type, they will not need to analyse its structure and language features in detail. Writing and designing texts is a process, and learners need the opportunity to put this process into practice. The process may unfold as follows:

A learner should:

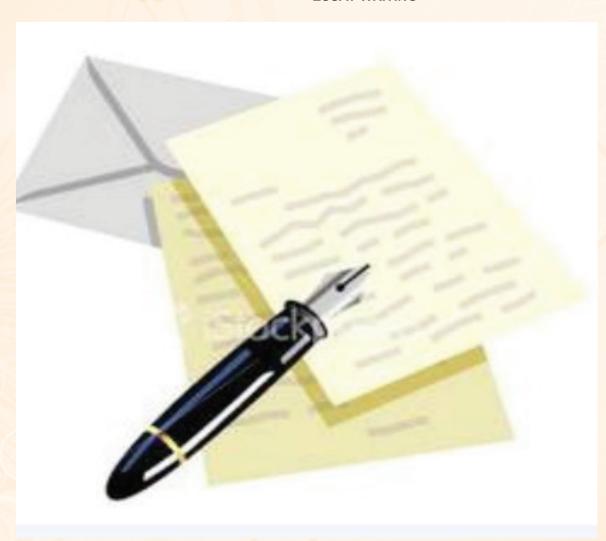
- decide on the purpose and audience of a text to be written and/or designed;
- brainstorm ideas using, for example, mind maps, flowcharts or lists;
- organise ideas;
- read the draft critically and edit. At this stage, the following must be kept in mind:
 - o avoiding fancy characters and capital letters in the middle of sentences;
 - o desisting the use of Texting language (u vs you);
 - o identifying careless errors (they're vs their/its vs it's).
- produce a well-designed final version.



Note

- Learners should often be given the opportunity to write freely without an assessment requirement. In this
 regard, teachers may focus on a particular skill or sub-skill being dealt with during that particular stage of the
 process, without fully assessing the produced text.
- Teachers should ensure that learners are familiar with the rubrics for assessment, as well as how descriptors
 are used to assess the texts. Learners may be given a copy of each rubric so that they may use such in self
 and/or peer assessment.
- Peers should also learn to edit one another's work as this interaction is an important part of process writing which improves own and other's awareness of the process.
- Teachers should provide learners with positive feedback to ensure improved writing skills.

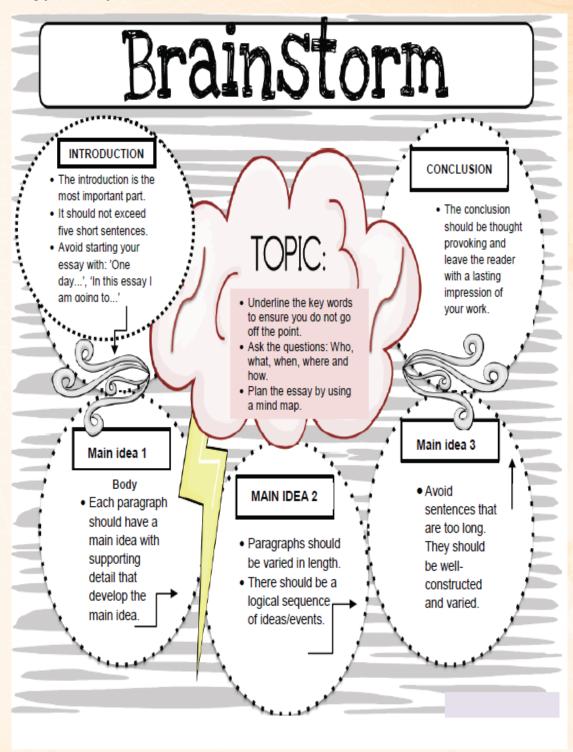
ESSAY WRITING



3. ESSAYS

An essay is an extended piece of writing in which a writer expresses his/her point of view on a topic given. It should have an introduction, body and conclusion. A brief explanation of each one of these follows:

Planning your essay:



Expected Length of texts:

Language level	Grade 10	Grade 11	Grade 12
English HL	300 – 350 words	350 – 400 words	400 – 450 words
English FAL	150 – 200 words	200 – 250 words	250 – 300 words
English SAL	150 – 180 words	180 – 200 words	200 – 250 words

3.1 Narrative essay

A narrative essay tells a story or tells of a past event. It does not have to be a true story or based on your life/experience. It can be written from any perspective.

Here are some possible topics:

- The last time I saw them;
- #Hashtag;
- Hidden away at the back of a drawer.

Consider the following when writing a narrative essay:

- The story must have a strong storyline and be convincing even if it is fiction.
- A narrative essay is usually written in the past tense.
- The introductory paragraph should capture the reader's attention.
- An unusually interesting ending gives a story the final touch.
- The reader's interest must be maintained until the end. The style, rhetorical devices and action must ensure sustained interest.
- A successful narrative vividly highlights sensory details such as sight, sound, taste, smell and tactile sensations.
- A narrative essay often has a strong descriptive element.

Below follows an example of how a narrative story may be introduced:

Suddenly there was absolute silence...

It was a cold stormy night. The thunder was screaming in a gruesome voice. The rain was pouring like a waterfall onto the windowsill. As usual, I was alone – scared.

3.2 Descriptive essay

In a descriptive essay, the writer describes a person, memory, situation, place, experience or any object. In contrast to other types of essays, the descriptive essay allows the writer to use many figures of speech and descriptors like adjectives and adverbs, thus enabling him to create a powerful image of what he is describing. The writer presents the text in a manner that leads the reader into the writer's perspective on the subject that the writer is describing.

Here are some possible topics:

- Beauty;
- An explosion of colours;
- The season that brings out the best in me.

Consider the following when writing a descriptive essay:

- The writer should create a picture in words using adjectives and adverbs.
- It is usually written in the present or past tense.
- Words and expressions should be chosen carefully to achieve the desired effect.
- Images of sight, sound, hearing, taste and touch can be used to make the description vivid.
- Figures of speech should be used in original ways.
- Learners should ideally have experience of the topic. It is very difficult to describe something without having first-hand knowledge.

An example of an introductory paragraph for a descriptive essay is below.

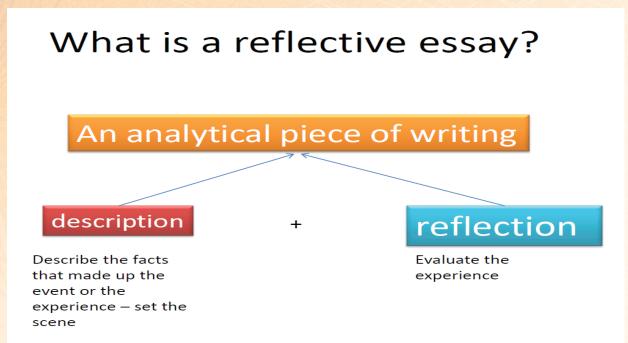
The Karoo

A vast expanse of scorched sand, small bushes, trees covered by dust. A dome of rich blue, governed by the fierce ball of fire, then dipping slowly downwards to meet the sand on the horizon. Lifeless, you would think. Think again? The Karoo has a life of its own.

3.3 Reflective essay (HL and FAL ONLY)

In a reflective essay, the writer contemplates an idea and gives his or her emotional reactions and feelings. The writer, for example, could reflect on dreams or aspirations. It presents a set of thoughts and ideas about a topic, with no particular attempt to argue for or against anything.

Below is a graphic presentation of a definition and guide on how to write a reflective essay.



https://

www.slideshare.net/b.nicolls/how-to-write-a-reflective-essay

Possible topics:

- Today I am wiser than before.
- The challenges of life today.
- The joy of helping others.

Consider the following when writing a reflective essay:

- A reflective essay is subjective.
- Feelings and emotions play a major role.
- A substantial part of the essay may be descriptive. These descriptions should be vivid and aim to recreate the recollections or feelings of the writer in the reader.
- The ideas, thoughts or feelings expressed should reveal sincerity and personal involvement.

Below follows an example of an introductory paragraph for a reflective essay.

The moment of truth.

Everyone has that one moment, which changes one's life. A moment that one wishes had never happened. A moment that one cannot avoid or escape. The moment of truth.

3.4 Argumentative essay (HL and FAL ONLY)

In an argumentative essay, the writer has a specific opinion or viewpoint and argues to defend or motivate his or her position. The opinion of the writer should be clear throughout. This is a subjective essay in which the writer tries to convince the reader to share his or her point of view.

What is the point of arguing?

- You want to get your point across!
- You want others to believe in what you have to say.
- An argumentative essay does the same thing – it tries to convince readers of your point of view.

Below are possible topics:

- Teenagers are not really rebellious; they are just misunderstood.
- Young people are influenced more by their friends than by their parents.
- The future of South Africa depends on foreign investment.

Consider the following when writing an argumentative essay:

- The essay should start with the writer's view of the topic in an original and striking way.
- The writer should give a range of arguments to support and substantiate his or her view.
- The writer focuses on points for OR against a statement.
- An argumentative essay is subjective and strong opinions are expressed. A variety of rhetorical devices and persuasive techniques should be used.
- The language used is emotive and can be emotional but should not be rude.
- The conclusion should be a strong, clear and convincing statement of the writer's opinion.

3.5 Discursive essay (HL and FAL ONLY)

A discursive essay is objective and aims to give a balanced view of both sides of an argument. The writer considers various aspects of the topic under discussion and presents opposing views impartially. The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well balanced and clearly analysed in the course of the essay.

Possible topics:

- Giving children pocket money as a reward for hard work builds character.
- Your future is not created by others, but by yourself.
- Freedom of choice has both advantages and disadvantages.

Consider the following when writing a discursive essay:

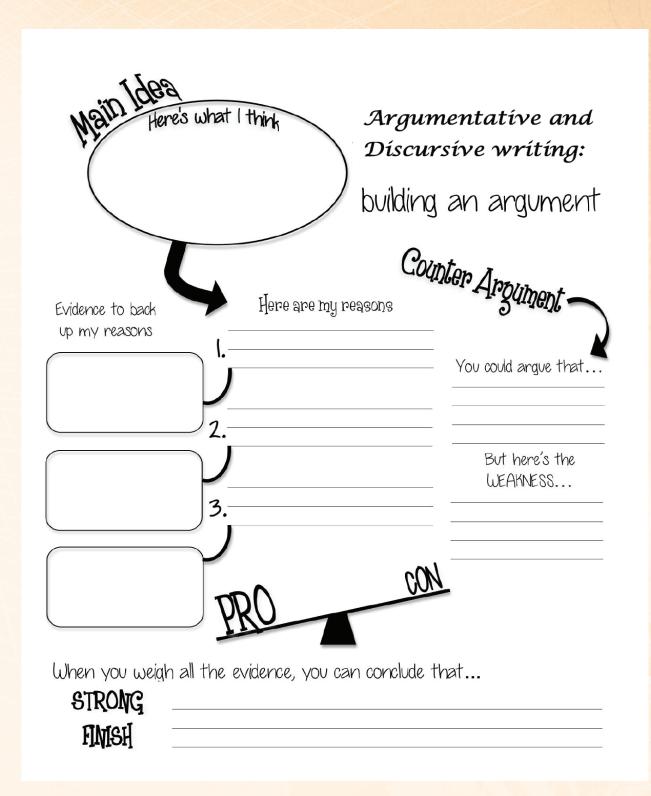
- The writer should understand and be able to reflect both sides of the argument in an impartial and well-informed way.
- The writing must be lucid, rational and objective. Calm, well-reasoned and well-supported statements should be made.
- The tone should be unemotional and convincing without being condescending.
- The writer may give an indication of his or her opinion at the end of the essay, but this should only be done in conclusion.

Below is an example of an introductory paragraph for a discursive essay.

Technology has improved our lives

Some people believe that technology is bad, whilst others believe that it is fantastic. However, everyone must agree that now it is difficult to imagine the world without it. Technology cannot be blamed for what goes wrong in the world. We should rather blame the people who use it badly.

Planning an argumentative or a discursive essay





Note:

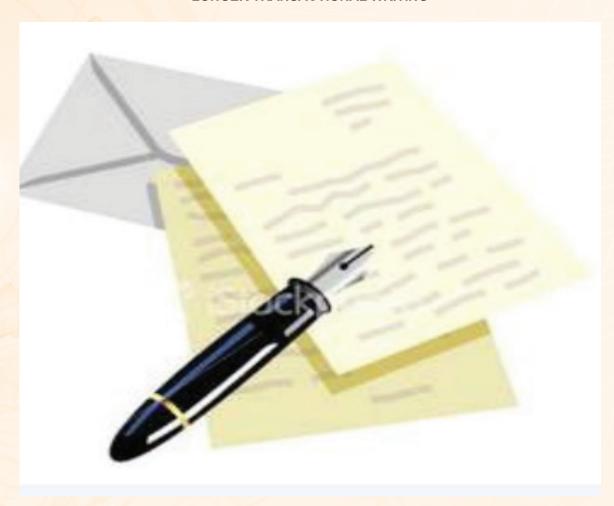
While the various essay types seem independent of one another, a learner's response may be a combination of different types of essays. It should also be noted that one topic might lend itself to a variety of essay types.

Below is an illustration of how the same topic can be interpreted either as a descriptive essay or as a reflective essay.

Descriptive vs Reflective			
Topic (Past experience)	Descriptive	Reflective	
My first day at high school	The physical environment where he was (the school, the classrooms, the teachers, the children, the sounds), to whom he talked, what he did or what he was told to do.	How he felt at the time, what he learned from the experience of that day, what he discovered he did not do, what perceptions he had about high school, whether these conceptions confirmed, skills he had to develop or acquire to fit into his new environment.	

https://www.slideshare.net/b.nicolls/how-to-write-a-reflective-essay

LONGER TRANSACTIONAL WRITING



4. LONGER TRANSACTIONAL TEXTS

Transactional writing texts are either a response or an initiation of a response. As implied, these texts are a transaction. For example, a letter of appreciation will possibly yield a response, as much as a speech will get the audience won over or yelling in disagreement.

Expected Length of texts

Level	Grade 10	Grade 11	Grade 12
HL	180 – 200 words	180 – 200 words	180 – 200 words
FAL	120 –150 words	120 –150 words	120 –150 words
SAL	80 – 100 words	80 – 100 words	80 – 100 words



Differences between Informal and Formal letters.

	Informal	Formal
Audience	 Writing to a friend or a member of your family. Language and tone will be informal with a friendly approach. May have a chatty tone, but slang is not allowed. 	 Writing to a person you may not know personally or whom you know in a more formal way. Language and tone is formal. Always be polite.
Purpose	 To keep in touch with someone you know or are related to. To give information and enquire about things that are of mutual interest, e.g. family matters, gossip, sharing news, congratulate, or sympathise. 	 To apply for a job. To give your views on an issue of concern to you. To complain. To request information.
Format	 Include your address and the date. Salutation will be formal with use of the first or familiar name, e.g. 'Dear Gran', 'Dear Andy'. Ending/closing will be informal, such as 'Your best friend/ Yours sincerely/Your favourite niece'. 	 Include your address and the date. Include the address of the recipient. Salutation is more formal, 'Dear Mr Monyaki' or 'Dear Sir/Madam'. Include the topic line. Ending/closing will be formal such as 'Yours faithfully.' (If the letter was started with the name of the person 'Dear Mr Monyaki', then the letter may end with 'Yours sincerely'. Signature and name of the sender.
Content	 Topic/question will tell you what the content should be. Plan opening paragraph, central points and organise what you want to say. 	 Topic/question will tell you what the content should be. Plan opening paragraph, central points and organise what you want to say. Arguing or putting across your points logically is important and strengthens your case. Be concise and to the point.

4.1 Informal letter

Example of an informal letter

Instruction

Your uncle sent you money to pay for your matric farewell outfit. Write a letter to thank him for his contribution.

	8 Serengeti Street
	Triangle
	Smallville
	2037
	12 February 2018
Dear Uncle Bully	
	///// /////////////////////////////////
It was great	
I am planning to	
	/ /-/-// // // // // // // // // // // // //
My mother	
	1 - 1 - 1 1 1 - 17 - 11
I want to thank	
Yours sincerely	
Bongani	

4.2 Formal letter

4.2.1 Letter of application

	8 Serengeti Street
	Triangle
	Smallville
	2037
	12 February 2018
The Manager	
Name of firm	
Address	
Dear Sir/Madam	
APPLICATION FOR POST OF	
I, name and surname, would like to apply for the post of (name t	the post) as
advertised in (name magazine/ newspaper).	
	<u> </u>
Give details of yourself and qualifications.	
Mention why you consider yourself suitable for the post.	
I am available for an interview at any time convenient to you.	
I hope my application will be considered favourably.	
Thope my application will be considered lavourably.	
Yours faithfully	
Signature	
Initials and surname	

4.2.2 Letter to the Editor

NOTE: Please note that either of the two formats can be used to write a letter to the editor:

(Format 1)

Submit a letter to the editor	You have had many electricity and water disruptions in your area. Write a letter to the editor of your local newspaper expressing your views and feelings about it.	
	8 Serengeti Street	
	Smallville	
Marie III	2037	
	12 February 2018	
The Editor		
The Triangle Tribune		
PO Box 123		
Smallville		
2037		
Sir /Madam		
Electricity and water disruptions		
X/\\\		
During the past month, we have expe	rienced	
<u>/ XI </u>		
The consequences of these disruption	ns	
	<u></u>	
Several requests were made to the municipality to investigate the cause of these		
	responded. Going public with our plight is our	
last resort		
Yours faithfully		
B Monyaki		
B. Monyaki		

(Format 2)



Instruction

You have had many electricity and water disruptions in your area. Write a letter to the editor of your local newspaper expressing your views and feelings about it.

The Editor
The Triangle Tribune
PO Box 123
Smallville
2037
Sir /Madam
Electricity and water disruptions
During the past month, we have experienced
The consequences of these disruptions
Several requests were made to the municipality to investigate the cause of these
disruptions but to date, they have not responded. Going public with our plight is our
last resort
Yours faithfully
Concerned Citizen
B Monyaki
B. Monyaki
8 Serengeti Street
Smallville
2037
12 February 2018

Type of letter	Informal	Formal
	A letter of thanks to a family member that contributed to your studies.	A letter to a company thanking them for their donation.
HELP	A letter of request to your nephew requesting assistance with a difficult subject.	A letter of request to a company requesting assistance with a project at school.
COMPLAINT TO: WHOSE FAULT: MINE OURSE WITH SET THAT DESIRED OUTCOME: CEPLANATION PROMOTION COMME	A letter of complaint to a neighbour regarding the incessant barking of his dogs.	A letter of complaint to the municipality regarding the non-removal of refuse.

4.3 Curriculum Vitae and covering letter

A Curriculum Vitae (CV) is a document through which the writer presents himself/herself to the world. The key purpose of a C.V. is to profile yourself in line with the advertised post. The document should present a strong first impression of the candidate. It should present information clearly, objectively and concisely.

For example, a candidate who applies for a sports-related post will present a CV, which speaks more about the candidate's prowess in sports than in the academic.

The following aspects must be addressed:

- Profile (in brief)
- Personal details
- Formal Qualifications (Grades, Diplomas and Degrees)
- Work experience (if applicable)
- Hobbies and interests
- Community involvements
- Positions of Responsibility (Leadership roles)
- Referees (Three people who can vouch for you)

NB: Design/layout is important.



According to the CAPS and the Examination Guideline 2017, the CV and covering letter is assessed as a combination. For the format of the covering letter, please refer to the letter of application at **4.2.1**.

A covering letter is a summary of the contents of the CV and is always accompanied by a detailed CV. The purpose is to introduce the applicant and provide information on why the applicant would be the most suitable candidate for the position.

LAYOUT 1

	CURRICULUM VITAE OF
PERSONAL DETAILS	
Surname and full names	<u> </u>
Date of birth	<u> </u>
Identity number	\ \ \ \ :
Address	
Contact numbers	<u> </u>
Gender	\ \ \ <u>:\</u>
Marital status	<u> </u>
Dependants	. \
Religion	<u> </u>
Nationality	:\
Criminal rec <mark>o</mark> rd	\
FORMAL QUALIFICATIONS	
Secondary education	
Name of institution	·
Highest qualification obtained	·
Year of completion	\ :
Tertiary education	
Name of institution	:
Highest qualification obtained	:
Year of completion	·

WORK EXPERIENCE				
Name and address of employer	:			
Date of employment	:			
Position	:	······································		
HOBBIES	:	······································		
	:			
	:			
INTERESTS	:			
	······			
			۲,	
REFEREES				
Name	Dalationship	Contact number		
Name 1	Relationship	Contact number		
2				
3				

LAYOUT 2

Profile
ZANELE MKHWANAZI- BA Hons, PGDE
I am a creative, self-motivated teacher, an examiner, a focused and an efficient team player. I always achieve project and organizational goals within stipulated time frames. Effective communicator with good computer skills.
Personal details
Surname and full names :Date of birth:
Identity number:
Address:
Formal qualifications
BA, Hons and a Postgraduate Diploma in Education
Work experience
Teacher of English from January 2009 to present
Head of Department (Languages), February 2013 to present
Head of Student Support Team, January 2014 to present
School counsellor from March 2015 to present
Hobbies and interests
Reading and writing,
Playing the bass guitar
Travelling
Community involvement

Member of the Helping Hands Community Club (Mthatha)

Chairperson of the local (Mthatha)

Leadership roles

Head of Department (Languages), February 2013 to present

Member of the School Governing Body (January 2014 to December 2016)

Referees

Mr R.H. Thema

Principal: Mthatha Secondary School

Cellphone: 078 200 2203

Email address: themarh@gmail.com

Dr. B. Monyaki

Director: National Department of Basic Education

Cellphone: 079 100 2223

Email address: monyakibsw@yahoo.co.za

Mrs. P Ndlovu

Senior Education Specialist

Cellphone: 081 400 4003

Email address: pndlovu34@gmail.com

4.4 Magazine and Newspaper Articles

A magazine or newspaper article is written to inform, persuade and entertain. The style and tone of an article are determined by the purpose, audience and the issue being addressed. For example, an article written for a school magazine will differ from an article written for a local newspaper or magazine.

Consider the following when writing an article:

- The heading must be attractive and interesting.
- The style should be lively, neutral or informal, speaking directly to the reader. It can be descriptive and figurative, appealing to the imagination of the readers.
- Names, places, times, positions and any other necessary details should be included in the article.
- Divide your ideas into clear paragraphs.
- The article should stimulate interest and keep the reader absorbed.

Instruction:

You have been asked to write a magazine article on the happiest days of your life. This article will be published in a teen magazine.

Below is an example of a possible HL response.

4.5 Agenda and minutes of the meeting

An agenda gives an outline of what is to be discussed at a meeting.

The following items must be included in an agenda.

	Name of organisation
Date, time and	I venue of the meeting (heading of the meeting).
Agenda items	
1.	Opening and Welcome
2.	Apologies
3.	Attendance
4.	Reading and adoption of minutes of the previous meeting
5.	Matters arising
6.	New matters
6.1	
6.2.	
7.	General
8.	Date of next meeting
9.	Closure

The **minutes** of a meeting are a record of what happened at a meeting and decisions that were taken.

The minutes must:

- reflect the name of the organisation;
- show the date, the place and the time at which the meeting was held;
- state the name of the people who attended the meeting can be added as an annexure, attendance register;
- provide a summary of what was proposed and finally agreed upon;
- be written in the past tense;
- leave out trivialities like jokes;
- only become legal and binding once signed and dated by the chairperson after being read and adopted in the next meeting;
- indicate time the meeting ended.

Below is an example of minutes of a meeting(FAL)

Smallville Public Library	
Minutes of the meeting held on 12 February 2018 in the Smallville Public Library boardroom at 9h00.	\neg
Agenda items:	7

1.	Opening and Welcome
	The chairperson, Mr Blue, opened the meeting and welcomed all members present.
2.	Apologies
	Ma Communa and James
3.	Mr Grey was on leave. Attendance
0.	Attendance
	Refer to attached attendance register
4	Reading and adoption of minutes of previous meeting
	Minutes of previous meeting were read and adopted by Mrs Black and seconded by Mr Green.
5.	Matters arising from the minutes
	Mrs Yellow reported on the progress of the farewell function arrangements for Mr Orange, who was
6	retiring at the end of March.
0	
6.1	New matters
	Dwindling numbers of library users
	It was noted with concern that the number of secondary school learners visiting the library had
	It was noted with concern that the number of secondary school learners visiting the library had dwindled. It was decided that Ms Violet and Ms Indigo would embark on a campaign to recruit learners
	from the local secondary schools by visiting the schools.
	Unreturned books
6.2.	
7.	General
	The staff was reminded of the black and red theme for Valentine's Day.
8.	Date of next meeting
440	
2	12 March 2018 at 9h00.
9.	Closure
	The meeting closed at 10h00.

4.6 Report (formal and informal)



Reports are factual accounts or summaries written in a formal, concise manner. They are usually assigned or requested.

Formal	Informal
Format A recipient A sender A topic Introduction Briefly explain the background and purpose of the report	Format A recipient A sender A topic Introduction Briefly explain the background and purpose of the report
Investigation	Should be a factual account of incident/accident/situation Who? Why? Where? When? What? How?
Conclusion	Conclusion
Briefly draw together findings and recommendations	Summarise findings
Recommendations Based on the findings	
Sign and date report	Sign and date report
Formal language to be used	 Informal format but formal language to be used No slang or colloquial language

Below is an example of a Formal report

Example of a report

TO: Ms B. Mzila, Head of the Mothers' Committee.

FROM: Mr S Naicker

TOPIC: Investigation into the running of a soup kitchen at Fairview High School.

INTRODUCTION:

As requested by the Head of the Mothers' Committee, this report investigates the running of a soup kitchen from the school for the underprivileged in our community.

INVESTIGATION:

- A survey was drawn up and carried out in the local community by the members of the Mothers' Committee, to determine how many families had no breadwinner.
- The school tuck shop was examined to see if it was suitable for preparing and serving the soup.
- A local supermarket was approached for donations of ingredients.
- The Community Service Group was asked to prepare and serve the soup.

FINDINGS:

- There is no permanent breadwinner in 40% of the families in the local community.
- The tuck shop is the ideal venue to prepare and serve the soup.
- Choice 'n Change supermarket agreed to donate the ingredients, plastic bowls and spoons.
- The community Service Group said they would assist on Tuesday and Friday afternoons.

CONCLUSION:

The school will be able to run a soup kitchen each Tuesday and Friday.

RECOMMENDATIONS:

The soup kitchen should start on 1 April 2018.

S. Naicker

20 March 2018

4.7 Speech

A speech is a written account of an oral address with a specific purpose in mind. The purpose will be determined by the topic.







- A good speech is noted for its ability to capture and retain e audience's attention.
- It must be in paragraph form.
- The tone might be formal/informal, depending on the audience and purpose.
- Opening/greetings keep it brief and simple.

- Outline the subject of the speech.
- Highlight three or four key ideas and discuss each in a paragraph.
- Conclusion logical and appropriate closure to the speech.

Below is an example of a speech

Instruction: As a school leaver, your former school, asked you to deliver a motivational speech to the current matric class. Write the speech you will deliver.

Dreaming Big

Good morning Matric.

I have an important question for you, - which way of thinking is better, dreaming big or being satisfied with small things?

All my life I often thought I would make it big time. I was constantly at the top of my class.

Over time, however, my motivation turned into something unhealthy. I believed that I was entitled to success. The first ominous sign came when I didn't get a perfect score for the university entrance exams.

I felt like a failure. Now, you are probably wondering: "What does it have to do with dreaming big?" Here's my answer: I always dreamed big, and this made me overlook tiny successes. Dreaming big is good, as it helps in setting far-reaching goals and do bold things. But it can only work if one has a healthy relationship with failure and when one takes tiny steps. Remember, a journey of a thousand miles starts with one step!

As I conclude, my wish for you is that you should always dream big in spite of the enormous setbacks on your road to success.

4.8 Dialogue/Interview

- A dialogue is a conversation between two people. It is a record of the exchanges as they occur, directly from the speaker's point of view.
- An interview is similar to a dialogue. The major difference is that, in an interview the one speaker probes the other by asking questions whereas in a dialogue the speakers engage in a conversation.

When writing a dialogue/interview:

- write the names of the characters on the left side of the page;
- use a colon after the name of the character who is speaking;
- use a new line to indicate each new speaker;
- avoid using long greetings and introductions respond to the brief in the question;
- stage directions must be given in brackets before the words are spoken;
- sketch a scenario before you start writing.

Below is an example of a scenario

Suzanne and Renske have just realised that they share a passion for popcorn.
Suzanne:
Renske:
Suzanne: (excited)

4.9 Review

A review is an individual's response to a work of art, film, book, V programme (etc.). Reviews might appear in a magazine or newspaper.

- When writing a review, the following must be included:
 - the title of the movie/book;
 - the author/director/producer.
- A review must contain a brief discussion of:
 - the setting;
 - characterisation;
 - stylistic effects;
 - style of writing;
 - a judgement and recommendation.
- Format:
 - Introduction:

providing a brief background, e.g. 'This is the third book/film in ...'

o Body

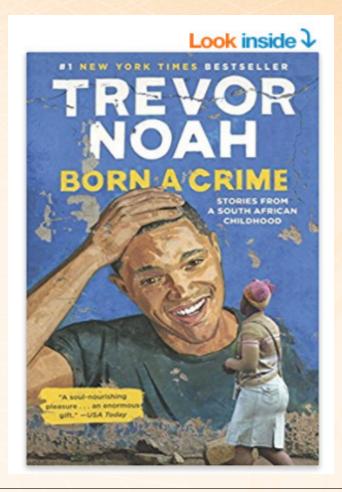
a brief discussion of key incidents without giving away the plot

Conclusion

opinion/ recommendation

- Style and tone
 - o formal tone
 - subjective

An example of a book review follows



D): O	4 E-		0 4 -	A £	Childhood
Born a (rime: >	TOPIOS TI	rom a	South A	atrican	Laniidhaaa

By Trevor Noah

I am generally a pretty critical reader, but I can say without reservation that this book is a treasure.

Trevor Noah is a superb storyteller, and this memoir is his eloquent and touching account of growing up as a mixed-race child of a single mother, living in poverty in deeply racist and sexist South Africa. He provides an insight to a life very different from any other experienced by any of us. The book reads like fiction, but it is so much more touching because it is an autobiography.

It is a superbly written story of a perceptive and resilient child thriving under very difficult circumstances. It beautifully captures these circumstances seen through the eyes of an innocent child.

As I turned the last page, I smiled at the ending, but I also felt sad that the story ended. I wanted to know what happened next. I hope he writes a sequel.

Adapted from https://www.amazon.com/gp/customer-reviews/

4.10 **Obituary**

An obituary is a notice of the passing on of someone known by the audience. Over and above 'formally' announcing the death, it also sketches the cause of death as well as the funeral arrangements.

The aspects below must be included:

- full name of the deceased;
- date of birth, date of death;

where the person was living at the time of death;

- birthplace;
- key survivors and their names;
- time date place of funeral;
- a tribute.

Some of the following may be included:

- cause of death;
- biographical information.

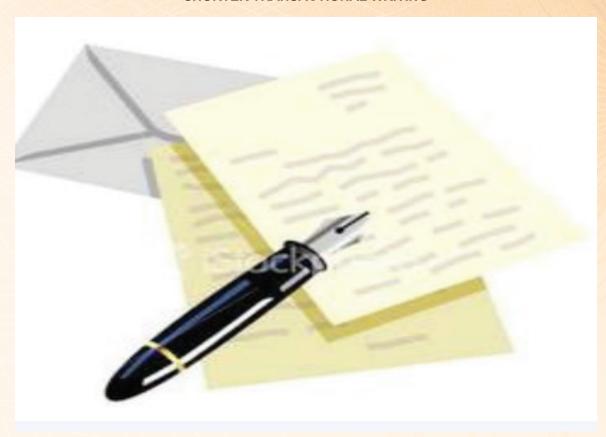
Style and tone

- formal tone;
- concise;
- euphemisms may be used, e.g. passed away instead of died.

Basic Obituary Template

Heading: name and surname of deceased	
Year of birth and year of death	7/ /
lame and surname of deceased , age, passed away on(date) at	<u> </u>
(place). Cause of death	-77
Born in (town/city), he/she was the son/daughter of (parents). He/she attended	
(s <mark>chool)/graduated at (University/College</mark>). He/she was employed at	
place of work) and worked as (job title).	1
He/she (name) was a member of (church /organisations/groups/committees/RCL).	<u> </u>
le/she enjoyed (hobbies/activities, etc.)	
Pay tribute (depending on what is asked in question paper)	
de/she is survived by wife/husband, children, grandchildren, etc. (be very careful	
o determine this. If it is a child, then it will be parents and siblings. If a	
randmother/grandfather then there must be grandchildren).	
he funeral service will be held on (date) at(time) at(place and address).	
le/she (name) will be remembered for his/her (personality traits/things)	

SHORTER TRANSACTIONAL WRITING



5. SHORTER TRANSACTIONAL TEXTS

Expected length of texts:

Language level	Gr 10	Gr 11	Gr 12
English FAL	80 – 100 words	80 – 100 words	80 – 100 words
English SAL	50 – 70 words	50 – 70 words	50 – 70 words

5.1 Advertisement, Flyer and Poster

The purpose of any advertisement, flyer or poster, is to persuade someone to buy something or use a service.

An advertisement /flyer/poster must include:

- persuasive techniques;
 - o grab the attention of the reader
 - keep the interest of the readerAIDA
 - o create a desire for the product

- o persuade the buyer to act
- a description of the product/company/service/event;
- brand name and slogan (where applicable);
- if it is a product/service/company, provide information on where to find it;
- provide contact information;
- if it is an event the details of the venue and the date should be provided;
- style and tone;
 - o use figurative language, such as similes, metaphors, puns, alliteration and assonance, hyperbole and onomatopoeia
- Note: no marks will be awarded for illustrations.

Below is an example of an advertisement

Instruction:

Your family wants to start a transport service for learners to and from school. They have asked you to create an advertisement that will be placed in the local newspaper.



5.2 Invitation

An invitation is a short text to request someone's presence at an event or to do something.

An invitation must include:

- name of invitee;
- the date, venue and time at which the occasion will start;
- the nature of the event.

An invitation may also include:

- RSVP (a request for an immediate response));
- A specific dress code.

Style and tone

- The context will determine if it is formal or informal.
- Full sentences are not necessary.

Below is an example of an invitation

Instruction

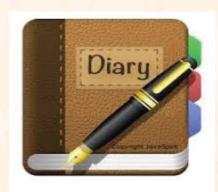
Your school will be hosting an annual concert in which learners stage different performances. As the chairperson of the Representative Council of Learners (RCL), you have been asked to invite members of the School Governing Body (SGB) to the concert. Write out the content of your invitation card.

5.3 Diary entries

A diary entry is a record and reflection on personal experiences. The number of entries will be determined by the question.

Diary entries:

- must reflect a date for each entry;
- must be written in the first person;
- must express feeling and emotions;
- will be informal in style.



Example of a diary entry

Instructions

You recently participated in a talent show. t. Write TWO diary entries. The first entry must indicate how you felt before the talent show and the second entry must express how you felt after the show.t.

FRIDAY, 27 APRIL 2018

Dear Diary

It's 5pm, and my nerves are shattered. My stomach is filled with butterflies, and my hands are sweaty and won't stop shaking. Tonight's is making me nervous. What on earth made me decide to compete in the first place and why did I choose singing as my talent?

FRIDAY, 27 APRIL 2018

Dear Diary

It's now 8pm. The show wasn't bad after all. I took charge. I am relieved it is over. I obtained a second place and couldn't be happier. I guess the nervousness was unnecessary; after all, everybody applauded me! I am more than proud of myself!

5.4 Postcard

A postcard has limited space; as a result, the writing will be concise.

A postcard must:

- have concise and brief sentences;
- have an informal tone;
- have greeting/ salutation and the name of the sender.

Note: avoid slang or colloquial language

Example of a postcard

Instruction:

You are on holiday. You have decided to send your parents a postcard, telling them about the holiday. Write down the information you will send to them.



5.5 Directions

We use directions when we are telling someone how to get somewhere.

Directions must:

- have a scenario;
- be concise and clear;
- be in chronological order (listing them will be easier);
- refer to a specific direction;
- indicate the approximate distance;
- provide information about landmarks along the way;
- be written using the imperative form.



Example of directions

Instruction:

You have decided to start a study group at your house, but not all learners know where you live. Give them directions from the school to your house.

Directions from school to house

- From the school turn right onto Walter Street.
- 2. Walk down Walter Street for approximately 100m.
- 3. At the four ways crossing, turn left into Church Street.
- 4. Go past Checkers on your left-hand side.
- Carry on, on that road until you cross the second set of traffic lights with *Pick 'n Pay* on your left-hand side.
- 6. Turn right into Boom Street.
- 7. On your right-hand side, there is *Pep Stores*.
- 8. Walk a further 500m until you reach a T-junction.
- 9. Turn left into Solomon Street. The third house on the left-hand side is my house.

We give instructions when we are describing how something is done through a series of sequenced steps.

Instructions must:

have a scenario:
 be concise and clear;

 be be concise and clear;

 be written using the imperative form.

Example of instructions

Instruction:

Instruction:

Instruction:

Some tips on preparing a speech for presentation.

Some tips on preparing an outstanding speech for presentation:

Some tips on preparing an outstanding speech for presentation:

Some tips on preparing an outstanding speech for presentation:

Some tips on preparing an outstanding speech for presentation:

Some tips on preparing an attention-grabbling introductiony first sentence.

Write a powerful and attention-grabbling introductiony first sentence.

Practise your speech by saving it aloud.

- Practise your speech by saying it aloud.
- Ask for help with words you cannot pronounce.
- Prepare illustrations or graphs; this will help your audience to understand your statistics.
- Do not stress! Stress will cause you to stutter and stumble over your words.

Write an email 5.7

The word email is derived from electronic mail. It is the distribution of messages by electronic means from one computer to one or more recipients via a network.

Example of an email

TO: harold@hotmail.co.za; strini@webmail.co.za

CC: benadex@lantic.org.za; suffo@yahoo.uk;

SUBJECT: Outstanding reports

You are reminded to submit all the outstanding reports by no later than Friday, 29 May 2018. A mid-term report template will be sent to you hereafter to facili-MESSAGE:

Dear Colleagues

You are reminded to submit all the outstanding reports by no later than Friday, 29 May 2018. A mid-term report template will be sent to you her tate uniformity. You are advised to consult Mr Foxtrot if you encounter any problems with the template.

Kind regards

Nomsa Twala

A form is used for various reasons, e.g. applying for a job, opening a bank account, giving personal details, entering competitions or contests(etc.).

By When filling in a form:

The provide information as required;

By When filling is a concise and accurate;

The writing should be neat and legible.



APPLICATION FOR	FOR ADMISSION TO A TERTIARY INSTITUTION
SURNAME	
FULL NAMES	
GENDER	
ID NUMBER	
ADDRESS	
TOWN/CITY	
POSTAL CODE	
PROVINCE	
TELEPHONE NUMBER	
EMAIL ADDRESS	
SCHOOL	
INTENDED FIELD OF STUDY	
SECOND CHOICE	
MOTIVATION FOR ACCEPTANCE	

ANNEXURES

Annexure A - Self- Assessment

9 The last paragraph What I would score myself: Content, Planning Language, Style & Editing Structure Improvements I have to make: CONTENT & CO	Spelling has been checked for correctness. The last paragraph rounds off the writing task. Sore myself: Exceptional I have to make: Coutstanding/Striking response beyond normal expectations -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending qualities of the outstanding essay -Mature and intelligent ideas -Mature and intelligent ideas	Skilful 22–24 -Very well-crafted response ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ ending 19–21 -Well-crafted response -Relevant and interesting ideas		Elementary 10–12 -Inconsistently cohr response -Unclear ideas and unoriginal -Little evidence of organisation and coherence 7–9 -Largely irrelevant response -Ideas tend to be disconnected and	response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent 0-3 -No attempt to respond to the topic -Completely irrelevant and inappropriate
-Skilfully ol introductio	rganised and coherent (connected), including n, body and conclusion/ending	-Well organised and coherent (connected), including introduction, body and conclusion	-Some degree of organisation and coherence, including introduction, body and conclusion	confusing -Hardly any evidence of organisation and coherence	-Unfocused and muddled
	Editing Editing Formalize -Outstandi expectation including including including including introduction interpretable interpreta	agraph rounds agraph rounds agraph rounds agraph rounds ake: OR ESSAY – COR E	agraph rounds off the writing task. Exceptional Skilful	Skifful Exceptional Exceptional Bit introduction, body and conclusion/ending skiffully organised and coherent (connected), including kiffully organised and conclusion/ending stroduction, body and conclusion/ending skiffully organised and coherent (connected), including introduction, body and conclusion/ending skiffully organised and coherent (connected), including introduction, body and conclusion/ending skiffully organised and coherent (connected), including introduction, body and conclusion/ending skiffully organised and coherent (connected), including indeas are fairly and conclusion/ending introduction, body and conclusion/ending indeas and coherent (connected), including indeas are fairly and conclusion/ending indeas in introduction, body and conclusion/ending indeas	Exceptional Skiful Moderate Elementary Exceptional Skiful Moderate Elementary

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE,	əbr	14–15	11–12	8–9	9-9	0-3
EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation,	Upper level -Tone, register, style and vocabulary higher propriate to purpose, audience and context -Exceptionally impressive use of languatione ling and rhetorically effective into the compelling and rhetorically effective into some spelling -Virtually error-free in grammar and spelling -Very skilfully crafted	-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	-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	-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary	-Language incomprehensible -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible	
grammar, spelling	J	13	10	7	4	
15 MARKS	and anot n	-Language engaging and generally effective	-Adequate use of language with some inconsistencies	-Inadequate use of language	XXXX	
	iffective i ni eeriro	-Appropriate and effective tone	-Tone generally appropriate and limited use of rhetorical	-Little or no variety in sentences		
	Language e rhetorically erro -Virtually erro and spelling and spelling	-Few errors in grammar and spelling -Well crafted	ממונמס	-Exceptionally limited vocabulary		
STRUCTURE		9	4	3	2	0–1
Features of text;	ıil graphs	-Logical development of details	-Relevant details developed	-Some valid points	-Necessary points lacking	
Paragraph development	c s, para ally wel	-Coherent	-sentences, paragraphs well- constructed	-sentences and paragraphs faulty	-Sentences and	
and sentence construction 5 MARKS	-Excellent of the topic of the topicoral-complete contence exceptions exceptions on a tructer of the topicoral or	-Sentences, paragraphs logical, varied	-Essay still makes sense	-Essay still makes some sense	Essay lacks sense	

SSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT — ENGLISH HOME LANGUAGE [25 MARKS]
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	Inadequate	0-3	-Response reveals no knowledge of features of the type of text	-Meaning is obscure with major digressions	-Not coherent in content and ideas	-Very few details support the topic	-Has not applied necessary rules of format		0-5	-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	
	Elementary	4–6	-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	-Has vaguely applied necessary rules of format	-Some critical oversights	3-4	-Tone, register, style and vocabulary less appropriate to purpose, audience and context	-Inaccurate grammar with	numerous errors	-Limited vocabulary	-Meaning obscured
25 MARKS]	Moderate	7–9	-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	N	2–6	-Tone, register, style and vocabulary appropriate to purpose, audience and context	-Some grammatical errors	-Adequate vocabulary	-Errors do not impede meaning	
- ENGLISH HOME LANGUAGE	Skilful	10–12	-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	-Appropriate format with minor inaccuracies		7	7–8	-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	
ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT — ENGLISH HOME LANGUAGE [25 MARKS]	Exceptional	13–15	-Outstanding response beyond normal expectations	-intelligent and mature fueas -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	9–10	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context	-Grammatically accurate and well-constructed	-Virtually error-free	7	
ASSESSMENT RUBRIC FOR L	Criteria	CONTENT, PLANNING &	FORMAT Response and ideas;	Organisation of ideas for planning;	Purpose, audience, features/ conventions and context	15 MARKS			LANGUAGE, STYLE &	EDITING Tone, register, style, purpose/ effect, audience and context;	Language use and conventions;	Word choice;	Punctuation and spelling	10 MARKS

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Inadequate	4-6	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent	0-3	-Largely irrelevant response -No attempt to respond to ldeas tend to be disconnected and confusing -Completely irrelevant and -Hardly any evidence of inappropriate organisation and coherence -Unfocused and muddled
Elementary	10-12	Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence	62	
Moderate	16–18	-Satisfactory response ldeas are reasonably coherent and convincing Reasonably organised and coherent, including introduction, body and conclusion/ending	13–15	-Satisfactory response but some lapses in clarity ldeas are fairly coherent and convincing some degree of organisation and coherence, including introduction, body and conclusion
Skilful	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	19–21	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion
Exceptional	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	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
		Upper level		Fower level
Criteria	CONTENT &	(Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context		

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			0-1	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense	
5-6	-Tone, register, style and vocabulary not appropriate to purpose, audience and context -Very basic use of language	inappropriate -Very limited vocabulary	4	Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	2	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	
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	7	-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	3	-Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	
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	10	-Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	4	-Logical development of details -Coherent -Sentences, paragraphs logical, varied	
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	13	-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	5	-Excellent development of the topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	
	ber level	qU		Lower level			
LANGUAGE,	STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and	context; Word choice; Language use and conventions, punctuation,	grammar, spelling	15 MARKS	STRUCTURE	Features of text; Paragraph development and sentence construction 5 MARKS	

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT - FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING &	15–18	11-14	8-10	2-2	0–4
FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	-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	-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	-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	-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	-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
LANGUAGE, STYLE &	10–12	8–9	2-9	4-5	0-3
EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling	-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	-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	-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	-Tone, register, style and vocabulary less appropriate to purpose, audience and context lnaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	-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

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT - FIRST ADDITIONAL LANGUAGE [20 MARKS]

	Inadequate	0-3	-Response reveals no knowledge of features of	of text	-Meaning obscure with	major digressions -Not coherent in content	18	-Very few details support	the topic -Necessary rules of format	ied			0-2	-Tone, register, style and vocabulary do not	correspond to purpose,	audience and context	-Vocabulary not suitable	ose	-Meaning seriously impaired	
			-Respor									hts		-Tone, re				for purpose	-Meaning impaired	
i	Elementary	4-5	-Basic response,	knowledge of features of	the type of text	-some focus but writing digresses	-Not always coherent in	content and ideas	-rew details support the topic	-Necessary rules of format	vaguely applied	-Some critical oversights	8	-Tone, register, style and vocabulary less	appropriate to purpose,	audience and context	numerous errors	-Limited vocabulary	-Meaning obscured	4
	Moderate	2-9	-Adequate response, demonstrating knowledge	of features of the type of	text	-Not completely focused – some diaressions	-Reasonably coherent in	content and ideas	-some details support the topic	-Generally appropriate	format but with some	inaccuracies	4	-Tone, register, style and vocabulary appropriate to	purpose, audience and	context	-Adequate vocabulary	-Errors do not impede	meaning	
	Skilful	8-9	-Very good response demonstrating good	knowledge of features of	the type of text	-iviaintains focus – no digressions	COL	ideas, very well elaborated	and details support topic -Appropriate format with	minor inaccuracies			2-6	-Tone, register, style and vocabulary very	appropriate to purpose,	audience and context	accurate and well-	constructed	 -Very good vocabulary -Mostly free of errors 	
	Exceptional	10–12	-Outstanding response	expectations	-Intelligent and mature	Ideas -Extensive knowledge of	features of the type of text	-Writing maintains focus	-Conerence in content and ideas	-Highly elaborated and all	details support the topic	-Appropriate and accurate	7–8	-Tone, register, style and vocabulary highly	appropriate to purpose,	audience and context	and well-constructed	-Virtually error-free		
	Criteria	CONTENT, PLANNING &	FORMAT	Response and ideas;	Organisation of Ideas; Features/conventions and	context		12 MAKKS					LANGUAGE, STYLE &	EDITING	Tone, register, style,	purpose and context;	Language use and	conventions;	Word choice; Punctuation and spelling	8 MARKS

ASSESSMENT RUBRIC FOR ESSAY- ENGLISH SECOND ADDITIONAL LANGUAGE [40 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT &		22–24	18	12–16	7–11	9-0
PLANNING		-Outstanding/Striking response	-Very well-crafted response	-Satisfactory response	-Inconsistently	-Totally irrelevant
(Response and ideas)	ı	beyond normal expectations	-Fully relevant and interesting	-Ideas are reasonably	conerent response	response
Organisation of ideas for planning	er leve	-Intelligent, thought-provoking	ideas	coherent and convincing.	-Unclear ideas and unoriginal	-Confused and unfocused ideas
ທົ	edd∩	-Exceptionally well organised	-Evidence of maturity	-Reasonably organised and coherent including	-Little evidence of organisation and	-Vague and repetitive
addience and context		and coherent (connected) including introduction, body	-very well organised and coherent (connected) including	introduction, body and conclusion/ending	coherence.	-Unorganised and incoherent
		and conclusion/ending	introduction, body and conclusion/ending			
		19–21	17			
		-Excellent response but lacks	-Well-crafted response			
	[ə/	qualities of the outstanding	-Relevant and interesting ideas			
	r lev	essay	-Well organised and coherent			
	эмо	-Mature and intelligent ideas	(connected) including			
	٦	-Skilfully organised and	introduction, body and			
		coherent (connected) including introduction, body and	COLICIASION			
		conclusion/ending				
LANGUAGE, STYLE		10–12	8–9	2-9	4–5	0–3
& EDITING		-Language is excellent and	-Language is engaging and	-Adequate use of	-Inadequate use of	-Language
Tone, register, style,		metorically effective in torie,	generally effective.	inconsistencies.	language.	III comprenentatione
vocabulary appropriate to purpose and context		or-free in grammar	-Appropriate and effective tone,	Tono good ond	-Little or no variety in a	-Vocabulary limitations
			spelling.	appropriate and limited	sellicince.	make comprehension
Word choice	7	-Skilfully crafted		use of rhetorical	-Exceptionally limited	impossible
Language use			-Well crafted	devices.	vocabulary.	
and conventions,						
punctuation, granniar, spelling						
12 MARKS						

STRUCTURE	4	8	2	-	0
Features of text	-Excellent development of the topic.	velopment of details.	-Relevant details developed.	-Develop some valid points.	-Necessary points lacking
Paragraph development and	-Exceptional detail.	-Coherent -Sentences, paragraphs logical,	-Sentences, paragraphs well-	-Sentences, paragraphing faulty	-Sentences, -paragraphs faulty
construction	-Sentences, paragraphs exceptionally well-constructed.	varied.	constructed	-Essay still makes some sense.	-Essay lacks sense
4 MARKS					

ASSESSMENT RUBRIC FOR LONGER AND SHORTER TRANSACTIONAL WRITING - ENGLISH SAL [20 MARKS]

Inadequate	0–3	-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						
Elementary	4–5	-Basic response,	demonstrating some	knowledge of features of	the type of text	-Some focus but writing	digresses	-Not always coherent in	coent and ideas	-Few details support the	topic.	-Necessary rules of format	vaguely applied	7	-Some critical oversights.	/
Moderate	2-9	-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.		
Skilful	6–8	-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.	11: 10: 2 0 10: 4	-Appropriate Tormat with minor inaccuracies.		7		
Exceptional	10–12	-Outsta <mark>nding response</mark>	beyond normal expectations		-Intelligent and mature ideas		-Extensive knowledge of features of the type of text		-Writing maintains focus	-Coherence in content and	ותכמס	-Highly elaborated and all	details support the topic		-Appropriate and accurate	format
Criteria	CONTENT, PLANNING &	FORMAT		nespolise alla laeas	Organisation of ideas	Footpass/continued	context	12 MABKS								

LANGUAGE, STYLE &	7–8	2–6	4	8	0–2
EDITING	-Tone, register, style,	-Tone, register, style	-Tone, register, style and	-Tone, register, style and	-Tone, register, style and vocabulary do
C	vocabulary highly	and vocabulary very	vocabulary appropriate	vocabulary less appropriate	not correspond to purpose, audience
vocabulary appropriate to	appropriate to purpose,	appropriate to purpose,	to purpose, audience and	to purpose, audience and	and context.
purpose and context.	audience and context	audience and context	context.	context	
					-Ellol-liddell alld collidsed
	-Grammatically accurate and -Generally grammatically	-Generally grammatically	-Some grammatical errors	-Inaccurate grammar with	
Laliguage use allu	well-constructed	accurate and well-		numerous errors	-Vocabulary not suitable for purpose
conventions		constructed	-Adequate vocabulary		
	-Virtually error-free.			-Limited vocabulary	-Meaning seriously impaired
Word choice		-Very good vocabulary	-Errors do not impede		
			meaning	-Meaning obscured	
runctuation and spennig		-Mostly free of errors			
8 MARKS					

