



**SENIOR PHASE**

**GRADE 9**

**NOVEMBER 2019**

**ENGLISH HOME LANGUAGE P3  
MARKING GUIDELINE**

**MARKS: 30**

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This marking guideline consists of 7 pages.

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## INFORMATION FOR THE MARKER

In assessing a learner's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proof-reading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion.

## SUGGESTED APPROACH TO MARKING

### SECTION A: ESSAY

Refer to SECTION A: The Rubric for Assessing an Essay can be found on page 6 of this marking guideline.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
CONTENT AND PLANNING	<b>10</b>
LANGUAGE, STYLE AND EDITING	<b>6</b>
STRUCTURE	<b>4</b>
<b>TOTAL</b>	<b>20</b>

Read the whole piece and decide on a mark for CONTENT AND PLANNING, LANGUAGE, STYLE, EDITING and STRUCTURE.

**NOTE:**

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

**NOTE:**

- The points given below each topic in this memorandum serve only as a guide to markers.
- Allowance must be made for a learner's own interpretation of the topic, even if it differs from the points given or from a marker's own views or interpretations.

**QUESTION 1**

Learners are required to write ONE essay of 250–300 words on ONE of the topics given. Learners may write in any genre: narrative, descriptive, reflective, argumentative, expository, discursive or a combination of any of these.

- 1.1 This is a descriptive essay. Credit learners for the use of adjectives linked to the five senses. Note that the 'scene' can be either negative or positive – no mention has been made of 'a beautiful scene'. Give them credit for originality. [20]
- 1.2 Narrative essay. Focus should be on the experience and some element of description. Credit should be given for mood (emotion) in the essay, because it is stated in the title that there is anticipation. Good, gripping introduction, good development of narrative in paragraph form and a good conclusion. [20]
- 1.3 Reflective essay. This can also be a narrative essay, telling one person's 'awkward' story and demonstrating what is meant by the quote. Credit learners' original thoughts. [20]
- 1.4 Discursive essay. Reasons must be given for why/or why not he/she will also pack his/her bags and leave S.A. Keep in mind that this is Grade 9 level. [20]
- 1.5 Persuasive essay. Learner must state an opinion and write an essay in which he/she tries to persuade the reader. [20]

- 1.6 1.6.1 The world of the teenager as described by a teenager. [20]
- 1.6.2 Difficult circumstances. Poverty. Goal-orientated despite circumstances. The great gap between the rich and the poor in S.A. Narrative essay about a specific life story. Credit originality. [20]
- 1.6.3 The danger of drugs and the effect they have on teenagers. The high percentage of teens using drugs in S.A. versus the positive effects of participating in sport and staying fit. This can also be a narrative essay based on a true story or a fictional story. Credit originality. [20]

**TOTAL SECTION A: 20**

**SECTION B: TRANSACTIONAL TEXTS**

Learners are required to respond to ONE of the topics set. The body of the response must be 160–180 words in length. The language, register, style and tone must be appropriate to the context.

- 2.1 Learners live in different towns, villages and cities. Keep this in mind when assessing this letter. The format must be correct and the language must be informal. No slang is allowed. Focus must be on the opportunity. **[10]**
- 2.2 The introductory paragraph must include the 5 w's (who, when, where, what and why). More detail of what was witnessed in paragraph two. Response by witness in direct speech. Allow the learner to express his/her own views on Ubuntu. Good conclusion. **[10]**
- 2.3 Correct format. Format of the formal letter. Salutation: Sir/Madam, Subject line. Introductory paragraph stating the reason for writing. More detail in paragraph two. Personal information in paragraph three and a good conclusion. **[10]**

**TOTAL SECTION B: 10**  
**GRAND TOTAL: 30**

### SECTION A: RUBRIC FOR ASSESSING ESSAY – HOME LANGUAGE (20 MARKS)

CRITERIA MARKS	EXCEPTIONAL 9–10	SKILLFUL 7–8	MODERATE 6–7	ELEMENTARY 4–5	INADEQUATE 1–3
<b>CONTENT, PLANNING (10 MARKS)</b> Response and ideas; Organisation of ideas for planning; Awareness of purpose, audience and context	<ul style="list-style-type: none"> <li>- Outstanding/striking response beyond normal expectations.</li> <li>- Intelligent, thought provoking and mature ideas.</li> <li>- Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Very well-crafted response. Fully relevant and interesting ideas with evidence of maturity.</li> <li>- Very well organised and coherent (connected), including introduction, body and conclusion/ ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactory response Ideas are reasonably coherent and convincing</li> <li>- Reasonably organised and coherent, including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently coherent response.</li> <li>- Unclear ideas and unoriginal. Little evidence of organisation and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>- Totally irrelevant response.</li> <li>- Confused and unfocused ideas.</li> <li>- Vague and repetitive.</li> <li>- Unorganised and incoherent.</li> </ul>
<b>MARKS</b> <b>LANGUAGE, STYLE AND EDITING (6 MARKS)</b> Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling	5–6 <ul style="list-style-type: none"> <li>- Language excellent and rhetorically effective in tone.</li> <li>- Virtually error-free in grammar and spelling.</li> <li>- Skillfully crafted.</li> </ul>	4 <ul style="list-style-type: none"> <li>- Language engaging and generally effective.</li> <li>- Appropriate and effective tone.</li> <li>- Few errors in grammar and spelling.</li> <li>- Well crafted.</li> </ul>	3 <ul style="list-style-type: none"> <li>- Adequate use of language with some inconsistencies.</li> <li>- Tone generally appropriate and limited use of rhetorical devices.</li> </ul>	2 <ul style="list-style-type: none"> <li>- Inadequate use of language.</li> <li>- Little or no variety in sentence.</li> <li>- Exceptionally limited vocabulary.</li> </ul>	1 <ul style="list-style-type: none"> <li>- Language incomprehensible</li> <li>- Vocabulary limitations so extreme as to make comprehension impossible.</li> </ul>
<b>MARKS</b> <b>STRUCTURE (4 MARKS)</b> Features of text; Paragraph development and sentence construction	4 <ul style="list-style-type: none"> <li>- Excellent development of topic.</li> <li>- Exceptional detail.</li> <li>- Sentences, paragraphs exceptionally well-constructed.</li> </ul>	3–4 <ul style="list-style-type: none"> <li>- Logical development of details.</li> <li>- Coherent</li> <li>- Sentences, paragraphs logical, varied.</li> </ul>	3 <ul style="list-style-type: none"> <li>- Relevant details developed.</li> <li>- Sentences, paragraphs well-constructed. Essay still makes some sense.</li> </ul>	2 <ul style="list-style-type: none"> <li>- Some valid points</li> <li>- Sentences and paragraphs faulty. Essay still makes sense.</li> </ul>	1 <ul style="list-style-type: none"> <li>- Necessary points lacking.</li> <li>- Sentences and paragraphs faulty.</li> <li>- Essay lacks sense.</li> </ul>

**SECTION B: RUBRIC FOR ASSESSING TRANSACTIONAL TEXTS – HOME LANGUAGE (10 MARKS)**

<b>CRITERIA</b>	<b>EXCEPTIONAL</b>	<b>SKILLFUL</b>	<b>MODERATE</b>	<b>ELEMENTARY</b>	<b>INADEQUATE</b>
<b>MARKS</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>1–2</b>
<p><b>CONTENT, PLANNING AND FORMAT (6 MARKS)</b></p> <ul style="list-style-type: none"> <li>- Response and ideas</li> <li>- Organisation of ideas and planning</li> <li>- Purpose, audience, features/conventions and context</li> </ul>	<ul style="list-style-type: none"> <li>- Outstanding response.</li> <li>- Intelligent and mature ideas.</li> <li>- Extensive knowledge of features of the type of text.</li> <li>- Writing maintains focus.</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support topic.</li> <li>- Appropriate and accurate format.</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response.</li> <li>- Maintains focus –no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response.</li> <li>- Not completely focused.</li> <li>- Some digressions.</li> <li>- Reasonably coherent in content and ideas.</li> <li>- Some details support the topic.</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format.</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of this type of text.</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few ideas support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<p><b>MARKS</b></p> <p><b>LANGUAGE, STYLE AND EDITING (4 MARKS)</b></p> <ul style="list-style-type: none"> <li>- Tone, register, style, purpose/effect, audience and context - Language use and conventions – Word choice</li> <li>- Punctuation and spelling</li> </ul>	<p><b>4</b></p> <ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed.</li> <li>- Virtually error-free.</li> </ul>	<p><b>3–4</b></p> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Generally grammatically accurate and well-constructed.</li> <li>- Mostly good vocabulary.</li> <li>- Mostly error-free.</li> </ul>	<p><b>3</b></p> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors.</li> <li>- Adequate vocabulary.</li> <li>- Errors do not impede meaning.</li> </ul>	<p><b>2</b></p> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Inaccurate grammar with numerous errors.</li> <li>- Limited vocabulary.</li> <li>- Meaning is obscured.</li> </ul>	<p><b>1</b></p> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confusing.</li> <li>- Vocabulary not suitable for purpose.</li> <li>- Meaning seriously impaired.</li> </ul>