ENGLISH SECOND LANGUAGE P3

HIGHER GRADE

2012

MEMORANDUM

MARKS: 80

This memorandum consists of 7 pages.
INTRODUCTORY COMMENTS:

1. **OBJECTIVITY:** Markers should understand that objectivity is very important in the marking of extended and transactional writing. The aim is to assess the candidates' ability to communicate in writing and not their background, political affiliation and/or religion. The piece of work should be read from the candidate's point of view and may include figurative interpretations of the topic or fantasy. If a marker feels that any piece of writing is offensive or problematic, he/she should consult with the senior marker rather than give a biased mark.

2. **SELECTION OF TOPIC:** Markers should not assume that a piece of writing that is not obviously related to the topic is pre-learnt. They should allow for creativity and a variety of interpretations that do not necessarily appear in the memo. In case of doubt, senior markers should be consulted.

3. **ASSESSMENT:** All pieces of writing are marked according to the Umalusi grid provided. All markers should indicate clearly how they have arrived at the mark by using a letter and number code, e.g. 'E6', 'E' representing the category awarded for content and '6' representing the category awarded for language BEFORE recording the final mark. Markers should indicate ALL errors. All penalties and drops in category should be clearly indicated.

4. **PRESENTATION:** Assessment should not be unduly biased by poor presentation. Candidates who use capital letters throughout the piece of writing should be judged individually, as in certain instances, they are fully aware of sentence construction and indicate the beginning of a sentence by enlarging the first letter. A maximum of 10% may be deducted from the total mark obtained out of 80, and this should be indicated on the cover of the script. The penalty should only be applied if the meaning is seriously affected by the use of capitals. If in doubt, consult with the senior marker.
SECTION A: EXTENDED WRITING

- All essays are marked out of 40 according to the approved Umalusi grid.

- If the candidate does not supply a title, one (1) mark should be deducted from the final mark. The deduction should be indicated at the top and again next to the final mark.

- When an essay is too long, markers are expected to mark the full essay. There will be no specific penalty, as candidates will be penalised for repetition and lack of planning. Markers should indicate at the bottom: ‘Essay too long.’

- When an essay is too short, the grid can be used to penalise it. The essay should be assessed in the usual way using the following guideline:
  - 150 to 200 words — no higher than E
  - 100 to 150 words — no higher than F
  - 50 to 100 words — no higher than G
  - Fewer than 50 words — no higher than H
  Indicate at the bottom: ‘Essay too short.’

  Note that where a candidate has written a powerful, yet short piece, it should be passed on to the Senior Marker for assessment.

- Markers should not hesitate to reward excellent writing. An 'A' essay should be outstanding. Markers should be guided by the grid. Give credit if the learner has been exceptionally creative and provides a relevant interpretation not specifically mentioned in the memo.

- Markers should only award an 'H' and '8/9' on the grid if the essay is totally irrelevant or unintelligible.

- One category should be dropped for language if the essay has no paragraphs.

- Only the errors and not the entire sentence or paragraph should be underlined.

- Ticks must be used to indicate commendable ideas and/or excellent language use.

- Candidates should answer ONE topic in each section. If the candidate writes on more than one topic, only the first one is marked.

- Use of the grid:

  Start by considering the content first. Look at the language use next and give the mark range given on the grid.

  Markers and moderators should not differ by more than 4 marks in Section A and by more than 2 marks in Sections B and C.

  Take care to use the correct grids, e.g. 20 or 40 mark grid, or HG or SG grid.
QUESTION 1  The car stopped. They told me to get out. (Narrative)

- Story must include the sentence, 'The car stopped. They told me to get out.' If not, the essay must receive a 10% penalty (move one block down on the grid under content).
- Story must be told in first person.
- Story should relate why he/she was in the car and what happened.
- Language penalty if candidate writes the whole essay in the present tense. Do not award a higher than average mark (5) for language.
- Accept if learner writes about a taxi or bus.
- Candidate must supply their own title. Deduct one mark from the total if this is not done.

[40]

QUESTION 2: PLAY YOUR PART (Descriptive/expository/discursive)

- The candidate may approach the topic from a descriptive/expository or discursive angle.
- The candidate should mention the value of their good deeds.
- Essay should give examples of good deeds have been done by the candidate AND how these deeds have made a difference in the lives of others. If only one aspect is discussed, the essay can only be rated average (D) or below.
- Watch out for creative responses and give credit.

[40]

QUESTION 3: A WOMAN FOR PRESIDENT (Argumentative)

- Opinion of the candidate must be evident in the discussion.
- The candidate must choose ONE side of the argument and motivate his/her opinion, giving reasons.
- However, accept the argument if both sides are presented and the candidate arrives at a definite point of view in the conclusion.
- Conclusion should sum up writer's point of view.

[40]

QUESTION 4: THINGS THAT MAKE MY LIFE EASIER (Descriptive/expository)

- The candidate should describe at least three things that make his/her life easier.
- The candidates may mention objects, e.g. a car, or may mention abstract concepts such as friendship.
- It should be clear how the things chosen make the candidate's life easier.
- The candidate should give personal examples to illustrate a point.

[40]

QUESTION 5: IMPROVING EDUCATION (Expository)

- The candidate must mention the challenges in high school education and how these can be addressed.
- The candidate can draw on his/her own experiences and relate these to the topic.
- The candidate should give sensible suggestions about how education can be improved in high school.
- Conclusion should sum up writer's point of view.

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