

**General Guidelines:**

It is important to remember that examiners are assessing the ability to communicate in writing.

When an essay is **too long**, markers are expected to mark the full essay. No penalty is considered, candidates will penalise themselves by becoming repetitive and therefore will be penalised for content. Indicate at the bottom : "Essay too long".

In most cases the grid can be used to penalise essays that are **too short**.

The essay should be assessed in the usual way before the word penalty is applied.

Essays:       100 to 150 words – no higher than F  
                  50 to 100 – no higher than G  
                  Fewer than 50 words - no higher than H

Indicate at the bottom: "Essay too short"

**To obtain an A+, A or B and 1 and 2** the writing should be excellent, the candidate has used imagery and idiomatic expressions extensively.

**To obtain an H and 8 and 9** the writing should be so poor that you could barely read it or understand it and no mention was made of the topic at all.

Be objective and allow room for the candidate's background.

Read the topic from the candidate's point of view e.g. childhood memories.

Please indicate all errors by using symbols (e.g. sp etc) clearly.

Refrain from underlining only.

Indicate striking ideas with ticks.

## **Section A**

**All essays are marked according to the approved Umalusi grid out of 40.  
If no title / or another title supplied: a deduction of 1 mark from the final mark.  
Indicate the deduction at the top and again next to the final mark.**

### **Question 1 – Why, oh, why?**

- Narrative / Expository / Reflective
- Candidate may refer to any kind of advice
- The tone is likely to be one of frustration, disappointment, repentance
- The advice given should be mentioned at least briefly
- It must be evident that the candidate has learnt a lesson; regrets not taking the advice because he/she suffered the consequences

(40)

### **Question 2 – Age restrictions**

- Discursive / Argumentative
- Candidate may reflect on a variety of age restrictions
- Candidate's point of view should be clear but may vary depending on the kind of restriction being discussed
- Candidate may support ideas with examples, other than those mentioned in the instruction
- Watch out for repetition of ideas, especially when only one restriction is mentioned

(40)

### **Question 3 – They served**

- Expository
- Learners should mention examples to illustrate the service rendered
- If a candidate has mentioned only one person, mark the candidate down ONE category in content.
- Tone should be positive
- Candidates may refer to any persons who have achieved greatness through service e.g. soup kitchens, planted trees (the service may not always be spectacular)
- Assess the value of the contribution (greatness) from the point of view of the candidate

(40)

### **Question 4 – Childhood memories**

- Descriptive / Narrative / Reflective
- Candidate should describe and narrate more than one childhood memory
- The memories should be positive
- Childhood memories can refer to any memories from an early stage to eighteen
- Do not regard seemingly trivial memories as unimportant, but what made the child happy e.g. first time in a taxi, playing in mud etc.

(40)

### **Question 5 – Discipline**

- Discursive
- Focus on aspects that cause discipline problems
- Three different problems and solutions should be highlighted
- Watch out for repetitive ideas
- Generalizations should be avoided
- The suggested solutions should be viable; realistic and practical

- Problems should pertain to education centres only e.g. absence of teachers, no textbooks; parents unsupportive; students challenging authority (40)

## **Section B**

**Mark according to the approved Umalusi grid out of 20 marks.**

### **Question 6 – Informal letter**

- Gratitude should be clear from the letter
- Mention various places / activities experienced during the holiday
- If candidate visits one particular place and spends the holiday there, different sights / activities should be mentioned.
- Candidate should state the most enjoyable moment / activity
- Candidate should relate how it affected him/her

(20)

#### **Deductions:**

##### **Format is marked in blocks:**

Sender's address	-1	(information left out/ incorrect order/ incorrect spelling and punctuation are penalised) (P O Box with or without full stops acceptable) (Accept dates written in any form)
Salutation	-1	("Uncle" or "Dear Uncle" acceptable)
Conclusion	-1	("Yours faithfully" is too formal/ "Cheers" is too informal and unacceptable )

*Deduct only one mark per block even if a candidate makes more than one error in that particular block*

**Deduction: maximum 2 marks**

**Indicate the deduction next to the error and again next to the total**

### **Question 7 – Letter to the press**

- Tone should be persuasive, not rude or offensive even though the candidate may express outrage or anger at the municipality
- The importance of the library for the community should be stressed
- A good candidate's letter should encourage the public to take an interest
- The benefits to the community should be mentioned
- Letter should be addressed to press and not municipality and content must reflect this
- Letter for publication and not for the editor's attention only.

(20)

#### **Deductions:**

##### **Format is marked in blocks:**

Sender's address	-1	(information left out/ incorrect order /incorrect spelling and punctuation are penalised) (May appear at the top or bottom, both acceptable) (Date should be formally written out : e.g. 21 May 2004)
Recipient's address	-1	(Against the margin)
Salutation	-1	("Sir", "Dear Sir", "Madam", "The Editor" acceptable)
Topic	-1	(Optional ,but if used must come after the salutation)
Conclusion	-1	("Yours faithfully" / "Yours sincerely" only options) (Ideally a signature and name, but allow : legible signature or just name and surname written out)

*Deduct only one mark per block, even if candidate makes more than one error in that particular block*

**Deduction: maximum 2 marks**

**Indicate the deduction next to the error and again next to the total.**

**Question 8 - Formal letter**

- Tone should be respectful, serious and formal
- Improvements (at least three) should be specified and not generalized.
- Improvements should clearly contribute to teaching and learning
- The reasons for the improvements should be given

**Deductions:**

**Format is marked in blocks:**

**Sender's address** -1 (information left out/ incorrect order / incorrect spelling and punctuation are penalised)  
(Date should be formally written out : e.g. 21 May 2004)

**Recipient's address** -1 (If used his own address, penalise as format error)

**Salutation** -1 ("Dear sir", "Mr Marius Murray" acceptable)

**Topic** -1 (Optional ,but if used it must be written after salutation)

**Conclusion** -1 ("Yours faithfully" / "Yours sincerely" only options)  
(Ideally a signature and name, but allow : legible signature or just name and surname written out)

**Deduct only one mark per block, even if a candidate makes more than one error in that particular block**

**Deduction: maximum 2 marks**

**Indicate the deduction next to the error and again next to the total.**

**Total for Section B:        20**

## **Section C**

All questions are marked according to the approved Umalusi grid out of 20.

### **Question 9 – Dialogue**

- The dialogue should suggest what the salesman is selling
- It must be clear whether the salesman has concluded the deal or not
- Allow for various sales styles and the reactions from the customer (20)

#### **Deductions:**

*If not in play form* -1 ( use colons, character names must appear)

*Used inverted commas* -1

**Deduction: maximum 2**

**Indicate the deduction next to the error and again next to the total.**

### **Question 10 - Speech**

- Focus should be on how the children can become actively involved in conservation
- There should be an introduction, body and conclusion
- Other examples than those mentioned may be referred to
- Tone should be motivational, encouraging
- Content should be educational

(20)

#### **Deductions:**

*If not clear that a person is addressing others* -1

*If written in point form* -1

**Deduction: maximum 2**

**Indicate the deduction next to the error and again next to the total.**

### **Question 11 – Newspaper article**

- At least three different attractions should be discussed.
- Tone should be informative
- Language suitable to appear as a newspaper article
- Answer should be in well-constructed, full sentences in one / different paragraphs
- The attractions should appeal to tourists. (20)

#### **Deduction:**

*If no title provided* -1

*If in point form* -1

**Deduction: maximum 2 marks**

**Indicate the deduction next to the error and again next to the total.**

**Total for Section C: 20**

**ENGLISH ADDITIONAL  
LANGUAGE  
HIGHER GRADE GRID:  
40 MARKS**

		<b>Excellent</b>	<b>Very Good</b>	<b>Good</b>	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>	<b>Poor</b>	<b>Very Weak</b>	<b>Unacceptable</b>
	<b>LANGUAGE</b>	- excellent command of English idiom. - perfect agreement. - uses tenses effortlessly. - complex sentences. - language evokes vivid images. - language manipulated skilfully. - virtually no errors.	- as for <i>excellent</i> but there are a few more errors. - errors are not glaring.	- generally correct idiom. - agreement generally correct. - tenses well handled. - good sentence structure. - pleasing vocabulary. - good use of pronouns, prepositions, parts of speech, punctuation and spelling.	- adequate use of idiom. - some errors in agreement. - can generally handle tenses. - adequate vocabulary. - few errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- slightly incorrect use of idiom. - mother-tongue influence slightly impedes flow. - several errors in agreement. - tenses inconsistent. - mostly simple sentence structure. - ordinary vocabulary. - some errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- noticeably incorrect use of idiom. - mother-tongue influence impedes flow. - many errors in agreement. - tenses switched continually. - simple sentence structure and some incomplete sentences. - some inappropriate vocabulary.	- poor use of idiom. - extensive mother-tongue influence. - major problems in agreement. - poor verb tenses. - sentences confused and often incomplete. - inadequate vocabulary. - frequent errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- unidiomatic. - governed by use of mother-tongue. - very little agreement. - very weak verb tenses. - muddled and incomplete sentences. - inappropriate vocabulary.	- hardly any use of linguistic options. - very difficult to understand. - verging on unintelligible.
<b>CONTENT</b>		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
	<b>EXCELLENT</b>									
- exceptional development of topic. - original, creative, imaginative. - ( <i>non-narrative</i> ): argument logically developed and ideas thoroughly explored. - ( <i>narrative</i> ): strong story line building to a striking climax. - excellent introduction and conclusion. - vivid detail and/or examples. - realistic, sincere, mature.		<b>A+</b>	<b>36 - 40</b>	<b>34 - 38</b>	<b>32 - 35</b>					
	<b>VERY GOOD</b>									
- topic well developed. - thought-provoking, interesting, convincing. - ( <i>non-narrative</i> ): several points explored and logically developed. - ( <i>narrative</i> ): story flows well, refreshing, unusual. - very good introduction and ending. - very good detail and/or examples.		<b>A</b>	<b>34 - 38</b>	<b>32 - 35</b>	<b>30 - 33</b>	<b>28 - 31</b>				
	<b>GOOD</b>									
- content sound. - ( <i>non-narrative</i> ): well-planned, a few points developed. - ( <i>narrative</i> ): story flows well, shows potential. - good introduction and conclusion. - attempt at interesting detail and examples.		<b>B</b>	<b>32 - 35</b>	<b>30 - 33</b>	<b>28 - 31</b>	<b>26 - 29</b>	<b>24 - 27</b>			
	<b>ABOVE AVERAGE</b>									
- adequate interpretation of topic. - ( <i>non-narrative</i> ): evidence of planning, some points developed. - ( <i>narrative</i> ): story reads easily. - relevant introduction and conclusion. - details adequate.		<b>C</b>		<b>28 - 31</b>	<b>26 - 29</b>	<b>24 - 27</b>		<b>22 - 25</b>	<b>20 - 23</b>	

<p><b>AVERAGE</b></p> <ul style="list-style-type: none"> <li>- appropriate if ordinary content.</li> <li>- (<i>non-narrative</i>): some relevant points but not developed, may be repetitive.</li> <li>- (<i>narrative</i>): ordinary, pedestrian.</li> <li>- introduction and conclusion may be omitted or inadequate.</li> </ul>	<b>D</b>			<b>24 - 27</b>	<b>22 - 25</b>	<b>20 - 23</b>	<b>18 - 21</b>	<b>16 - 19</b>			
<p><b>BELOW AVERAGE</b></p> <ul style="list-style-type: none"> <li>- attempt at addressing topic but not always clear, dull.</li> <li>- (<i>non-narrative</i>): very few ideas, often repetitive, sometimes off topic, general line of thought can be followed.</li> <li>- (<i>narrative</i>): story line can be followed but not always clear.</li> <li>- introduction/conclusion omitted or inadequate.</li> </ul>	<b>E</b>			<b>20 - 23</b>	<b>18 - 21</b>	<b>16 - 19</b>	<b>14 - 17</b>	<b>12 - 15</b>	<b>10 - 13</b>	<b>8 - 11</b>	
<p><b>POOR</b></p> <ul style="list-style-type: none"> <li>- slight understanding of topic, but ideas are muddled, tedious.</li> <li>- argument and/or story line can barely be followed.</li> <li>- little evidence of planning.</li> </ul>	<b>F</b>				<b>16 - 19</b>	<b>14 - 17</b>	<b>12 - 15</b>	<b>10 - 13</b>	<b>8 - 11</b>	<b>6 - 9</b>	<b>4 - 7</b>
<p><b>VERY WEAK</b></p> <ul style="list-style-type: none"> <li>- a vague attempt to answer the question.</li> <li>- contents irrelevant or disconnected.</li> <li>- no evidence of planning.</li> </ul>	<b>G</b>					<b>12 - 15</b>	<b>10 - 13</b>	<b>8 - 11</b>	<b>6 - 9</b>	<b>4 - 7</b>	<b>2 - 5</b>
<p><b>INADEQUATE</b></p> <ul style="list-style-type: none"> <li>- difficult to connect contents to topic.</li> <li>- pre-learn.</li> <li>- off topic.</li> <li>- too little written to assess.</li> </ul>	<b>H</b>							<b>8 - 11</b>	<b>6 - 9</b>	<b>4 - 7</b>	<b>2 - 5</b>

**ENGLISH ADDITIONAL  
LANGUAGE  
HIGHER GRADE GRID:  
20 MARKS**

	<u>Excellent</u>	<u>Very Good</u>	<u>Good</u>	<u>Above Average</u>	<u>Average</u>	<u>Below Average</u>	<u>Poor</u>	<u>Very Weak</u>	<u>Unacceptable</u>
<b>LANGUAGE</b>	- excellent command of English idiom. - perfect agreement. - uses tenses effortlessly. - complex sentences. - language evokes vivid images. - language manipulated skillfully. - virtually no errors.	- as for <i>excellent</i> but there are a few more errors. - errors are not glaring.	- generally correct idiom. - agreement generally correct. - tenses well handled. - good sentence structure. - pleasing vocabulary. - good use of pronouns, prepositions, parts of speech, punctuation and spelling.	- adequate use of idiom. - some errors in agreement. - can generally handle tenses. - adequate vocabulary. - few errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- slightly incorrect use of idiom. - mother-tongue influence slightly impedes flow. - several errors in agreement. - tenses inconsistent. - mostly simple sentence structure. - ordinary vocabulary. - some errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- noticeably incorrect use of idiom. - mother-tongue influence impedes flow. - many errors in agreement. - tenses switched continually. - simple sentence structure and some incomplete sentences. - some inappropriate vocabulary. - several errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- poor use of idiom. - extensive mother-tongue influence. - major problems in agreement. - poor verb tenses. - sentences confused and often incomplete. - inadequate vocabulary. - frequent errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- unidiomatic. - governed by use of mother-tongue. - very little agreement. - very weak verb tenses. - muddled and incomplete sentences. - inappropriate vocabulary. - countless errors in pronouns, prepositions, parts of speech, punctuation and spelling.	- hardly any use of linguistic options. - very difficult to understand. - verging on unintelligible.
<b>CONTENT</b>	<b>EXCELLENT</b> - exceptional development of topic. - original, creative, imaginative. - ( <i>non-narrative</i> ): argument logically developed and ideas thoroughly explored. - ( <i>narrative</i> ): strong story line building to a striking climax. - excellent introduction and conclusion. - vivid detail and/or examples. - realistic, sincere, mature.	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>	<b>9</b>
	<b>A+</b>	<b>17 - 19</b>	<b>16 - 18</b>	<b>16 - 18</b>					
	<b>VERY GOOD</b> - topic well developed. - thought-provoking, interesting, convincing. - ( <i>non-narrative</i> ): several points explored and logically developed. - ( <i>narrative</i> ): story flows well, refreshing, unusual. - very good introduction and ending. - very good detail and/or examples.	<b>A</b>	<b>16 - 18</b>	<b>15 - 17</b>	<b>14 - 16</b>				
	<b>GOOD</b> - content sound. - ( <i>non-narrative</i> ): well-planned, a few points developed. - ( <i>narrative</i> ): story flows well, shows potential. - good introduction and conclusion. - attempt at interesting detail and examples.	<b>B</b>	<b>15 - 17</b>	<b>14 - 16</b>	<b>13 - 15</b>				
	<b>ABOVE AVERAGE</b> - adequate interpretation of topic. - ( <i>non-narrative</i> ): evidence of planning, some points developed. - ( <i>narrative</i> ): story reads easily. - relevant introduction and conclusion. - details adequate.	<b>C</b>	<b>14 - 16</b>	<b>13 - 15</b>	<b>12 - 14</b>	<b>11 - 13</b>	<b>10 - 12</b>		



<p><b>AVERAGE</b></p> <ul style="list-style-type: none"> <li>- appropriate if ordinary content.</li> <li>- (<i>non-narrative</i>): some relevant points but not developed, may be repetitive.</li> <li>- (<i>narrative</i>): ordinary, pedestrian.</li> <li>- introduction and conclusion may be omitted or inadequate.</li> </ul>	<b>D</b>			<b>12 - 14</b>	<b>11 - 13</b>	<b>10 - 12</b>	<b>9 - 11</b>	<b>8 - 10</b>				
<p><b>BELOW AVERAGE</b></p> <ul style="list-style-type: none"> <li>- attempt at addressing topic but not always clear, dull.</li> <li>- (<i>non-narrative</i>): very few ideas, often repetitive, sometimes off topic, general line of thought can be followed.</li> <li>- (<i>narrative</i>): story line can be followed but not always clear.</li> <li>- introduction/conclusion omitted or inadequate.</li> </ul>	<b>E</b>				<b>10 - 12</b>	<b>9 - 11</b>	<b>8 - 10</b>	<b>7 - 9</b>	<b>6 - 8</b>			
<p><b>POOR</b></p> <ul style="list-style-type: none"> <li>- slight understanding of topic, but ideas are muddled, tedious.</li> <li>- argument and/or story line can barely be followed.</li> <li>- little evidence of planning.</li> </ul>	<b>F</b>					<b>8 - 10</b>	<b>7 - 9</b>	<b>6 - 8</b>	<b>5 - 7</b>	<b>4 - 6</b>	<b>3 - 5</b>	<b>4 - 6</b>
<p><b>VERY WEAK</b></p> <ul style="list-style-type: none"> <li>- a vague attempt to answer the question.</li> <li>- contents irrelevant or disconnected.</li> <li>- no evidence of planning.</li> </ul>	<b>G</b>						<b>6 - 8</b>	<b>5 - 7</b>	<b>4 - 6</b>	<b>3 - 5</b>	<b>0 - 1</b>	
<p><b>INADEQUATE</b></p> <ul style="list-style-type: none"> <li>- difficult to connect contents to topic.</li> <li>- pre-learn.</li> <li>- off topic.</li> <li>- too little written to assess.</li> </ul>	<b>H</b>							<b>4 - 6</b>	<b>3 - 5</b>	<b>0 - 1</b>		

			<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Poor</b>	<b>Weak</b>
<b>ENGLISH ADDITIONAL LANGUAGE HIGHER GRADE: 10 MARK GRID</b>		<b>LANGUAGE</b>	- excellent command of English idiom. - appropriate register and tone. - correct tenses - virtually no errors.	- minimal errors. - adequate register and tone. - mostly correct tenses - mostly correct grammar.	- several errors but they do not impede flow. - register and tone sometimes inappropriate. - tenses sometimes inconsistent. - some incorrect grammar.	- serious errors which impede understanding. - inappropriate register and tone. - inconsistent tenses. - poor grammar.	- difficult to understand. - confused. - incoherent.
<b>CONTENT</b>			<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
<b>EXCELLENT</b>	- lucid and logical. - excellent introduction and conclusion where appropriate. (e.g. letter, speech, report, review).	<b>H</b>	<b>9 - 10</b>	<b>8 - 9</b>	<b>7 - 8</b>		
<b>GOOD</b>	- content sound. - good introduction and conclusion where appropriate (e.g. letter, speech, report, review).	<b>I</b>	<b>8 - 9</b>	<b>7 - 8</b>	<b>6 - 7</b>	<b>5 - 4</b>	<b>5 - 4</b>
<b>AVERAGE</b>	- relevant but mundane. - generally clear. - adequate introduction and conclusion where appropriate (e.g. letter, speech, report, review).	<b>J</b>		<b>6 - 7</b>	<b>5 - 4</b>	<b>4 - 3</b>	<b>3 - 2</b>
<b>POOR</b>	- unclear. - vague attempt to answer the question. - illogical or confused. - introduction/conclusion may be omitted or inadequate (e.g. letter, speech, report, review).	<b>K</b>			<b>4 - 3</b>	<b>3 - 2</b>	<b>2 - 1</b>
<b>WEAK</b>	- very muddled. - irrelevant. - no introduction/conclusion (e.g. letter, speech, report, review).	<b>L</b>				<b>2 - 1</b>	<b>1 - 0</b>