

ENGLISH
HOME LANGUAGE
PAPER 3
RESOURCE PACK



KZN PROVINCIAL TEAM

INTRODUCTION

The English Home Language Paper Three resource pack has been compiled from a wide variety of sources, including amongst others the CAPS Document, various support materials, textbooks, the internet as well as input from English HL educators.

The purpose of the resource pack is to assist both educators and learners with the writing process.

ACKNOWLEDGEMENTS:

- | | | |
|-----|--------------------|----------------------------------|
| 1. | A BEHARYLAL | GLENHILLS SECONDARY SCHOOL |
| 2. | R GOVENDER | MARITZBURG COLLEGE |
| 3. | Z HUSSAIN | HEATHER SECONDARY |
| 4. | S. JAFFER | PALMVIEW SECONDARY |
| 5. | O. MAHARAJH | UGU DISTRICT |
| 6. | A.J. MOTTIAN | UMLAZI DISTRICT |
| 7. | J. NAICKER | DURBAN GIRLS' SECONDARY |
| 8. | D. NAIR | UMKOMAAS SECONDARY |
| 9. | P. NASAREE | STANGER SECONDARY |
| 10. | J. SINGH (RETIRED) | PINETOWN DISTRICT |
| 11. | N.M. SINGH | AMAJUBA DISTRICT |
| 12. | S. SINGH | NEW WEST SECONDARY |
| 13. | S. SINGH | GLENHAVEN SECONDARY |
| 14. | W. RATZ | OVERBERG DISTRICT (WESTERN CAPE) |

TABLE OF CONTENTS

1. Essay Writing Genres
2. Analysis of the Paper – NSC November 2019
3. Points to Ponder
4. Examples of Essays
5. Longer Transactional Writing
6. Noteworthy Features of some Transactional Writing
7. A note from the team
8. RUBRICS FROM 2019 NSC PAPER 3 EXAM

PREAMBLE

The English Paper Three Resource pack has been compiled from the CAPS Document, the Department of Education Guidelines, various support materials and other guidelines, textbooks and various online sources.

The purpose of the resource pack is to assist educators in the teaching of paper three. Learners need to be familiar with all genres of writing and all transactional texts. Learners need to be taught the writing process from drafting, editing through to the final product. In addition, learners need to be given constructive feedback from the educators in order to assist them to improve their writing skills.

Paper 3 is weighted more heavily than Paper 1 and Paper 2, which is out of 70 and 80 marks respectively, as paper 3 is out of 100 marks! If you apply yourself and focus on particular aspects, you can perform well in this paper.

ESSAY WRITING GENRES

The Narrative Essay

Narrative writing is largely the presentation of a series of events (a story/a past event/fiction) in some meaningful order. The following are SOME possible features of a narrative essay which can be remembered with the acronym - **SPICED**:

- **S** STORY LINE must be convincing.
- **P** PAST TENSE. Use the past tense usually, but many authors use the present to create a sense of immediacy and directness.
- **I** INTRODUCTION. Use a captivating introductory paragraph.
- **C** CONCLUSION. Ensure that the ending is either satisfying, or ambiguous, even confusing, but never predictable.
- **E** ENGAGE. Use direct speech if you want immediacy or to empower a character, indirect speech if you want your reader to be distanced from the speaker.
- **D** DESCRIBE. Use descriptive elements where necessary, but good stories are very compact and writers remove every word that does not have a purpose.

Developing a plot into a storyline

	COMPONENT	Definition or use
1	EXPLOSION / HOOK	A thrilling/stirring event or problem to stir interest immediately.
2	CONFLICT	A problem or challenge for the protagonist. Sometimes the problem or challenge can come from within a person: weakness / illness
3	EXPOSITION	Background information so that your characters are understood.
4	COMPLICATION	One or more problems that prevent your character from attaining a goal.
5	FLASHBACK	Remembering something that happened before the story took place.
6	CLIMAX	When the developing story reaches its peak.
7	FALLING ACTION	Releasing the action of the story after the climax
8	RESOLUTION	When the conflict has been resolved. It does not have to be a solution – It can be a way of dealing with the problem.

The Descriptive Essay

Description is both practical and ornamental. Both require clean, simple language. Draw learners away from writing that is overly descriptive, adjective-laden, or simply gushingly over the top. Study descriptive passages from good writers: many use hardly any adjectives to create descriptions that work exceptionally well. Have learners imitate such passages by continuing the description from where you have cut the passage. The practical description is less interesting, but socially more important: describing simple things accurately –for example, a stapler, a cell phone, or describing people from pictures or photographs provided. Description is often used more to create atmosphere and mood rather than the use of a picture: films do this visually, writers do this with words, where the choice of words is more determined by their connotations than by the accuracy of their denotative use.

The following are SOME possible features of a descriptive essay which can be remembered with the acronym **IFES**

- Make your descriptions **STAND OUT** from all the others. For example, the poet Mongane Wally Serote writes this description:

My hand like a starved snake rears my pockets for my thin, ever lean wallet.

- Devise **imagery** associated with the senses (sight, sound, hearing, taste and touch).
- Use **figurative** language.
- Use **emotive** language.
- You are allowed to use **subjective** language. This is where you write about your personal feelings and give your opinions.

The Reflective Essay

Reflective essays present the writer's views, ideas, thoughts and feelings on a particular topic, usually something they feel strongly about. It tends to be personal rather than subjective: it needs a careful structure, but it does not have to present a clear conclusion. Nor does it have to present a balanced discussion, although it might, it can be witty or serious. *Curriculum and Assessment Policy Statement*

A reflective essay usually includes the writer's emotional reactions or feelings. It could be about a dream, your hopes for the future or a past event. A reflective essay will be about what you think and feel about a topic. It shows your emotions, hopes and dreams.

The following are SOME possible features of a reflective essay which can be remembered with the acronym: **KIT**

K – KNOWLEDGE / EXPERIENCE write about what you know, have experienced or observed. Include your thoughts, feelings and reflections.

I – IMAGERY use interesting words, figurative language (similes, metaphors, personification, etc.) to describe or create an image/picture of your emotions and experience)

T- TENSE

Vary the tense in your essay to describe / reflect on your past in relation to the present. You may use the FLASHBACK technique where your essay begins in the present tense, makes reference to events/ experiences written in the past tense and then returns to the present tense.

The Argumentative Essay

Argumentative essays tend to be subjectively argued, the defence or attack is consistent and well-argued as possible, but it will inevitably be one-sided, the conclusion clearly states where the writer stands and why. (*Curriculum and Assessment Policy Statement*)

The purpose of the essay is to try and **convince, or persuade** the reader to **agree** with that opinion. The writer's opinion about the topic is clear throughout the essay.

The following are SOME possible features of an argumentative essay which can be remembered with the acronym: **PORS**

In an argumentative essay, you must express your personal opinion about the topic.

- Write in the **Present tense**.
- You must begin your essay by stating your **Opinion/ point of view** on the topic. Present your point of view in your introduction. Avoid stating whether you agree or disagree with the topic.
- Support your views by giving **Reasons** and linking them together in a logical way. For example, use linking words like "because ...", "this shows ...", "however ...", "therefore ..."
- When ending the essay use a **Strong conclusion** that clearly and convincingly states your opinion. You may repeat the same idea given in your introduction, but it must be written in a different way.

The Discursive Essay

Discursive essays tend to be more balanced, and present various sides of a particular argument: the structure is carefully and clearly planned: the tendency is toward objectivity, but the writer can be personal. While emotive language is possible, the best arguments here are won because they make good, reasonable sense. The conclusion leaves the reader in no doubt as to where the writer stands. *Curriculum and Assessment Policy Statement*

The following are SOME possible features of a discursive essay which can be remembered with the acronym: **BROT**

B: BOTH SIDES OF AN ISSUE Provide a balanced view. (advantages & disadvantages)

R: REASONS TO SUPPORT EACH VIEW Use links (however, therefore, this shows, so, etc.) to connect reasons to views.

O: OBJECTIVE Avoid personal pronouns (I, me, we) and emotions.

T: TENSE Write in the present tense.

Summary of the Genres of Essay Writing

This is a great method to use for your planning. You should be familiar with the following types of essays:

- Narrative – to entertain or tell a story;
- Descriptive – to describe in a vivid manner;
- Argumentative – to argue a case for one side of a point to convince your reader of your opinion;
- Reflective – to give emotional reaction and feeling on a specific manner

ANALYSIS OF THE PAPER

Familiarise yourself with the paper.

SECTION A: Question 1 - Essay writing

50 marks

SECTION B: Question 2 – 2 x Longer transactional texts

25 marks x 2 = 50 marks

Weighting and Rubrics

Essays will be assessed according to the following criteria:

CRITERIA	MARKS
Content and planning (60%)	30
Language, style and editing (30%)	15
Structure (10%)	5
TOTAL	50

Longer Transactional Writing will be assessed according to the following criteria:

CRITERIA	MARKS
Content, planning and format (60%)	15
Language, style and editing (40%)	10
TOTAL	25

In both rubrics; Content, planning and format, is weighted 60% of the overall mark.

ESSAY WRITING

This section is the most creative of the two sections and an opportunity for you to obtain better marks for English.

TIME MANAGEMENT

Paper 3 requires thorough time management. Allow yourself 80 minutes (1 hour and 20 minutes) to complete the essay. This time includes your planning, drafting, editing and proofreading. If you go beyond this time frame for either piece; **STOP**, move on to the next piece, and then return to the incomplete piece. Remember, if you leave out one transactional piece, you have LOST 25 marks!

Hints for choosing an essay topic

This is an excerpt of the Essay Question in the **November 2019 NSC Paper**. We will work through this paper with you, to show you how to approach this section in the examination. Use the 10 minute reading time to think about the topic that interests and appeals to you.

SECTION A: ESSAY

QUESTION 1

Write an essay of 400–450 words (2–2½ pages) on ONE of the following topics. Write down the NUMBER and TITLE/HEADING of your essay.

Note the length of the essay. You should have an idea of how many words you write per line beforehand. Before you write this examination, you should already work out, on average, how many pages it would be for you to write 400 – 450 words. Do not forget to write down the number and the topic in your answer booklet. Also label your Planning, First Draft and Final Effort.

1.1 My inner landscape

[50]

Note that the word 'my' in this topic, lends itself to a REFLECTIVE ESSAY. This is a personal piece of writing. A key aspect of this writing is a sincere tone. Try to write from your personal experience. This could be an essay about your [INNER] philosophy in life (an introspective/internal view about yourself). This essay could probably look at the journey [LANDSCAPE] of YOUR [MY] life – your way of thinking, your challenges, the paths you have chosen, the things that matter to you and make up your world.

1.2 'No bird soars too high if he soars with his own wings.' [William Blake]

[50]

Quotations open themselves to interpretation. Your essay should reveal your understanding / interpretation of this quote. This quote may be interpreted as: one may not achieve as greatly in isolation. It captures the spirit of 'ubuntu'; where we need each other to be better people. The essay could be written as a narrative – perhaps, a story where this message is reflected. It could also be written as a reflective essay – where you look at how this message applies to your own life or the experiences of others that you have observed. You may also write an argumentative essay where you consider how this quotation applies to the society you live in and try to 'prove' that this message is either true or untrue using evidence/observations.

1.3 Breaking the code of silence

[50]

A code of silence may be interpreted as an unwritten rule to withhold what is believed to be vital or important information voluntarily or involuntarily. You could write about your experience or the experience of someone else focusing on the themes of courage by speaking up. This topic lends itself to a narrative essay. So, you can have a few characters, a clear plot (one aspect of CONFLICT not an entire life story) and a resolution of the event in the conclusion. Do not focus on only TELLING the story, but rather on HOW you tell the story (use vivid descriptions and make it exciting). You could also write a personal reflective essay or even a discursive or expository essay.

1.4 'Some of you say, "Joy is greater than sorrow," and others say,

"Nay, sorrow is the greater."

But I say unto you, they are inseparable.

Together they come, and when one sits alone with you at your board,
remember that the other is asleep upon your bed.'

[Khalil Gibran, The Prophet]

[50]

This topic could be interpreted in many ways – literally or figuratively. This is a multi-layered topic. The essay must therefore include the understanding of the FULL QUOTATION in CONTEXT and NOT just a line or two. The essay must discuss the 'inseparable' nature of joy and sorrow. Joy and sorrow in one's life is intertwined. This topic focusses on the complexity of life or one's life journey – one cannot ONLY have joy OR sorrow; both are a part of one's life.

A glimpse is a glance or even a moment. The word 'stolen' implies something secretive. This topic is also multi-layered and one cannot really explore the kind of writing style that appeals to them. You could write a personal reflective, a descriptive, a narrative essay or even a combination of genres – the possibilities are endless! The key, though, is to ensure that you plan the essay well so that you do not digress. See notes later on for more on this.

1.6 The pictures reproduced below and on the next page may evoke a reaction or feeling in you or stir your imagination.

Select ONE picture and write an essay in response. Write the question number (1.6.1, 1.6.2 or 1.6.3) of your choice and give your essay a title.

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

The NOTE above is VERY IMPORTANT! You will be penalised if you do not show a clear link between the picture and your essay. That means, that you should consider all the elements of the picture (particularly the foregrounded images) and then formulate a message / context, which you then capture as a topic. Do not write an essay where you merely describe the pictures. The picture topics give you an opportunity to create your own topic based on the picture.

1.6.1



[Source: outtheway.blogspot.com]

Penguins following a man: This picture could be interpreted literally or figuratively. The dominant image in this picture is a gentleman and the penguins following him. Your topic AND your essay will be influenced by these dominant images. Possible themes could be animal welfare, environmental issues, the bond between animals and man, altruism or even leadership.

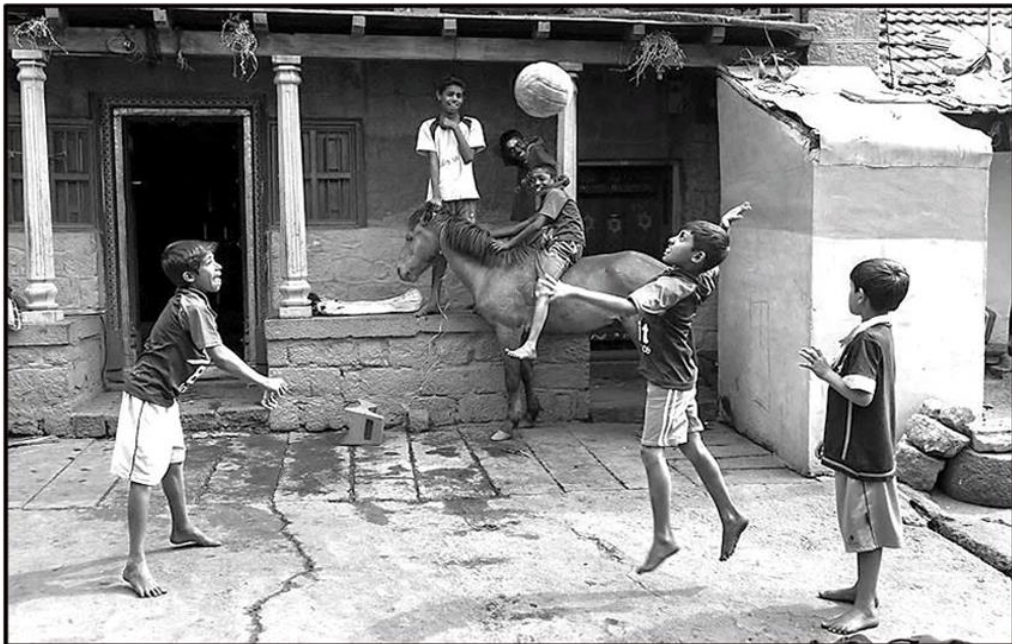
1.6.2



[Source: za.pinterest.com]

Withered flowers: This picture could be interpreted literally or figuratively. The dominant image in this picture is the dried/withered flowers in the vase. Your topic AND your essay will be influenced by this image. Possible themes include moral decay, degeneration, death, loss, fallibility/fragility of human life, breakdown in relationships or environmental issues.

1.6.3



[Source: <http://121clicks.com>]

Children at play: This picture could be interpreted literally or figuratively. The composition of this picture includes a group of children playing in the yard. One of them is sitting on a horse. Pay close attention to the setting and the relationships in this picture. Your topic AND your essay will be influenced by this image. Possible themes include childhood memories/games/nostalgia/friendships, the role of sport to escape poverty and the relationship between man and animal.

TOTAL SECTION A:

50

POINTS TO PONDER FOR THE ESSAY WRITING PROCESS

- **Planning, drafting and Editing**

The marker wants to see that you have put effort into this piece of writing.

- ✓ Begin your writing process with a mind-map / spider diagram or paragraph plan. This should capture the essence of your ideas on your chosen topic and the structure of your essay (How will your story unfold?). TIP: “5 Waiters in the Hotel” in first paragraphs. Creates setting.

Where, When, Who, What, Why, How

- ✓ Thereafter, use your planning to write the first draft of your essay. Check the grammar, spelling, structure (paragraphs), etc. of the first draft. You could use a pencil or a different pen colour to indicate your changes on this draft. You must have a first draft before you write your neat work.
- ✓ Remember to CLEARLY INDICATE your FIRST DRAFT and FINAL EFFORT. You should strike through the first draft so that the marker / teacher will mark the correct effort.

What does it mean to write a “creative, original or authentic” piece? But, teacher, you keep saying that I must write what I know? HELP!



- **Register**

The TONE (how you come across to the reader) and STYLE (the way you convey your message) must be appropriate. For example, the writing must be FORMAL and therefore all grammar rules must still be obeyed. Avoid contractions and slang.

For example:

I and my tjomies checked out the chicks at the local joint its were i met alot of intresting ppl but the hilite is when i met u. she ws so hot and I fell inluv.

Let’s look at the errors in the above paragraph:

‡ (We always include other people first in a sentence.) My ~~tjomies~~ (slang is ALWAYS unacceptable) friends and I ~~checked out the chicks~~ watched (note that you have started your essay in the past tense) the girls at the local shop. ~~its~~ It was ~~were~~ where ‡ I met ~~alot~~ a lot of (many) ~~intresting~~ interesting (engaging, vibrant) ~~ppl~~ people, but the ~~hilite~~ highlight ~~is~~ was (tense) when ‡ I met ~~u~~ you.

Final effort:

My friends and I watched the girls at the local shop. It was where I met many interesting people, but the highlight was when I met you.

Writing style refers to diction (the use of words in context) and the use of appropriate imagery as well. For example, look at the two sentences below. Which sentence is more appealing and why? This is an analysis of an aspect of STYLE.

Sentence 1:

The man walked into the room and stared at his wife.

Sentence 2:

The agitated man walked angrily into the quiet room. He stared at his wife with a steely gaze that heated the already tense room. At this moment, her colleague stood up...

- Grammar, Spelling, Punctuation

Familiarise yourself with the *LANGUAGE, STYLE AND EDITING* component of the *rubric* for assessing the essay. The rubric is explicit/clear about good language usage.

- Language Structures

It is important that your paragraphs are well-constructed. This is **CRUCIAL** in essay writing. It is **UNACCEPTABLE** at this stage of the game not to use paragraphs. Basic English 101! ☺ These are common errors that learners make when writing:

- Comma-splice error

*The boy ran onto the field with great enthusiasm. This was his defining moment, he was putting it all on the **field, his** heart, his soul and his love for his school.*

*The boy ran onto the field with great enthusiasm. This was his defining moment, **He** was putting it all on the **field – his** heart, his soul and his love for his school.*

Incorrect use of or a lack of punctuation, leads to long, rambling sentences where the meaning becomes obscure/unclear. This leads to a poor mark in the language component.

- Dangling participle

X Speeding down the hallway the door to his Maths class came into view.

√ As Jabu was speeding down the hallway, the door to his Maths class came into view.

- Errors of concord

Pronoun: Learners should do their homework in order for ~~him~~ them to pass grade 12. ~~One~~ They must realise that ~~his~~ their homework is a crucial part of the revision programme.

Subject-verb Agreement: The class of learners ~~are~~ is going to the excursion next Friday.

- Tense

Maintain the tense consistently. If you are uncertain, ask your teacher for assistance **BEFORE** you write your paper.

- Language usage in context

Whilst quotations and non-English language phrases add interest to your writing, it **must** be used appropriately in context. Here's an example of an appropriate and meaningful use of a common South African phrase (Eish!) and a French expression (déjà vu).

*Clive was feeling anxious. He knew that Mr Thobela had seen him. He was unable to get out of this tricky situation. **Eish!** He was caught and there was no way out. It was **déjà vu**. Mr Thobela will call me into his office yet again. My parents will be called and my year will play out as a series of tragedies.*

Avoid the use of profanity or obscene language.

Code-switching:

You may use a quotation/expression from another language to enhance your writing, but this should be included in quotation marks and, you should include the English translation in parenthesis ().

– Idiomatic expressions

You should add interesting imagery, emotive words and choose better words to enhance your writing.

The following tips may assist you in improving your writing:

✓ Coherency. What does this mean? In writing, paragraphs should flow. There should be links from one paragraph to the next and within paragraphs. You need to ORGANISE your ideas for the marker to be able to follow your story, message, etc. The following words can assist in enhancing coherency in your writing:

- Continuity words: similarly, moreover, additionally, likewise, in the same way, ...
- Contrast words: However, but, although, despite, nonetheless, ... rather than 'also' or 'like'
- Conclusion words: Thus, therefore, hence, in conclusion, in summary, ...

Another key aspect of good paragraphs is the understanding of topic sentences. Your planning should account for topic sentences so that it can assist you with the construction of your essay. Remember that each paragraph should focus on one idea. The elaboration of this idea is done within the paragraph.

*Example: Clive was feeling anxious. He knew that Mr Thobela had seen him. He was unable to get out of this tricky situation. **Eish!** He was caught and there was no way out. It was **déjà vu**. Mr Thobela will call me into his office yet again. My parents will be called and my year will play out as a series of tragedies.*

Every new idea NEEDS a new paragraph. Look at the above paragraph again. Notice the different sentence types and lengths. It grabs your attention and makes your writing interesting.

Use shorter sentences, especially for your topic/introductory sentences. This can serve to enhance effect, emotion and interest in your writing. E.g. "I'm leaving," sobbed Mavis.

Use proper nouns or names rather than pronouns.

E.g. Rather than - "I'm leaving," she sobbed. You could say - "I'm leaving," sobbed Mavis.

Use a one-sentence paragraph for effect. This emphasizes a point and works well in the anti-climax/climax of your essay, because it slows down the pace of your writing and builds up an emotive response in the reader.

✓ Vary the use of punctuation. For example - add rhetorical questions (end with a question mark), use an exclamation mark, use parenthesis, the ellipsis, etc. You can also add one word in a sentence in capitals. E.g. This is MY classroom! / THIS is my classroom!

Help Help! HELP! – Which one appears to be the loudest?

Remember, ONE WORD and NOT EVERY WORD in capitals!

✓ Be creative in your essays. This is perhaps the only place where you can be rewarded for lying!

✓ Have a distinct link between your introduction and conclusion. For example:

Introduction – *Tom knew that he was in serious trouble. **The lie** that he had kept secret for so many weeks was about to explode and ruin his life completely.*

Body – a series of paragraphs where the story unfolds.

Conclusion – *The lesson was learnt – cruelly. Nothing could change his circumstances. Tom had to acknowledge that **the lie** had ruined everything beautiful in his life. He will NEVER **lie** again.*

Note the distinct link between the introduction and the conclusion – the lie.

Do not have sub-headings in your essay!

- ✓ You need to have a golden thread through the essay. As in the above bullet, if 'lie' is the key theme in your essay, for example, try to maintain this theme/idea in the entire essay. Do not complicate the essay with too many themes/ideas. Remember that you are writing a 2-page essay and not a 130-page novel!
- ✓ If you want to IMPROVE your marks, you can try using different methods to introduce your essay. For example, start with a flashback, or a short sentence in reported/direct speech, or a slogan, etc. Be original. This would function as a HOOK – to grab the reader's/marker's attention.
- ✓ Imagery in writing is ESSENTIAL - Use a simile, metaphor, alliteration. Engage the reader in the experience. This also shows your technical skills in English and will impress the reader and even the marker! Avoid clichés. "It was a beautiful summer's day..." could be "The red hot smouldering sun parched the African landscape."
- ✓ Using contrasts and relatable associations allows you to get a point across and adds clarity to whatever you are describing. For example: rich/poor, tall/short, KwaZulu-Natal/St Lucia Wetlands, sea/land, happy/worried.

For example: The rich, moist Wetlands of St Lucia is nothing like my home in Namibia.

Try to give it a SA flavour as it is familiar to us. Many learners write as if they are characters in American films or rap videos. This detracts/takes away the authenticity of your writing.

- ✓ Use power words – strong verbs and adjectives. Try to avoid words such as *like/a lot/nice/also*.

For example:

Avoid using phrases such as: I kindda like her. I like shopping. I like really want to see him.

Better phrases would be: I think that I have feelings for her. I enjoy shopping. I am desperately waiting to see him.

He cried like it was his last day. If you can replace 'like' with 'as if' and it makes sense, you should use 'as if'. He cried as if it was his last day.

The word 'like' usually implies a comparison – '*he sings like an angel*'.

Examples of power words - resilient, flexible, aggressive, threatening, cascade, cascading, appreciative, compassionate, straightforward, questioning, wonderful, abrupt, detached, frustrated, harsh, gloomy, despondent, ecstatic, jubilant, dignified, noble, impressive, courteous, meticulous. These could also be used as TONE WORDS.

Choose 5 of these words and learn the meanings so that you could use them in your writing.

Better words = better marks.

- ✓ Avoid politics, religion and sex unless you handle these topics sensitively and maturely.
- ✓ **Write neatly and clearly.**

EXAMPLES OF ESSAYS

We have used examples on the next page to illustrate the above points using THREE ESSAYS of DIFFERENT LEVELS. We are hoping that you can see that small adjustments to your present writing can move you up by a symbol (or more). Use the tips above to see what we have done.

SYMBOL CATEGORY – FROM A FAIL TO A PASS

<p>TOPIC: Today young people are influenced more by their friends than by their parents. Do you agree?</p>	
<p>Part of an original essay by a learner: I do agree about this statement because it happens everywhere specially South Africa, many children are influenced more by their friends than their parents. Some children who does not have a home or food to eat because of the bad influence that comes from their friend This bad influence comes up with peer-pressure. You see friends are different some friends are good some are not good. So for young people that are influenced by their friends it is caused by their backgrounds or their families you see some families who spoil their children and some families that cannot spoil their families so that what makes most of the young people to be always in jail because they steal or do bad things so that he can be equally as the other children is.</p>	
<p>Feedback given by the marker on the essay: Main idea/ argument is not presented clearly enough. There are some good content points. Grammatical errors include poor sentence construction, spelling errors and one instance of colloquial language. There is no evidence of development in the argument. The language errors adversely affect coherence Little (if any) development of the candidate's basic idea The conclusion does not sum up the essay in a convincing manner. This essay does not display the skills required in argumentative writing. The content lacks coherence A few points are repeated. The essay is riddled with language errors. There is no evidence of proofreading and editing. Length of essay is correct. MARK GIVEN: 19/50 (38%)</p>	
<p>Below is a possible improvement of the essay by using some of the tips indicated above. These improvements can be achieved at a very basic level, but can result in a HUGE improvement of the overall mark. For example, the mere use of paragraphs, correction of basic spelling, using punctuation and shortening sentences can move an essay up by at least a symbol or two.</p>	
<p>Revised essay: I do agree about this statement because it happens everywhere especially in South Africa. Many children are influenced more by their friends than their parents.</p> <p>Some children do not have a home or food to eat because of the bad influence from their friends. This bad influence is caused by peer pressure. There are different types of friends. You see, there are some friends who are good, but others are bad.</p> <p>Young people are influenced by their friends because of their backgrounds or their families. You see, there are some families who spoil their children and some families who cannot spoil their children. So, that is what makes most of the young people end up in jail. They steal or do bad things so that they can be equal to other children.</p>	<p>Notes: <i>This is actually not a bad start to an argumentative essay as he has used the topic as his opening statement and he has also indicated his approach to the topic.</i> <i>Ensure that you use paragraphs for every NEW IDEA. Add punctuation marks, like the comma, for meaning. (You see, there...)</i> <i>This essay actually has appropriate content as the child is aware of aspects that influence his world. However, because of his poor grammar and vocabulary, this content is not expressed and is therefore misunderstood. By making BASIC grammar improvements, you can change that!</i></p>
<p>Important: BY MERELY USING PARAGRAPHS, SHORTENING SENTENCES AND USING A FULLSTOP, THIS CANDIDATE WOULD HAVE EVENTUALLY SCORED 26/50 OR 52%.</p>	

SYMBOL CATEGORY – FROM AN AVERAGE TO AN ABOVE AVERAGE

TOPIC: Time is the only constant.	
<p>Part of original essay by learner: It is not money that makes the ‘world go round’. Money can get you from A to B, but using time properly can get you anywhere. In fact, the world revolves around time.</p> <p>He who masters time, masters the world. In most cases it is acceptable that a man who values his time tends to be more productive in all that he does. The rule is simple, value and respect your time. It is as easy as a pie. You do not necessarily need to be a rocket scientist to know how to master time. No, it is just a matter of being tactical and it takes you only to know what you want to achieve each day to be a master of time.</p>	
<p>Feedback given by the marker on the essay: Errors of punctuation. Some clichéd expression. The concluding paragraph is good. New ideas are introduced, but needed to be coherently linked. The content in this essay shows insight into the topic. The register is appropriate in context. There is a substantial range of ideas, although some could be better developed. Paragraphing is fairly well structured. The essay is too long. MARK GIVEN 34/50 (68%)</p>	
<p>Revised essay: It is NOT money that makes the ‘world go round’. Money can only get you from point A to B, but mastering time can get you anywhere.</p> <p>In fact, the world revolves around ...TIME!</p> <p>He who masters time, masters the world. In the same respect, in most cases it is acceptable that a man who values his time tends to be more productive in all that he does. The rule is simple - value and respect your time. It is as easy as pie. You do not necessarily need to be a rocket scientist to know how to master time. No, it is just a matter of being tactical – it takes you only to know what you want to achieve each day, to be a master of time.</p>	<p>Notes: <i>In this essay, the spelling and grammar is good in comparison to the previous one. However, there are a few things this learner can do to improve the mark.</i> <i>Use capitals to emphasise a point. Have a short and engaging introduction. Notice, the striking one-sentence paragraph!</i> <i>Add appropriate punctuation marks to clarify meaning.</i> <i>The topic sentence in the 3rd paragraph is short, but engaging.</i></p>
<p>Important: BY MERELY IMPROVING THE PARAGRAPHS, USING PUNCTUATION TO CLARIFY IDEAS, CORRECTING IDIOMATIC EXPRESSION, THIS CANDIDATE WOULD HAVE EVENTUALLY SCORED 38/50 OR 76%.</p>	

**THE FOLLOWING ESSAY IS ONE WHICH APPLIES MOST OF THE TIPS GIVEN AND IS AN
EXCELLENT EXAMPLE OF THE 'A' CANDIDATE.**

TOPIC: 'Only from the heart can you touch the sky.' (Rumi)

"I'm leaving," sobbed Mavis. "I just need MY space!"

Sli picked up her handbag, which was overflowing with tissues, and stormed out of the room. As she crossed the threshold, she gripped the door and with all the force her tiny body had to offer; she slammed the door shut.

Mzo had leapt from the chair and had desperately run towards the door to prevent Mavis from leaving. Unfortunately, he was too late and the door smashed into his face. His nose exploded like a ripe pomegranate and blood splattered over the door, floor and wall.

The scream that emitted from his shattered face brought Sli to an abrupt halt. "What the hell was that?" she said aloud. She turned and slowly walked towards the door. Her hand reached towards the doorknob. She turned it; her mind filled with trepidation and anxiety. She opened the door, completely oblivious to what awaited her. Her mind started pounding as the horror of the sight before her, consumed her. There was Mzo; lying sprawled on the floor. He was not moving...

Mzo was dead!

Sli bent down to feel his pulse. "Yes," she whispered. "Can this be real or is this... a dream? Is this possible? The torturous years I have endured will end so abruptly? So suddenly?"

She needed to get out of that room. The smell of his blood was overwhelming and his spirit had seemed to linger in the air. It drenched her soul.

CHALLENGE YOURSELF TO COMPLETE THIS ESSAY...

Note: This essay is captivating and engaging from the short introduction to the effective use of paragraphing. There is a variety of stylistic techniques used such as the capitalised words, the ellipsis, appropriate and varied punctuation usage, original phrases and vivid imagery. In the excellent example, you should note that the candidate used an original introduction to hook the reader (in this case the marker).

LONGER TRANSACTIONAL WRITING

These are the transactional pieces that are tested in Paper 3.

- Category A
 - Letter to the Press
 - Formal Letter (request, application, business, complaint, sympathy, congratulatory, thanks)
 - Informal Letter
- Category B
 - CV and Covering Letter
 - Obituary (not the same as a Eulogy)
- Category C
 - Formal/Informal Report
 - Review
 - Newspaper/Magazine Article/Editorial
 - Agenda and Minutes of a Meeting
- Category D
 - Dialogue
 - Interview
 - Formal/Informal Speech

In this booklet, we will focus on the STRUCTURE (FORMAT AND LAYOUT), TONE AND STYLE of the transactional pieces that are commonly assessed. Note that in this section, you need to choose TWO transactional pieces for 25 marks each. Choose the TWO texts that you are most familiar with.

- ✓ Informal letter – Friendly Letter
- ✓ Formal Letter
- ✓ Letter to the Press
- ✓ Obituary
- ✓ Speech
- ✓ Review
- ✓ Magazine Article/Editorial
- ✓ Covering Letter and CV
- ✓ Agenda and Minutes of the Meeting
- ✓ Formal/Informal Report

The samples given below do not meet the word count of 180 – 200 words. I am just helping you out, guys!



INFORMAL LETTER (SAMPLES)

1. Letter to a friend	2. Letter to a relative (e.g. an uncle)
621 Nelson Mandela Drive Pietermaritzburg 3201 15 June 2020	27 Lechwe Street Verulam 4340 12 February 2020
<i>XXXX OPEN LINE</i>	<i>XXXX OPEN LINE</i>
Dear Nombuso	Dear Uncle Sagren
<i>XXXX OPEN LINE</i>	<i>XXXX OPEN LINE</i>
Ever heard about tales around the evening fire? Well, my friend, what I am going to tell you is not one of these tales, and neither is it a tall story.	I hope you have fully recovered the use of your right hand since the encounter with the lion. You can only imagine how the number of my Facebook "Likes" increased when I posted the picture of you in the hospital posing with a picture of "Simba" by your side.
<i>XXXX NEW PARAGRAPH</i>	<i>XXXX NEW PARAGRAPH</i>
My uncle Sagren single-handedly saved a lamb from the jaws of a marauding lion...	My Life Orientation project for this term is to identify someone in the community who can be referred to as a hero and interview them. ...
<i>XXXX MORE PARAGRAPHS</i>	<i>XXXX MORE PARAGRAPHS</i>
I am sure that you are still recovering from the gruesome details of my uncle's experience. We can chat further about this when you visit me this holiday.	I look forward to hearing from you, Uncle Sagren.
<i>XXXX OPEN LINE</i>	<i>XXXX OPEN LINE</i>
Yours sincerely	Your loving niece
Chana	Chana

LETTER TO THE PRESS AND FORMAL LETTER

1. Letter to the Editor/Press	2. Application for Vacant Post
27 Lechwe Street Pietermaritzburg 3201 17 February 2020	27 Lechwe Street Pietermaritzburg 3201 17 February 2020
<i>XXX OPEN LINE</i>	<i>XXX OPEN LINE</i>
The Editor City Post Magazine 79 Sort Street Durban 4000	The Manager City Groove Magazine 55 Tabloid Street Newcastle 2940
<i>XXX OPEN LINE</i>	<i>XXX OPEN LINE</i>
Sir/Madam	Sir/ Madam (may refer to Dear Mr/Mrs Smith)
<i>XXX OPEN LINE</i>	<i>XXX OPEN LINE</i>
CORONAVIRUS ON THE RISE	APPLICATION FOR VACANT POST
<i>XXX OPEN LINE</i>	<i>XXX OPEN LINE</i>
PARAGRAPHS	PARAGRAPHS
<i>XXX OPEN LINE</i>	<i>XXX OPEN LINE</i>
Concerned citizen <i>Kihika (pseudonym)</i> OR Yours faithfully Keabetswe K.	Yours faithfully Katlego K. (Ms)

EXAMPLE OF THE LETTER TO THE PRESS

8 Tara Close
Phoenix
4056
12 March 2020

The Editor
The Daily News
P.O. Box 1234
Durban
4000

Sir

Proudly South African 'a joke'

In response to your article on countless accounts relating to this epidemic of crime, I wish to emphasise how this situation is becoming unbearable. Crime has reduced our number of tourists and demoralised schools; and now it is targeting our homes. As a patriotic citizen, it is difficult to be 'Proudly South African' when people are brazenly hijacked every day, houses are burgled when people are relaxing at home with their families or young women are victims of horrific abuse by people they know and trust. Even the 'small things' like vandalism can be enough to chase loyal, hardworking South Africans out of their communities.

The youth have aired their intentions of leaving South Africa as soon as they are able to, thus resulting in an exodus of skilled South African talent. Who can blame them? Crime is making our beautiful country and communities uninhabitable. The rise of crime in my area is unacceptable, yet is not treated seriously. My fellow residents have had to make numerous calls to the police, who have been rumoured to stop at a 'drive-through' before attending to our needs.

Countless people are sending their children to boarding school in fear of having to travel through these suburbs in the evenings after attending school events. This is ridiculous. The possible solutions to this problem would be implementing patrols around various suburbs, a more stream-lined and efficiently reacting police squad, even a police force with a better attitude towards the residents, would suffice.

My community is not the only community dealing with these problems. If we are truly "Proudly South African" we need to recognise that crime has as much destructive power as a nuclear weapon, and if not addressed, our beautiful country will become the next Chernobyl.

Yours faithfully
Jabu Joseph

OBITUARY

SIMBA MHERE

29th October 1988 – 17 August 2019

Top Billing mourns the tragic loss of presenter Simba Mhere. The news of his untimely passing has been received with immense shock and distress by his friends, fans and colleagues.

Simba Mhere was born on the 29th October 1988 in Zimbabwe at Harare General Hospital to missionary parents Joseph and Angela Mhere from Tafara Township. Simba was 23 months old when his parents relocated to Johannesburg, South Africa, where they served as full time missionaries at Jesus Alive Ministries.

His primary school years were spent at Rhema Christian School. He completed his high school career at Randpark High where he excelled in leadership, rugby and athletics. Simba joined University of Johannesburg and studied B Com Accounting but he had a calling to entertain. In 2010, in his 3rd year at UJ, he auditioned for the *Top Billing* presenter search and went on to eventually win the coveted TV presenting position.

In his four years on *Top Billing*, he made friends with local, international celebrities and fans alike. As the youngest member of the *Top Billing* team, he enjoyed the opportunity to travel the world. He was an asset to *Top Billing* and a role model to many South Africans.

SPEECH

Today, 20 July, a number of decades ago, a child was born. The scream, the yawn, the gentle snore – and he still snores Chana tells me - decades later, has turned into an archetype of human perfection.

Good evening friends and family. It gives me great pleasure to speak on behalf of Mzo - a dedicated teacher, a supportive father, a loving husband, a colleague and a mentor to many. We celebrate him today. Incredible you would say, that he is even crying now, but I know it is tears of joy. That is him; our birthday boy, our 'cry baby'.

Our wish for you today, Mzo, is to strive to remain true to the course you did not choose, but the course our Heavenly Father mapped out for you. You are the pride of our community and an immeasurable measure of joy in all our lives. We pray that you continue to serve others and remain true to your course.

May you be flooded with wealth, joy and happiness henceforth. Happy birthday, my dear brother. May you and Chana enjoy the many years ahead in glorious, wedded bliss.

REVIEW

ROMEO AND JULIET

Playhouse Theatre, Durban, from 16 April 2019

The Montagues and the Capulets run competing soccer teams in this contemporary, cutting-edge version of Shakespeare's classic.

I was privileged to be invited to the Playhouse Theatre in Durban to watch a remake of this classic Shakespeare drama. I was a little anxious, being an avid supporter of the classics, that director Thomas Pringle, may remove the flair and romantic element that makes this such a popular play. I could not see how a drama based on vibrant, active soccer players could capture the quiet, sensitive romance of star-crossed lovers.

I was pleasantly surprised by the captivating stage presence of Siya Mabula who played the part of soccer star/lover Romeo Bickham. He was perfectly paired with the young and beautiful Zondwa Njokweni (Juliet Rinaldo). Their chemistry on stage was undeniable.

Pringle excelled in his cast line-up but disappointed audience with shoddy audio-visual effects. Having watched his previous performance, I expected to be equally impressed this time around.

The show is designed to appeal to a younger audience as it pushes the boundaries of conventional theatre. There will be special daytime performances at the Playhouse to accommodate school groups. Ticket prices range from R60 for scholars to R100 for adults. Although there are many similar loving couples, such as David and Victoria, Mzo and Chana, Bonnie and Clyde...Romeo and Juliet still remains the most popular love story.

Contact The Playhouse Theatre at www.playhouse.co.za for further information and bookings.

Adapted from *Indwe*, April 2019

MAGAZINE ARTICLE

Secrets you should know about teens

Teenagers have worked hard to convince adults that they don't want them "butting into their lives".

On the surface this is true. But deep down they do want to share their fears and dreams with their parents. The main reason they don't just open up is that parents discourage frankness with judgements and lectures.

Teens are biologically driven to be different from their parents. The problem, psychologically, is that they don't know what they want to be instead. The challenge is to get to know teens gracefully without raising their defences and share with them some of the wisdom parents have learnt since adolescence.

Perhaps the most startling secret of all is that teens want limits to be imposed on them. One teen, whose mother died of a drug overdose and who had lived a very unstructured life told me that he liked having his foster mother put limits on him. He stated that this is what it felt like to have a "mom who cares for you"

Parents are big on demanding that teens be respectful but they neglect the reality that teens want respect too. The truth is that most teens don't respect adults because they don't feel respected. Common courtesies, such as 'thank you' or knocking on their bedroom door before entering, are simple ways to respect a teen.

Teens perceive the world with emotionally charged lenses. As their hormones kick into high gear, they go from feeling on top of the world to depressed all in a matter of moments. The more parents understand that ebb and flow of teen energy the better they will cope.

Adapted and shortened from a column by family therapist Ron Huxley

CV & COVERING LETTER: Ensure a neat and readable format for the CV.

CURRICULUM VITAE OF PRIYEN NAIDOO

SURNAME : Naidoo
FIRST NAMES : Priyen
ID NUMBER : 000206 5217 08 4
DATE OF BIRTH : 06 Feb 2001
RESIDENTIAL ADDRESS : 34 Redham Road, Scottsville, Pietermaritzburg, 3201
POSTAL ADDRESS : P.O. Box 9321, Scottsville, 3200
HEALTH : Good
NATIONALITY : South African
CURRENT SCHOOL : ABC Secondary School
SUBJECTS TAKEN : English, Afrikaans, Mathematics, Physical Science, Life Sciences, Geography, Life Orientation
HOBBIES : Philately; Writing song lyrics
LANGUAGES : English, Afrikaans, IsiZulu

(OPTIONAL HEADINGS)

DRIVER'S LICENCE
DISABILITIES
OTHER SKILLS

CONTACT DETAILS : Home : 039 - 979 1425
Mobile : 072 - 987 3434
E-Mail : priyen@gmail.com

REFERENCE : Mr P Pather
Principal: ABC Secondary School
Tel : 039 - 929 5331
E-Mail : abcsec@gmail.com

Your covering letter will be in the same format as your formal letter and should not duplicate information from the CV but include a brief (sincere) motivation of why you are the best candidate for the job. Insincerity and appeals for sympathy are always in bad taste.

THE INFORMAL REPORT

A report is usually required on an important phenomenon or incident that requires some action, usually by a person or body of authority. The report, whether formal or informal, is always written factually and objectively. You should therefore AVOID

- using subjective language;
- making unsubstantiated claims; and
- using emotive language.

The Formal Report should be written in the third person. Be concise

The Informal Report may sometimes use the third person, depending on the topic and, usually talks about your personal involvement in something.

EXAMPLE OF AN INFORMAL REPORT

REPORT ON: EYE WITNESS ACCOUNT OF A FIGHT BETWEEN TWO LEARNERS OUTSIDE THE SCHOOL GATE

TO: Mr P. Reddy – Deputy Principal

PREPARED BY: Nkosinathi Bhengu – Grade 12 G

DATE OF SUBMISSION: 2 February 2019

On Wednesday, 01 February 2019, my friends and I were walking out of the school gate at the western exit when we witnessed a scuffle between two learners from our school. Although we do not know the names of the learners involved, this report contains an account of what I had witnessed. The report thus refers to the “taller boy” and “shorter boy”.

As we were approaching the school gate, a boy (shorter boy) pushed past us and ran up the embankment. We realized that something was wrong when we saw a second boy also rush past us and follow the shorter boy.

The taller boy grabbed onto the other’s bag and there was some exchange of words but we were unable to hear what they were saying but it appeared to be an argument.

The taller boy yanked the bag away and began to walk away. Just as he turned around, the shorter boy kicked the taller boy on the ankles. The taller boy reacted by punching the other boy on the jaw. By this time, the children on the embankment got involved and separated the two boys. Three of the prefects then escorted the two boys to the office.

It is unclear what the argument was about but it was the shorter boy who attacked first.

Prefects should be posted at the school gates to monitor learners’ behaviour.

Nkosinathi Bhengu

THE FORMAL REPORT

TASK

You have been nominated to prepare a report for the School Governing Body to determine the need for a school cafeteria that will serve hot meals and beverages to learners and members of staff of ABC Secondary. Write the final report that will be submitted to the Chairperson of the School Governing Body.

SUBJECT OF REPORT:

Viability of Introducing a Yearbook for Learners of ABC Secondary

TO : The Principal, Staff and members of the School Governing Body.

PREPARED BY : Kevin Naidoo

DATE OF SUBMISSION : 23 April 2019

BACKGROUND

- ABC Secondary has not had a yearbook in its 39 years of existence.
- Not all Grade 12 learners participate in the school prom and, with the exception of class photographs, many of the learners have very little photographic records of school days.
- A school magazine has not been printed for more than 25 years

PURPOSE OF THIS REPORT

This report has been commissioned by the Principal of ABC Secondary and the purpose is to determine the viability of introducing the idea of an annual yearbook. The principal is of the view that this report should be completed by a Grade 12 learner as Grade 12 learners will be the focus group for the yearbook.

SCOPE AND LIMITATIONS OF THE REPORT

The report needed to be completed in seven days and there was therefore not enough time to conduct a detailed survey on practical or financial ramifications of the project.

DATA COLLECTION / SURVEY

- The RCL representative from each class was tasked to determine the number of children in each class who wanted a yearbook for 2019.
- The survey was conducted during school hours under the supervision of the class teacher.
- Learners were asked to raise their hands in response to the questions and the responses were recorded on a class list.

RESULTS & CONCLUSIONS

- It was found that of the 186 learners in Grade 12 this year, 171 learners felt that a yearbook was an ideal way to capture the memories of Grade 12.
- However, only 58 learners were confident of securing sponsorship to cover the cost of the yearbook. Reasons given by the others include the testing economic climate of the country and the negative reports of the school in the local newspapers.
- The school management team and the School Governing Body need to address the issue of how to deal with the effects of the negative reports in the media.
- An attempt should be made to make the project a reality this year.

RECOMMENDATION

The School Governing Body should subsidize 40% of the cost of the Yearbook.

Kevin Naidoo

THE DIALOGUE

Writing a dialogue involves following a few conventions or rules on format or style. Here are some of these guidelines:

- **DO NOT USE INVERTED COMMAS!**
- Write a short 2-line introduction that indicates setting and people in the dialogue.
- The name of each speaker (always two people) appears against the margin, followed by a colon.
- The actual words spoken follow after the colon but, when going to the next line, do not start near the margin but use the first line of dialogue as your new margin.
- Leave a line after each speaker.
- Do not write long pieces for each speaker. Not only is it unrealistic, it affects the flow of your writing.
- You must use “conversational language” when writing. **Do** use contractions like “I’m”, “I’ll” and “You’re”
- Do include some directions for actions in brackets. (*Turns around*), (*Looking angry*). You should also try to convey the same feelings with the actual words spoken.
- If you are writing a dialogue between an older person and younger person, ensure that you write appropriately for each speaker.
- Always write respectfully – even if the speaker is supposed to be angry. Civil people do not resort to name-calling, even in an argument.
- Use ellipses if you want to show that a speaker is trailing off, pausing, or lost for words.
- Use a dash to show that someone has been interrupted.
- Use humour or wit appropriately.
- Underline a word to show emphasis.

Eli Khan (EK), the assistant manager of DEATH TO DRUGS, a well-known anti-drug campaign, has been accused of using campaign funds in a massive drug deal.

The General Manager (GM) confronts him before his first court appearance.

- Manager:** (*slamming his fists on the table*) What on earth were you thinking? What possessed you to risk the reputation of our hard work all for a little petty cash?
- Khan:** Sir, please allow me to explain (*holds hands up*). I swear I had no idea this was going to happen!
- Manager:** (*sarcastically*) Yes, please explain. I’m sure you have a very good reason for this mess!
- Khan:** Listen carefully. While you were away on leave, I was approached by a respectable businessman, who requested funding for a new project.
- Manager:** And...what was the new project?
- Khan:** (*nervously*) I didn’t ask, but he said it was guaranteed to make a massive profit because it appealed to the youth!
- Manager:** So not only did you, a criminal behaviourist, get conned but you also invested company funding into a product you never saw. How could you do that?
- Khan:** (*desperately*) We both know that this company was in dire need of capital, and I had to act immediately or else I would’ve missed the investment opportunity.
- Manager:** (*sighing*) In my opinion, this is the most ridiculous story I have ever heard, but it does contain some facts and potential truth.
- Khan:** (*sighing with relief*) Thank goodness you believe me! I honestly thought the entire world wants me in prison.
- Manager:** Don’t get your hopes up yet. You still have to prove yourself in a court of law, and if this company goes down with you, prison will be the least of your worries.
- Khan:** (*walking away anxiously*) Oh, so now it’s ‘Guilty until proven innocent’...

THE INTERVIEW

Even if you do not get the opportunity to interview somebody on television or radio, normal conversation usually involves asking leading questions to show your interest in a person or to sustain the conversation.

Writing a transcript of an interview means writing the entire conversation in dialogue form, indicating the names in full each time.

You should follow the following guidelines:

1. You must have a heading indicating who was interviewed and by whom. It would also be useful to include the date and place of the interview.
2. It is important that the interviewer shows the following qualities:
 - An interest in the issue
 - An interest in what is being said
 - An understanding of the issues and what is being said
 - The ability to analyze and interpret information
 - The ability to ask questions based on research or understanding
 - The ability to ask probing questions so that the interviewee does not simply answer with “Yes” or “No”
 - To be polite but firm
3. It is better not to have lengthy monologues as answers. This ensures easier reading and understanding.
4. You may use contractions but it is poor style to use informal English, colloquial language or slang.
5. The interviewer must be detached from the conversation and should not engage in arguments. This does not mean that issues need not be probed.
6. Leave a line after each response. Your response should be approximately 1½ pages in length if you have average handwriting (approximately 10 words per line).

Henry:	Good morning, Darren. I am glad that you agreed to do this interview with me today.
Darren:	Good morning Henry. It's no problem at all really as it benefits me as well because I know what the topic is.
Henry:	Well, let us get started then (looks at notes). Recently you, as the Managing Director of East Coast Radio, decided to allow listeners to vote for the music they want to hear. What drove you to make such a drastic change to your programme?
Darren:	I'm glad you asked this question as the show has been gathering more popularity recently. I feel that even though we have competitions and social media platforms, we don't interact with our audience enough. This allows our listeners to be a part of the show as they can vote for their favourite tunes!
Henry:	That makes sense! Do you think that this will really increase listenership and interest in the show? How will this also assist with attracting new listeners?
Darren:	Henry, I had very sound reasons for making this drastic change. Many people have been saying that they don't enjoy our playlist or, that the songs do not align with Durban's music genre choices. With the voting system, our listeners can have a say. Furthermore, I hope that we can capture the interest of those people who do not listen to the show.
Henry:	Thank you, Darren, for sharing your thoughts with us. I wish you well for your show and I hope that your decision to change the programme of your show works well for reaching your listeners.
Darren:	You're welcome and I hope this captures our passion to give our listeners what they want.

MINUTES OF MEETING & AGENDA

Minutes of meetings

Many organisations, groups, and businesses have meetings where records need to be kept of the proceedings and decisions made. The written record of these events are called the 'minutes of meetings'. The secretary needs to write the minutes of meetings.

The purpose of taking minutes of the meeting is to keep an accurate record of events for future possible reference. There might also be a legal requirement for sets of minutes to be produced in an organisation – as in the case of a bank or a limited company. This record includes:

- when it took place,
- who was in attendance
- who was absent
- what was discussed
- what decisions were made

How much detail is necessary?

The details recorded will depend upon the type of meeting and maybe its context. Some organisations like to have a record that captures the spirit of the discussions that took place; whilst others put their emphasis on the decisions that are made.

One thing is certain: the person taking the minutes is not expected to give a dramatic or poetic description of what takes place. The minutes of a meeting are a summary that records its most important matters.

AGENDA FOR COMMITTEE MEETING OF CRAIGIEBURN SOCIAL CLUB

1. Commencement & Welcome
2. Adoption of Agenda
3. Apologies
4. Correspondence
5. Minutes of previous meeting
6. Matters arising from minutes
7. New Matters
 - 7.1 New Project
 - 7.2 _____
8. General Matters/Any other business
9. Closure. Rising Time: 19h30

MINUTES FOR COMMITTEE MEETING OF CRAIGIEBURN SOCIAL CLUB

Minutes of the Craigieburn Social Club held at the Activity Room of the Craigieburn Library on Saturday, 25 July 2019.

1. Commencement & Welcome

The meeting commenced at 18h00 with a prayer. In the absence of the Chairperson, the meeting was chaired by the Vice-Chairperson, Denver Reddy. Attendance as per attendance register.

2. Adoption of Agenda

The agenda was adopted without any changes on the motion of Nancy Harris and seconded by Thabo Masinga.

3. Apologies

Apologies were received from the following members:

Mrs Stella Mkhize (Chairperson) who was away on a conference.

4. Correspondence

A letter was received from the Principal of ABC Secondary School, granting permission for future meetings to be held at the school. The house resolved to send a letter of thanks to the principal and members of the School Governing Body.

5. Minutes of previous meeting

The secretary, Peter Beacon, read the minutes of the previous meeting. There being no corrections, the minutes were adopted on the motion of Bradley Moodley and seconded by Mandla Khuzwayo.

6. Matters arising from Minutes

There were many delays regarding the planned Family Day at the Municipal Grounds because of the current strike by municipal workers. After much discussion, it was unanimously resolved to cancel the event.

7. New Matters

The House approved a proposal by the Fund-raising sub-committee to host a Dinner Dance on 24 September 2019 at the Orissa Hall. The sub-committee will meet within two days to finalize preparations.

8. Closure

There being no further matters, the meeting closed at 19h15 with a prayer.

NOTEWORTHY FEATURES OF SOME TRANSACTIONAL PIECES

Transactional Piece	Aspects of Tone	Stylistic features	MUST-KNOWS
<p>Informal/Friendly Letter Example topic: <i>Write an informal letter to your friend at one of the universities in light of the “Fees Must Fall” protests, expressing your concern for his/her safety.</i></p>	<p>Flamboyant, lively Personal Tone must be appropriate to the topic given and to the recipient of the letter.</p>	<p>Avoid slang and SMS language, but do use lively, colloquial expressions. Paragraphs are essential. You must have an appropriate introduction and conclusion. The salutation must be correct. See Format above.</p>	<p>Do not deviate from the instruction. In the example topic, you need to show concern for your friend’s safety. This must be your focus. Format/Layout must be correct. – 25% of your mark. NB. sincerely ✓ - spell correctly.</p>
<p>Formal Letter and Letter to the Press Example topics: <u>Letter of request</u> <i>Your community is plagued by derelict buildings. At a meeting held by community members, certain interventions were proposed. Write a letter to a wealthy member of your community, requesting funding to implement the suggested interventions.</i></p> <p><u>Letter to the Press</u> <i>A competition that promotes innovative ideas was advertised in a national newspaper. However, this competition has not met your expectations. Write a letter to the press in which you express your dissatisfaction about the event and suggest how it could be improved.</i></p>	<p>Formal, direct, simple language Avoid a threatening, sarcastic tone – even if you are writing a Letter of Complaint. Be polite, sincere and factual.</p>	<p>Clear and straight-forward. Note that the Formal Letter has 2 addresses. See Format above. NO CONTRACTIONS, SLANG OR SMS LANGUAGE WILL BE ACCEPTED. No abbreviations</p>	<p>Do not deviate from the topic. In the example topic, you are instructed to ask for specific funding and should not digress from this. The salutation must be correct – Yours faithfully.</p>
<p>Obituary Example topic:</p>	<p>Sincere, Formal, elements of factuality to suit a written piece – this is important!</p>	<p>Surname and name of the person must be included. Date of birth and death.</p>	<p>An OBITUARY is not the same as a EULOGY. A eulogy is a speech given at a funeral / memorial – a</p>

<p><i>There have been a number of protests in your area. The chairperson of the SRC at your university lost his/her life during one of these uprisings. Write an obituary honouring him/her.</i></p>	<p>Avoid a sentimental tone. Do not write anything negative. Be factual and include biographical details. Euphemistic</p>	<p>Use paragraphs and include some biographical details. Use euphemisms – passed away Be guided by the context</p>	<p>Personal account of your shared time/experiences with your loved one. The obituary is a tribute given to someone.</p>
<p>Speech <i>Example topic:</i> <i>You are the chairperson of a youth organisation. The Child Protection Unit in your area has invited you to deliver a speech on verbal abuse.</i></p>	<p>Tone is dependent on the nature of the topic and your audience. Passionate, sincere, enthusiastic Convincing</p>	<p>Write depending on the audience/topic. Use paragraphs. Avoid clichés. Use familiar analogies/examples that your audience can relate to. Use rhetorical questions.</p>	<p>Greet your audience. <i>Good evening...</i> Hook the audience by using an engaging introduction – use a quote, or a short, captivating sentence.</p>
<p>Review <i>Example topic:</i> <i>You recently read a remarkable novel that challenged your views on a wide array of issues. Write a review of this book</i></p>	<p>Engaging Less formal for a younger target audience. Formality depends on the nature of what is being reviewed and who you are reviewing it for. Subjective tone – your opinion based on evidence.</p>	<p>Avoid slang and contractions. Use interesting colloquial expressions. Layout – Name of author/producer/artist must be included; Date of production; Book, film or play title; Your name. Use paragraphs.</p>	<p>Genre, setting, characters, plot, conclusion and suitability. Offer a brief recommendation at the end. You may include the rating and availability as well.</p>
<p>Magazine Article <i>Example topic:</i> <i>A group of ex-convicts and former gang leaders started a youth development programme in your community. The success of this programme deserves praise. Write an article, to be published in a magazine, in which you highlight the successes of the project and convince the readers that a similar project should be initiated in other communities.</i></p>	<p>Factual, objective Opinions given must be based on evidence – quotes, reference to incidents, statistics, research.</p>	<p>Directed to the reader of the article. Descriptive and figurative language may be used. Use short, succinct paragraphs. Include a captivating headline and a by-line. <i>Gangster Project gets the Green-light</i> <i>The city applauds a new project to combat youth gangsterism in Ethekwini.</i> <i>By Chana Govender</i></p>	<p>Focus on the instruction/topic. Names, places, times, positions and other details must be included – WHO? WHERE? WHAT? WHY? WHEN? HOW? Be clear about the aim/intention of writing your article. This should come across after reading your piece. What is it that you want to achieve? Write an engaging hook/introduction.</p>

A NOTE FROM THE TEAM:

Enjoy the writing experience and let your creative juices flow!

Best wishes for your NSC EXAM...

Mr AJ Mottian, Mrs S Singh, Mrs R Govender, Mrs N Singh, Ms J Naicker, Mrs O Maharajh, Mrs P Nasaree, Mrs A Beharylal, Mrs S Jaffer, Mrs Z Hussain, Mrs S Singh



WORDS

FOR LEARNERS FROM TEACHERS

Limited or limit... less

Words for learners are so random

So sparse... even for days of

LOVE

When words win wonders and

WOMEN OR MEN...or both

But what?

Puzzled or perplexed... no pressured

to pursue

WORDS

But words are feelings

Emotions and moments

They capture

They caress

And they carefully

Open emotions of LOVE

Like a card I've asked them to make

This is just a creative writing
exercise

A wordy work of wishes and
warmth

Words are just...

LIFE

- R.G.

ASSESSMENT RUBRIC FOR ESSAY - HOME LANGUAGE (50 MARKS)						
Criteria		EXCEPTIONAL	SKILFUL	MODERATE	ELEMENTARY	INADEQUATE
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context	UPPER LEVEL	28 - 30	22 - 24	16 - 18	10 - 12	4 - 6
		- Outstanding / striking response beyond normal expectations - Intelligent, thought-provoking and mature ideas	- Very well-crafted response. - Fully relevant and interesting ideas with evidence of maturity - Very well organised and coherent, including introduction, body and conclusion/ ending	- Satisfactory response - ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion/ ending	- Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence	- Totally irrelevant response - Confused & unfocused ideas - Vague and repetitive - Unorganised and incoherent
	LOWER LEVEL	25 - 27	19 - 21	13 - 15	7 - 9	0 - 3
		- Exceptionally well organised and coherent, including introduction, body and conclusion./ ending	- Excellent response but lacks the exceptionally striking qualities of the outstanding essay - Mature and intelligent ideas - Skilfully organised and coherent, including introduction, body and conclusion/ ending	- Well-crafted response - Relevant & interesting ideas - Well organised and coherent, including introduction, body and conclusion	- Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation & coherence, including introduction body and conclusion	- Largely irrelevant response - Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence
30 MARKS						
LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary, appropriate to purpose/effect and context; word choice; language use and conventions, punctuation, grammar, spelling	UPPER LEVEL	14-15	11 - 12	8 - 9	5 - 6	0 - 3
		- Tone, register, style and vocabulary highly appropriate to purpose, audience & context - Exceptionally impressive use of language - Compelling and rhetorically effective in tone - 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 & context - Vocabulary limitations so extreme as to make comprehension impossible
	LOWER LEVEL	13	10	7	4	
		- Language excellent and rhetorically effective in tone - Virtually error-free in grammar and spelling - Skilfully crafted	- Language engaging and generally effective - Appropriate and effective tone - Few errors in grammar & spelling - Well-crafted	- Adequate use of language with some inconsistencies - Tone generally appropriate and limited use of rhetorical devices	- Inadequate use of language - Little or no variety in sentences - Exceptionally limited vocabulary	
15 MARKS						
STRUCTURE Features of text; Paragraph development and sentence construction		5	4	3	2	0 - 1
	5 MARKS	- Excellent development of topic - Exceptional detail DhD exceptionally well-constructed	- Logical development of details - Coherent - Sentences, paragraphs logical, varied	- Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes sense	- Some valid points - Sentences and paragraphs faulty - Essay still makes some sense	- Necessary points lacking - Sentences and paragraphs faulty - Essay lacks sense

ASSESSMENT RUBRIC FOR TRANSACTIONAL WRITING : ENGLISH HOME LANGUAGE (25 marks)

Criteria	EXCEPTIONAL	SKILFUL	MODERATE	ELEMENTARY	INADEQUATE
	13 - 15	10 - 12	7 - 9	4 - 6	0 - 3
CONTENT, PLANNING & FORMAT	- Outstanding response beyond normal expectations	- Very good response demonstrating good knowledge of features of the type of text	- Adequate response demonstrating knowledge of features of the type of text	- Basic response demonstrating some knowledge of the features of the type of text	- Response reveals no knowledge of features of the type of text
Response and Ideas;	- Extensive knowledge of features of the type of text	- Maintains focus-no digressions	- Not completely focused - some digressions	- Some focus but writing digresses	- Meaning is obscure with major digressions
Organisation of ideas for Planning;	- Writing maintains focus	- Coherent in content and ideas, very well elaborated and details support topic.	- Reasonably coherent in content and ideas.	- Not always coherent in content and ideas. Few details support the topic.	- Not coherent in content and ideas.
Purpose, audience, features / conventions and context	- Coherence in content and ideas	- Appropriate format with minor inaccuracies.	- Some details support the topic	- Has vaguely applied necessary rules of format	- Very few details support the topic.
15 MARKS	- Highly elaborated and all details support the topic.		- Generally appropriate format but with some inaccuracies.	- Some critical oversights	- Has not applied necessary rules of format
LANGUAGE, STYLE & EDITING	9 - 10	7 - 8	5 - 6	3 - 4	0 - 2
Tone, register, style, purpose/ effect, audience & context;	- Tone, register, style and vocabulary highly appropriate to purpose, audience & context.	- Tone, register, style and vocabulary very appropriate to purpose, audience & context.	Tone, register, style and vocabulary appropriate to purpose, audience & context.	- Tone, register, style and vocabulary less appropriate to purpose, audience & context.	- Tone, register, style and vocabulary do not correspond to purpose, audience & context.
Language use and conventions;	- Grammatically accurate and well-constructed.	- Generally grammatically accurate and well-constructed.	- Some grammatical errors	- Inaccurate grammar with numerous errors.	- Error-ridden and confused
Word choice;	- Virtually error-free	- Very good vocabulary	- Adequate vocabulary	- Limited vocabulary	- Vocabulary not suitable for purpose
Punctuation & spelling		- Mostly free of errors	- Errors do not impede meaning.	- Meaning obscured	- Meaning seriously impaired.
10 MARKS					