

Moderated:

Date:

Worell  
22/9



Hoërskool Brandwag  
English First Additional Language  
Grade 9  
Task 9 – Transactional Writing  
September 2022

Total: 20 marks

Time: 1½ hour

Examiner: D. Badenhorst

Moderator: S. Dormehl

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**Instructions:**

1. This paper consists of TWO sections:

SECTION A: Longer Transactional (20)

SECTION B: Shorter Transactional (20)

2. Choose between EITHER:

Section A (1x Longer Transactional)

**OR**

Section B (2x Shorter Transactional).

3. You must include a planning (mind map) and first draft **BEFORE** your neatly written final product.

4. Everything must be written in blue pen only.

5. Remember to draw a line through your planning.

6. Refer to the rubric to see what you will be assessed on.

7. This paper consists of 4 pages

## Section A: Longer Transactional Text

### Instructions:

- This year you have read various stories in your *Platinum English First Additional Language Reader* and the novel *Spud*.
- Respond to **ONE** of the following transactional questions
- Write the number of the topic and title correctly and clearly
- The body of your response must be between **140-160 words**
- You are required to provide planning, writing and editing
- Write everything in **BLUE PEN** and draw a clear line through your planning
- Refer to the rubric to see what you will be assessed on

### Question 1:

1.1. You are an aspiring reporter and are currently writing articles for your school's newspaper, called Michaelhouse Times. You heard that a student named Vern Blackadder, also sometimes referred to as 'Rain Man' has gone missing. Write a newspaper article for the Michaelhouse Times reporting on this disappearance.

(20)

**OR**

1.2. Write a review on the short story: The Umbrella Man

(20)

**OR**

1.3. Spud and Debbie (The Mermaid) like each other a lot and Debbie has agreed to go out with Spud on a date. While on the date something catastrophic happened. Write a dialogue between Debbie and Spud on this first date.

(20)

**OR**

1.4. Pretend you are a police officer in London and you get called by the mother of the young girl in the short story: The Umbrella Man. Write a report of the event that she describes of an old man that took her money and what he used it for.

(20)

## **SECTION B: SHORTER TRANSACTIONAL TEXT**

### **Instructions:**

- Respond to **BOTH** of the following transactional questions.
- Choose **ONE** option from Question 2 **AND ONE** from Question 3.
- Each response must be between **90-100 words**.
- Pay attention to format, language, register and audience.
- You are required to write a planning, first draft and final product.
- No marks will be awarded for illustrations or pictures.

### **QUESTION 2**

#### **2.1 POSTER**

You are one of the characters from the novel *Spud* and The Viking has entrusted you to make the official poster advertising the school play, *Oliver*. This poster will be placed all over the school to get people to buy tickets and attend.

Remember to include the following elements:

- Name of the play
- Who is starring in the play (main characters only)
- When the play will be
- Where the play will be
- How much tickets cost and how to buy them

(10)

**OR**

#### **2.2 POSTER**

You are a worker at 'The Red Lion', the pub in the short story: The Umbrella Man. Make a poster advertising a pub lunch special that will be hung up in the windows to get more costumers.

(10)

**AND**

### **QUESTION 3**

#### **3.1 INSTRUCTIONS**

Imagine you are Simon Brown from the novel *Spud*. One of your friends in the Crazy Eight, Spud, asked you for tips for his first date with his girlfriend Debbie (Mermaid), as he knows you are popular among the ladies. Write a list of eight instructions on how Spud should act on his date.

(10)

**OR**

#### **3.2 INSTRUCTIONS**

Imagine you are the old man from the short story: The Umbrella Man and someone comes to you desperate to earn a bit more money. Write a list of eight instructions to this person instructing them on how to trick people for money just like you do regularly.

(10)

**TOTAL: (10x2)**

**ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT—ENGLISH FAL LANGUAGE [20 MARKS]**

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

**ASSESSMENT RUBRIC: SHORTER TRANSACTIONAL WRITING - ENGLISH FAL [10 MARKS]**

Criteria	2	1	0
<b>Presentation</b>	Learner has made an effort to write neatly.	Average overall presentation	No effort has been made to provide neat work
<b>Planning and editing</b>	A mind map as well as a first draft that show proof of editing, is present	Mind map and first draft is present but lacks content	Mind map and planning not present
<b>Language and style</b>	Use of appropriate language and punctuation. Work almost error free after proofreading	Average use of language and punctuation. Several errors despite proofreading	Writing is elementary and unclear. No proof of proofreading and editing.
<b>Structure and organisation</b>	Writing is clear and concise. Good use of structure. Thoughts are organised in a logical manner.	Writing is understandable. Attempt has been made to present a structured writing piece.	Writing is unclear and confusing. Thoughts are not organised. No logical structure evident.
<b>Content and title</b>	The learner has read and understood the given scenario.	The learner strayed off topic here and there but has made an effort to present logical writing piece.	The content is completely off topic. The learner has not read/understood the given scenario.

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