

APPENDIX E

Examples of scripts

Script 6 Marker 1

13/02/2010.

MI

P. 21 (81/143198)

XHOSA: HOME LAN

(6)

SHOULD THE DEATH PENALTY
BE RE-INSTITATED.

art
 - Death penalty is when someone has committed a serious crime. Once that person is pleaded guilty the court decides maybe to hang the person or to torture him or her.

After we have voted in the 1994 vote, I think people confused freedom with maybe they can do what ever they like. what is happening in our country is also against the will of God. Death penalty must be reinstated because I think it may reduce the high rate of crime.

In the elden days, people used to respect each other and themselves. The killing of people, rape of children and women was low. These days we like getting used to these things as they are our daily bread. The most of it is when the person goes to court with the victim then then the accused also have the right to plead and his given a chance to apply for the bail. We now have people who are animals people who are cooking and eating other human.

Script 6 Marker 2

13/02/2010.

M2 ✓

P. 21 (81/143198)

XHOSA: HOME LAN

⑥

SHOULD THE DEATH PENALTY
BE RE-INSTITUTED

Death penalty is when someone has committed a serious crime once that person is pleaded guilty the court decides maybe to hang the person or to torture him or her.

After we have voted in the 1994 vote, I think people confused freedom with maybe they can do what ever they like what is happening in our country is also against the will of God. Death penalty must be reinstated because I think it may reduce the high rate of crime.

In the elden days people used to respect each other and themselves. The killing of people, rape of children and women was low. These days we like getting used to these things as they are our daily bread. The most of it is when the person goes to court with the victim then then the accused also have the right to plead and his given a chance to apply for the bail. We now have people who are animals people who are cooking and eating other human.

Script 15 Marker 1



WERKOPDRAGSKRYFBLOK - ASSIGNMENT WRITING PAD
Skryf - Write

Dosent se Kommentaar
Tutorial Comments

13-02-2010

XHOSA

15

Should the death penalty be re-instated

15

Death penalth is given by the court to allow you to stay away with the innocent people for the rest of your life. You have to stay in jail with other prisoners. You just get visited no every day or anytime. You have to stay away without your family and your friend or the

When you do wrong things like stealing, kidnapping, raping along with so all the wrong doings to society you end up to jail. There are people that are responsible for the people who break the law like police, the volentire and the people from the area.

illegible?

Nowadays death penalty is not exist. When you have a freedom.

Script 54 Marker 1

(54)

(54) ? ^A M1

SHOULD THE DEATH PENALTY BE RE-INSTATED?

HOME LANGUAGE: ENGLISH / Afrikaans

THE DEATH PENALTY TO BE RE-INSTATED IN OUR COUNTRY ^{#1} CRIMES HAVE INCREASED RAPIDLY ^{#2} AND CRIMINALS GET THREW THEIR CRIMES TO LITTLY? ^{WL #3}

LOOKING BACK TO WHEN THE DEATH PENALTY WAS PART OF THE LAW, CRIME EXISTED BUT CRIMINALS HAD SECOND THOUGHTS OF COMMITTING A CRIME BEFORE ACTUALLY DOING IT. NOBODY AFTER MAKING A MISTAKE OR WHILWINGLY WOULD WANA BE KILLED FOR A BAD CHOICE MADE. ^{#4}

CRIME HAS BEEN SPREADING RAPIDLY AND OUR KIDS FROM A YOUNG AGE ESPECIALLY IN OUR LESS FORTUNATE COMMUNITIES AND HOMES, ARE BEING INFLUENCED INTO THIS HARSH ENVIRONMENT. ^{#6}

UNEMPLOYMENT ASWELL PLAYS A BIG ROLE IN OUR CRIME TODAY. WORK ARE SCARES AND PEOPLE TURN TO CRIME.

Script 54 Marker 2

(54)

(54) ? M2^A

SHOULD THE DEATH PENALTY BE RE-INSTATED ?

HOME LANGUAGE: ENGLISH /
AFRICANS

THE DEATH PENALTY TO ^{vt} BE RE-INSTATED IN
OUR COUNTRY. CRIMES HAVE INCREASED RAPIDLY #
AND CRIMINALS GET THREW THEIR CRIMES
^{sp} TO ^{WC} LITTLE. #

LOOKING BACK TO WHEN THE DEATH PENALTY
WAS PART OF THE LAW, CRIME EXISTED # BUT
CRIMINALS HAD SECOND THOUGHTS ^{WC} OF
COMMITTING A CRIME BEFORE ACTUALLY
DOING IT. NOBODY ^{plunc} AFTER MAKING A
MISTAKE OR ^{sp} WITINGLY ^{ss} WOULD ^{int} ^{vt} BE
KILLED FOR A BAD CHOICE MADE. #

CRIME HAS ⁷⁰ BEEN ^{plunc} SPREADING RAPIDLY #
AND OUR KIDS FROM A YOUNG AGE ^{plunc}
ESPECIALLY IN OUR LESS ⁸⁰ FORTUNATE
COMMUNITIES AND HOMES ^{plunc} ARE BEING
INFLUENCED INTO THIS ⁹⁰ HARSH ENVIRONMENT. #

UNEMPLOYMENT AS WELL ^{100 #} PLAYS ^{art} BIG ROLE
IN OUR CRIME TODAY. WORK ARE SCARES
AND PEOPLE TURN TO CRIME.

(21)

Script 55 Marker 1

(English) Afrikaans

55

M1 10 V

55

I feel that the death penalty should be re-instated because firstly the crime would be less in our country #1

20

My reason for that is that it would stop rapists or any other criminals from committing a crime or "they would think twice" before committing a crime. #3 Prisons will also be less crowded. #4 People will think before they act or utter to inappropriately. #6 to take another persons life that means that next year life will be taken, or the criminals would think of doing small crimes for eg. stealing #7? then they won't get the death penalty. #8

90

Therefore I would agree that the death penalty should definitely be reinstated. There is lots of positivity to look forward to in this country with it being reintroduced. I have mentioned above. In concluding criminals will be more careful and crime will decrease. People on criminals mind sets, will change meaning, the way in which people tend to think on a day to

Script 55 Marker 2

(English) Afrikaans

55

10 v M2

55

I feel that the death penalty should be re-instated because firstly the ~~art~~ crime would be less in our country. #

20

My reason for ~~that~~ is that it would stop rapists or any other criminals from committing a crime or they would think twice before committing a crime. # Prisons will also be less crowded. # People will think before they act or utter to inappropriately. # ~~is~~ take another persons life that means that next year life will be taken, so the criminals would think of doing small crimes for ~~eg.~~ stealing then they won't get the death penalty. #

90

Therefore I would agree ~~that~~ to the ~~death~~ death penalty should definitely be reinstated. # There is lots of postivity to look forward to in this country with it being reinforced as I have mentioned above. In concluding criminals will be more careful and crime will decrease. # People ~~can~~ on criminals mind sets, will change meaning, the way in which people tend to think on a day to

Script 55 Marker 2

(English) Afrikaans

55

10 v M2

55

I feel that the death penalty should be re-instated because firstly the ~~art~~ crime would be less in our country. #

20 My reason for ~~that~~ is that it would stop rapists or any other criminals from committing a crime or they would think twice before committing a crime. # Prisons will also be less crowded. # People will think before they act or utter to inappropriately. # ~~is~~ take another person's life that means that next year life will be taken, so the criminals would think of doing small crimes for ~~eg.~~ stealing then they won't get the death penalty. #

90 Therefore I would agree ~~that~~ to the death penalty should definitely be reinstated. # There is lots of positivity to look forward to in this country with it being reinforced as I have mentioned above. In concluding criminals will be more careful and crime will decrease. People ~~can~~ on criminals mind sets, will change meaning, the way in which people tend to think on a day to

Script 84 Marker 1



WERKOPDRAGSKRYFBLOK - ASSIGNMENT WRITING PAD
Skryf - Write

Dosent se Kommentaar
Tutorial Comments

~~STUDENT~~
~~NAME~~

M1
84

HOME LANGUAGE :
AFRIKAANS & ENGLISH

SHOULD THE DEATH PENALTY BE
RE-INSTATED?

The death penalty should be ~~re~~ reinstated
crime will decrease. ^{criminals} ~~Eliminate~~ will
think twice before committing a ~~crime~~
crime, fewer robberies, rapes,
child molesters.

Punct.
SS
SP
SS

Communities, no South Africans as a
whole will feel safer. You will be
able to drive late at night, not
afraid of hi-jackings etc.

inf
SS
punct
inf
SS?

The families of murder victims will
feel justice has been served. Their
beliefs in our judicial system will be
restored.

SS
TV
SS
pl?

Taxpayers money could be used more
effectively i.e. better education, public
health services etc. Prisons all over
South-Africa won't be so
overcrowded on the other hand,
the question will be raised as to
how crimes will be assigned the
death penalty.

SS
poss.
punct.
punct
inf
RD
SS

Script 84 Marker 2



WERKOPDRAGSKRYFBLOK - ASSIGNMENT WRITING PAD
Skryf - Write

Dosent se Kommentaar
Tutorial Comments

M2

~~STUDENT NO.~~
~~NAME~~

84

HOME LANGUAGE :
AFRIKAANS & ENGLISH

SHOULD THE DEATH PENALTY BE
RE-INSTATED?

The death penalty should be ^{re-}reinstated ^{RO}
crime will decrease. ^{criminals}Criminals will
think twice before committing a ~~crime~~
crime, ^{ss}fewer robberies, ^{ss}rapes, ^{ss}child molesters.

^{sp}Communities, ^{info}no South Africans as a
whole ^{will} will feel safer. You will be
able to drive late ^{at} at night not
afraid of hi-jackings etc.

The families of murder ^{victims}victims will
feel justice ^{has} has been served. Their
beliefs ⁱⁿ in our judicial system will be
restored.

^{poss}Taxpayers money could be used more
effectively i.e. ^{better} better education, public
health ^{services} services etc. Prisons all over
South Africa won't be so
overcrowded on the other hand.
The question will be raised as to
how ^{crimes} crimes will be assigned the
death penalty.

APPENDIX F

The ESL profile

Marking grid

Please use the following criteria as a guideline to assist you in the allocation of marks. It has been adapted from Jacobson *et al.*'s 'ESL Composition Profile', which was described by Liz Hamp-Lyons (a leading figure in the field of ESL Testing) as the best known scoring procedure for ESL writing at the present time.

Mark out of 25 for content/organisation

Score	Level	Criteria
25–20 (100%–80%)	Level 1 Excellent to Very good	<ul style="list-style-type: none"> ✓ <i>Content</i>: knowledgeable, thorough development, relevant to assigned topic ✓ <i>Organisation</i>: ideas clearly stated, succinct, well organised, logically sequenced, cohesive, well supported
19–14 (72%–56%)	Level 2 Good to Average	<ul style="list-style-type: none"> ✓ <i>Content</i>: fairly knowledgeable, mostly relevant to topic, lacks detail ✓ <i>Organisation</i>: somewhat choppy, loosely organised, logical but incomplete sequencing and signposting
13–8 (48%–32%)	Level 3 Fair to Poor	<ul style="list-style-type: none"> ✓ <i>Content</i>: little substance, inadequate support ✓ <i>Organisation</i>: ideas confused or disconnected, lacks logical sequencing or development, little signposting
7–0 (24%–0%)	Level 4 Very poor	<ul style="list-style-type: none"> ✓ <i>Content</i>: not pertinent or not enough to evaluate ✓ <i>Organisation</i>: does not communicate, no organisation or not enough to evaluate

MARK OUT OF 25 FOR FORM (VOCABULARY, LANGUAGE USE, MECHANICS)

SCORE	LEVEL	CRITERIA
25-20 (100%-80%)	LEVEL 1 EXCELLENT TO VERY GOOD	<ul style="list-style-type: none"> ✓ Vocabulary: sophisticated range, effective word/idiom choice, word form mastery, appropriate register ✓ Language usage: effective complex constructions, few language errors (agreement, tense, number, word order, articles, pronouns, prepositions) ✓ Mechanics: Mechanics (spelling, punctuation, capitalisation), demonstrates mastery of conventions
19-14 (72%-56%)	LEVEL 2 GOOD TO AVERAGE	<ul style="list-style-type: none"> ✓ Vocabulary: adequate range, occasional errors of word, idiom, form, choice, usage but meaning not obscured ✓ Language usage: effective but simple constructions, minor problems in complex constructions, several language errors but meaning seldom obscured ✓ Mechanics: occasional errors in mechanics but meaning seldom obscured
13-8 (48%-32%)	LEVEL 3 FAIR TO POOR	<ul style="list-style-type: none"> ✓ Vocabulary: limited range, frequent errors of word/idiom, form, choice, usage, meaning confused or obscured ✓ Language usage: major problems in simple/complex constructions, frequent language errors including sentence construction problems, meaning confused or obscured ✓ Mechanics: Frequent errors in mechanics, poor handwriting, meaning confused or obscured
7-0 (24%-0%)	LEVEL 4 VERY POOR	<ul style="list-style-type: none"> ✓ Vocabulary: essentially translation, little knowledge of English vocabulary, idioms, word forms, or not enough to evaluate ✓ Language usage: virtually no mastery of sentence construction, dominated by errors, does not communicate, not enough to evaluate ✓ Mechanics: no mastery of conventions, dominated by errors in mechanics, handwriting illegible, or not enough to evaluate

APPENDIX G

Assessment grid (Language and Learning Skills LSK0108: Tutorial letter 101/2009:26)

26

LSK0108/101

Marking Assessment

Write and revise your essay with the following evaluators' guidelines in mind:

Content (25) and expression (25; total: 50).

- *Content includes topic interpretation, ideas (relevance, weight, originality) and their organisation (introduction & conclusion; paragraphing; cohesion; logicity).*
- *Expression rates a candidate's control of standard academic English, particularly as reflected in sentence structure, diction and correctness.*

%	Content	m/25	Expression	m/25
4	Interpretation and arguments so lacking in intelligence that it would be futile for this candidate to repeat the subject.	1	Ranges from incomprehensible to barely literate: vocabulary & sentence patterns elementary; serious errors in sentence structure, language, diction, spelling & punctuation.	1
8		2		2
12		3		3
16		4		4
20		5		5
24		6		6
28		7		7
32		8		8
36		9		9
40	Inadequate despite some understanding of the topic; ideas confused or disconnected; lacks logical sequencing, development & cohesion.	10	Meaning confused or obscured: vocabulary and sentence patterns limited: errors in sentence structure, language, diction, spelling & punctuation.	10
44		11		11
48		12		12
52	Just adequate in the balance of considerations.	13	Meaning seldom obscured; adequate control of basics; lightly sprinkled with errors.	13
56		14		14
60	Sound. Clear grasp of the task; deals well with the obvious points; organises ideas logically; - or - some imbalance arriving at the same level of general success.	15	Ranges from being clear and correct on the one hand to mixing flair with some clumsiness in a convincing show of promise on the other.	15
64		16		16
68		17		17
72		18		18
76	Convincing signs of superior intelligence and control; obvious clarity of interpretation & originality of thought; logically sequenced, cohesive, well supported.	19	Lucid, economical, even elegant; chooses words aptly from obvious depths of vocabulary; effortless control of complex sentences to express complex ideas; virtually error-free.	19
80		20		20
84		21		21
88		22		22
92		23		23
96		24		24
100		25		25

APPENDIX H

Source: adapted from Ward-Cox and Venter 2008:52–57

Edit for success:

After you have written a text, you should always edit it to make sure that it says exactly what you want it to say in the way that you want to say it. Editing also makes sure that you identify any language and spelling mistakes. This gives you an opportunity to correct these mistakes.

The importance of editing

Accurate language use and appropriate style are essential in the business (and academic worlds) because they reflect your image and that of the company (if you are writing on its behalf). It is therefore essential to ensure that all written material is free of errors and is appropriate for its target market.

The editing process

It is easy to become confused when editing and then you miss errors. The best way to avoid this danger is to follow a step-by-step process, concentrating on one aspect of the text at a time. These are the aspects that you should check:

- layout
- spelling
- punctuation
- language
- readability and style.

Layout

Examine the layout of your written text carefully, item by item. Make sure that you have:

- chosen the correct layout for the specific communication
- included all the necessary information
- followed the accepted format for the specific communication
- made sure that the format is suitable for the target audience.

Spelling

Incorrect spelling creates a very poor image of you and your organisation. Go through the document you have written, checking every word. Do this more than once. It is also a good idea to ask a friend or colleague to double-check your work as well. An experienced editor or proofreader even reads the work backwards after having checked it by reading it in the normal way. This forces the editor or proofreader to concentrate on every word!

If you have typed your document on a computer, do not merely rely on the spell-check facility on your computer!

Punctuation

Double-check your punctuation, as it is easy to overlook errors. Remember that every sentence starts with a capital letter. If you are unsure of punctuation, consult reference works. You may not realise it, but punctuation can alter the meaning of the sentence. Look at the following example from *Eats, Shoots and Leaves* by Lynne Truss.

- A woman without her man is nothing.
- A woman: without her, man is nothing.

What is the difference in meaning between these two sentences?

Language and syntax (sentence structure)

Language refers to the general rules of grammar, such as using correct tenses and making sure that your sentences follow the rules of concord, and so on. Syntax refers to the order in which you put your words in a sentence when you speak or write.

Here are a few pointers to refresh your memory when editing business documents:

- A sentence should contain a verb. Check that each sentence contains at least one verb.

Example:

Life Orientation an important subject. This is NOT a sentence and should be changed to:

Life Orientation **is** an important subject.

- Be aware of **concord**. In other words, make sure that the verb agrees with the subject of the sentence. Remember to use singular verbs for singular nouns. The verb will change when you are expressing a plural noun.

Example:

The job **is** interesting.

BUT

The jobs **are** interesting.

The rule is that the verb must agree with the subject in number and person.

Be careful: nouns such as mathematics and politics, which end in -s, are **singular!** You are talking about **one** subject or area of study even though the word ends in -s.

Example:

Mathematics **is** my weakest subject.

Politics **is** difficult to understand.

- If the subject of the sentence is *he*, *she* or *it*, the present tense of the verb will end in -s.

Example:

The student **wants** to go home.

But

The students **want** to go home.

And

I/You/We **want** to go home.

- Be careful of longer sentences in which the subject is separated from the verb by a number of words.

Example:

The **student representatives** (SUBJECT), together with the staff representative who attended the poorly organised council meeting chaired by the CEO and which ended in chaos, **were** (VERB) angry about the increase in student fees.

Note: The verb agrees with the subject. In the example above, the subject is ‘the student representatives’. Ignore all the other details when trying to work out concord.

Activity

Correcting spelling, punctuation and language usage

Let’s check how good your editing is.

What to do

Correct the spelling, punctuation, language and syntax of the following passage:

SAILS ASSISTENT

A well established vacancy has a marketting company for a assistent too matket an sell there clients product. required A dIplomma in selling and maketing is. Word procesing and other computer skills was a recomendation.

An attractive remuneration package based on qualification and relevent experience are offered.

Readability and style

Whenever you write any text, always consider your readers and why you are writing to or for them. Your writing should be:

- understandable to the ‘target’ or the receiver. Use clear language and avoid any words or terms that will not be understood
- informative

- appropriate for the context or situation
- courteous.

When writing any text, it is useful to keep in mind the **KISS** acronym:

K Keep

I It

S Short and

S Simple.

Editing for style and purpose

Inappropriate style or 'missing' your target readers because you have not understood the purpose of the text you are writing can have negative consequences for you and your organisation. It is essential that you use a style that is appropriate for your audience and that you fully understand the purpose of the text you are writing.

What to do

1. With your partner, study and discuss the texts below. They come from different types of business correspondence.
 - a) Hi there sweetie! My name is Carol and you need me to work in your organisation! I am the BEST, so look no further!
 - b) Thank you, thank you, thank you for giving me the job!!! I promise to work hard and never let you down!!! I can't tell you how grateful I am after looking for work for a whole year!! My mother burst into tears when I read her your letter!
 - c) I am in receipt of your esteemed communication of 11th instant and wish to express my deepest gratitude for the invaluable confidence you have afforded me.
 - d) I am resigning because I think that you are a jerk.
 - e) Hey, bro, I wanna tune u abt ur job offer. *Eish*, it'll be lekka 2 work 4 u.
2. Copy a table like the one below into your activity book. Complete it with the ideas from your discussion.

Text	Type of business correspondence it is from	Its intended reader	Its intended purpose
a)			
b)			
c)			
d)			
e)			

3. Rewrite each text in the appropriate style, paying attention to its intended reader and purpose.

Check the purpose and write the final draft

When you have followed these steps, do a final check of the whole passage. Has its **purpose** been achieved? Ask a friend or colleague to read through it as well, before preparing the final draft and sending it.

Summary

Here is a checklist that may help you when you edit a document:

Have I checked?	Yes (Y) No (N)
Layout and format; correct presentation	
Diction (word choice) – is it suitable for the context and sensitive to the reader and the situation?	
Grammar NB: Special check: <ul style="list-style-type: none"> • Concord • Sentence structure (syntax) • Tenses • Word order 	
Spelling	
Facts – Are they <ul style="list-style-type: none"> • Correct • Sufficient • Logically presented? 	
Unnecessary information – has it been omitted?	
Any stylistic and literary devices used? Are they suitable and appropriate? Note: Business writing tends to be more factual and objective than creative writing. Remember the KISS acronym.	

Source: Adapted from *English Language: OBE for FET Colleges Level 4* by Maxine Ward-Cox and Malcolm Venter (2008:52-58).

APPENDIX I

Initial tag set without XML (Source: Louw 2006:213)

Grammar	Lexis	Word: Better word	incorrect	There are more appropriate words available with which you can express this idea.	Use this tag when a learner should have used a better word, like when a learner uses a near-equivalent form to the one intended (e.g. "not happy" for "sad") or when the learner describes something because he don't know the exact word for it.
Grammar	Lexis	Word: conditional wrong	incorrect	This is not the best (or right) way to formulate a condition.	"They could probably study better when they get electricity" vs. "They could probably study better if they get electricity."
Grammar	Syntax	Word: Omission for punctuation	omission	You should rather insert a linking word here than a punctuation mark.	Use this when a learner uses punctuation instead of a word, e.g.. "She gave me peaches, nuts, apples in a basket to take home." Also use this when a learner starts a new sentence when he/she should have continued with the previous.
Grammar	Syntax	Word: Omission general	omission	You need to insert a word here.	Example: "When you open an account they ask you (a) few questions." or "...only the last year or two..." vs. "...only during the last year or two..."
Grammar	Morphology	Word: omission plural marker	incorrect	You need to insert a plural marker here.	Use this when a learner did not indicate a plural where he/she should have. E.g. "their customer" or "...they want one of your family member to come..."
Grammar	Lexis	Word: Omission possession marker	incorrect	Make sure you use the correct possession marker or mark the possession correctly.	If an apostrophe is used to indicate possession, make sure that it is placed in the right position. E.g.. Students' vs. Student's
Grammar	Lexis	Word: wrong word preposition	incorrect	You use the wrong preposition here.	"days in which" vs. "days on which"
Grammar	Syntax	Word: Omission preposition	omission	You need a preposition here.	The man went (into) the bank.
Grammar	Syntax	Word: Omission tense marker	omission	Use the correct time word. You can say this in much less words then.	Use this when a learner uses a description of a tense, instead of just using the correct time-word.