



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2011

MEMORANDUM

MARKS: 100

This memorandum consists of 9 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY**QUESTION 1*****Instructions to Markers:***

- Candidates are required to write on ONE topic only.
- Full credit must be given for the candidate's own interpretation.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
 - Content and planning (32 marks)
 - Language, style and editing (12 marks)
 - Structure (6 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

1.1 My teacher's advice has really helped.

- Narrative/Reflective essay
- The essay must be about taking advice that has benefited the candidate in some way.

NOTE: The words given in the topic **MUST** be included somewhere in the essay.

[50]

1.2 My family's problems and how they were solved.

Recently your family experienced certain problems. Describe these problems and say what was done to resolve them.

- Reflective/Descriptive/Narrative essay
- The essay must be written in the first person.
- The essay must be about the problems experienced and the solutions/ action taken.

[50]

1.3 How I see myself in twenty years' time.

- Narrative/Descriptive/Reflective essay
- The essay must be written in the first person.

[50]

- 1.4 The joy of helping others.
- Reflective/Narrative/Descriptive essay
 - The essay may be about helping others and about the joy/happiness experienced as a result. **[50]**
- 1.5 Write a story that includes the following words:
- When he pushed me into the boot of the car and closed it, I knew ...
- Narrative/Descriptive/Reflective essay
 - The essay must be written in the first person.
- NOTE:** The words given in the topic **MUST** be included somewhere in the essay. **[50]**
- 1.6 Wearing school uniform is very important. Do you agree? Discuss your views on wearing school uniform.
- Argumentative/Discursive essay
 - The candidate must express his/her point of view and provide substantiation/motivation. **[50]**
- 1.7 The youth of my country.
- Descriptive/Discursive/Reflective essay
 - The essay must be about the youth of the candidate's country. **[50]**
- 1.8 Interpretation of pictures.
- The candidate may interpret a picture in any way.
 - The candidate may choose to write ANY type of essay.
 - The interpretation must be linked to the pictures.
 - The candidate should give the essay a suitable title.
 - The candidate may write in any appropriate tense. **[50]**
- TOTAL SECTION A: 50**

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
 - Content, planning and format (20 marks)
 - Language, style and editing (10 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

2.1 FRIENDLY LETTER

- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
 - Signature/Name of sender
- The contents should include an invitation to the friend to accompany the writer, as well as details about travel and accommodation arrangements.

[30]**2.2 DIALOGUE**

- The dialogue format must be used.
- The dialogue must be between two friends.
- The tone must be informal.
- The dialogue must be about the candidate being upset in some way as well as about his/her feelings.

[30]

2.3 FORMAL LETTER

- The letter should be addressed to the store manager.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Address of sender
 - Address of recipient
 - Date
 - Greeting/Salutation
 - Suitable ending
 - Signature and name of sender
- The candidate must give details of, and express gratitude for, the service the shop assistant rendered. **[30]**

2.4 SPEECH

- The speech must be in paragraph form.
- The tone, language and register of the speech should be appropriate to the audience (the learners of the school) and the topic.
- The speech must be about the importance of participation in sport. **[30]**

TOTAL SECTION B: 30

SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL**QUESTION 3*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
 - Content, planning and format (13 marks)
 - Language, style and editing (7 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1 INVITATION

- The invitation should include details about the function.
- No marks are awarded for illustrations.

[20]**3.2 ADVERTISEMENT**

- The advertisement should include some details of the CD and persuade the youth to buy it.
- The language, tone and register may be informal.
- No marks are awarded for illustrations.

[20]**3.3 DIRECTIONS**

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- The following should be included, **among others**:
 - At least three turns
 - At least two landmarks (e.g. a place of worship, a school, a fast-food outlet, a chain store, a sports field)
- No marks are awarded for illustrations.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – FIRST ADDITIONAL LANGUAGE (50)

| | Code 7: Outstanding 80 – 100% <u>26 – 32</u> | Code 6: Meritorious 70 – 79% <u>22½ – 25½</u> | Code 5: Substantial 60 – 69% <u>19½ – 22</u> | Code 4: Adequate 50 – 59% <u>16 – 19</u> | Code 3: Moderate 40 – 49% <u>13 – 15½</u> | Code 2: Elementary 30 – 39% <u>10 – 12½</u> | Code 1: Not achieved 0 – 29% <u>0 – 9½</u> |
|---|--|---|---|---|---|---|--|
| CONTENT & PLANNING (32 MARKS) | -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, excellent essay. | -Content shows good interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & very good essay. | -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable essay. | -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay. | -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay. | -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented. | -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay. |
| LANGUAGE, STYLE & EDITING (12 MARKS) | -Critical awareness of impact of language. -Language, punctuation effectively used. -Figurative language used. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing. | -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing. | -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in most of the essay. -By and large error-free following proof-reading, editing. | -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing. | -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proofreading, editing. | -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing. | -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proofreading, editing. |
| STRUCTURE (6 MARKS) | -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic. | -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct. | -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct. | -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct. | -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length – too long/short. | -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short. | -Off topic. -Sentences, paragraphs muddled, inconsistent. -Length – far too long/short. |

[From: Examination Guidelines: Languages Paper 3/2 – January 2009]

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)

| | Code 7: Outstanding 80 – 100% | Code 6: Meritorious 70 – 79% | Code 5: Substantial 60 – 69% | Code 4: Adequate 50 – 59% | Code 3: Moderate 40 – 49% | Code 2: Elementary 30 – 39% | Code 1: Not achieved 0 – 29% |
|---|---|--|---|---|---|--|---|
| CONTENT, PLANNING & FORMAT (20 MARKS) | <u>16 – 20</u> -Specialised knowledge of requirements of the text. -Disciplined writing – maintains thorough focus, no digressions. -Text fully coherent in content & ideas & all detail support the topic. -Evidence of planning &/or drafting has produced a virtually flawlessly presentable text. -Has applied all the necessary rules of format/outstanding. | <u>14 – 15½</u> -Good knowledge of requirements of the text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas, with all details supporting the topic. -Evidence of planning &/or drafting has produced a well-crafted, presentable text. -Has applied the necessary rules of format/meritorious. | <u>12 – 13½</u> -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support the topic. -Evidence of planning &/or drafting has produced a presentable & good text. -Has applied most of the necessary rules of format/substantial. | <u>10 – 11½</u> -Adequate knowledge of requirements of the text. -Writing – learner digresses from topic but does not impede overall meaning. -Text adequately coherent in content & ideas & some details support the topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format. | <u>8 – 9½</u> -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning is vague in places. -Text moderately coherent in content & ideas and has basic details which support the topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights. | <u>6 – 7½</u> -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning is obscure in places. -Text not always coherent in content & ideas, and has few details which support the topic. -Inadequate planning &/or drafting. Text not well presented. -Has vaguely applied the necessary rules of format. | <u>0 – 5½</u> -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas, too few details to support topic. -Planning/drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format. |
| LANGUAGE, STYLE & EDITING (10 MARKS) | <u>8 – 10</u> -Text is grammatically accurate & well constructed. -Vocabulary is very appropriate to purpose, audience & context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading, editing. -Length correct. | <u>7 – 7½</u> -Text is well constructed & accurate. -Vocabulary is mostly appropriate to purpose, audience & context. -Style, tone and register mostly appropriate -Text largely error-free following proof-reading, editing. -Length correct. | <u>6 – 6½</u> -Text is well constructed & easy to read. -Vocabulary is appropriate to purpose, audience & context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct. | <u>5 – 5½</u> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for the purpose, audience & context. -Style, tone, register adequately appropriate. -Text still contains a few errors following proofreading, editing. -Length almost correct. | <u>4 – 4½</u> -Text is basically constructed. Several errors. -Vocabulary is limited & not very suitable for the purpose, audience & context. -Lapses in style. -Text contains several errors following proof-reading, editing. -Length – too long/short. | <u>3 – 3½</u> -Text is poorly constructed & difficult to follow. -Vocabulary requires remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proofreading, editing. -Length – too long/short. | <u>0 – 2½</u> -Text is poorly constructed and muddled. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic. -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short. |

[From: *Examination Guidelines: Languages Paper 3/2* – January 2009]

SECTION C: RUBRIC FOR ASSESSING SHORTER TEXTS – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL – FIRST ADDITIONAL LANGUAGE (20)

| | Code 7: Outstanding 80 – 100% <u>10½ – 13</u> | Code 6: Meritorious 70 – 79% <u>9½ – 10</u> | Code 5: Substantial 60 – 69% <u>8 – 9</u> | Code 4: Adequate 50 – 59% <u>6½ – 7½</u> | Code 3: Moderate 40 – 49% <u>5½ – 6</u> | Code 2: Elementary 30 – 39% <u>4 – 5</u> | Code 1: Not achieved 0 – 29% <u>0 – 3½</u> |
|---|---|--|---|--|---|--|--|
| CONTENT, PLANNING & FORMAT (13 MARKS) | <ul style="list-style-type: none"> -Specialised knowledge of requirements of text. -Disciplined writing – learner maintains thorough focus, no digressions. -Text fully coherent in content & ideas, and all details support topic. -Evidence of planning &/or drafting has produced a virtually flawless, presentable text. -Has applied all the necessary rules of format. | <ul style="list-style-type: none"> -Good knowledge of requirements of text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas with all details supporting the topic. -Evidence of planning &/or drafting has produced a well-crafted & presentable text. -Has applied the necessary rules of format. | <ul style="list-style-type: none"> -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support topic. -Evidence of planning &/or drafting has produced a presentable and good text. -Has applied most of the necessary rules of format. | <ul style="list-style-type: none"> -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas and some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format. | <ul style="list-style-type: none"> -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas and has basic details which support the topic. -Evidence of planning &/or drafting that has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of the format – some critical oversights. | <ul style="list-style-type: none"> -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, and has few details which support topic. -Planning/drafting inadequate. Text not well presented. -Has vaguely applied the necessary rules of format. | <ul style="list-style-type: none"> -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas and too few details to support the topic. -Planning and drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format. |
| LANGUAGE, STYLE & EDITING (7 MARKS) | <ul style="list-style-type: none"> -Text is grammatically accurate and well constructed. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading and editing. -Length correct. | <ul style="list-style-type: none"> -Text is well constructed and accurate. -Vocabulary is mostly appropriate to purpose, audience and context. -Style, tone and register mostly appropriate. -Text largely error-free following proof-reading, editing. -Length correct. | <ul style="list-style-type: none"> -Text is well constructed and easy to read. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct. | <ul style="list-style-type: none"> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for purpose, audience & context. -Style, tone and register adequately appropriate. -Text still contains few errors following proofreading, editing. -Length almost correct. | <ul style="list-style-type: none"> -Text is basically constructed. Several errors. -Vocabulary is limited and not very suitable for purpose, audience and context. -Lapses in style, tone and register. -Text contains several errors following proof-reading, editing. -Length – too long/short. | <ul style="list-style-type: none"> -Text is poorly constructed and difficult to follow. -Vocabulary requires some remediation and not suitable for purpose, audience and context. -Style, tone and register inappropriate. -Text error-ridden despite proofreading, editing. -Length – too long/short. | <ul style="list-style-type: none"> -Text is poorly constructed and muddled. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic. -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short. |

[From: *Examination Guidelines: Languages Paper 3/2 – January 2009*]