



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**FEBRUARY/MARCH 2016**

**MEMORANDUM**

**MARKS: 100**

**This memorandum consists of 10 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.
- The ideas listed below the topics are only **some ways** in which the topics could be interpreted.
- Full credit must be given for the candidate's own interpretation.
- Marking must be objective. 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 assessment rubric:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

##### 1.1 On the other side of the door ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If narrative, a strong story line must be evident. There must be a logical sequence of tense.
  - If descriptive, there must be a vivid description of an experience/ incident.
  - If reflective, there must be a personal account of thought processes and feelings/emotions about what happened on the other side of the door.
  - A candidate may write an essay which contains elements of more than one type of essay.

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

**[50]**

## 1.2 The sound of nature

- Descriptive/Narrative//Reflective essay
- The following must be considered:
  - If descriptive, there must be a vivid description of an experience/ incident.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions.
  - A candidate may write an essay which contains elements of more than one type of essay.

[50]

## 1.3 My culture has shaped me.

- Reflective/Descriptive /Narrative essay
- The following must be considered:
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the impact of culture on the candidate.
  - If descriptive, there must be a vivid description of how culture has influenced the candidate.
  - If narrative, a strong story line must be evident. There must be a logical sequence of tense.
  - A candidate may write an essay which contains elements of more than one type of essay.

[50]

## 1.4 Rights and responsibilities cannot be separated. Discuss this statement.

- Discursive/Reflective/Narrative essay
- The following must be considered:
  - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented **impartially**.
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate's views and experiences.
  - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.

[50]

1.5 Do not think of today's failures but of the successes that may come tomorrow.

- Discursive/Reflective/Narrative essay
- The following must be considered:
  - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented **impartially**.
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate's views and experiences.
  - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.

**[50]**

1.6 Parents and teachers are the voices of experience. Children should, therefore, live by their rules. Do you agree?

- Argumentative essay
- The following must be considered:
  - The essay must offer **one distinct opinion**; therefore the essay must be either FOR **OR** AGAINST the topic given.
  - There should be a clear defence/motivation/argument for the position taken.

**[50]**

1.7 Interpretation of pictures

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates must give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas, (**among others**) may be explored in response to the pictures:

- 1.7.1
- Literal interpretation: e.g. reference to money, saving money, etc.
  - Abstract interpretation: e.g. economy, wealth, money is not needed to lead a fruitful life, vices associated with money, etc.

**[50]**

- 1.7.2
- Literal interpretation: e.g. babies crawling, the beauty of babies, teenage pregnancy, etc.
  - Abstract interpretation: e.g. social grant, the future generation, innocence, future leaders, etc.

**[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. 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 assessment rubric:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 FORMAL LETTER**

- The letter should be addressed to the mayor.
- The tone and register of the letter must be formal.
- The following aspects of format must be included:
  - Writer's address
  - Date
  - Recipient's address
  - Greeting/Salutation
  - Heading/Subject line
  - Suitable ending
  - Closing, signature, name of sender
- The following information must be included in the letter, **among others:**
  - Purpose for writing
  - Candidate's views

**[30]**

## 2.2 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of death
  - Date of birth.
- The following information may also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (spouse, children) and their names
  - Date and time of funeral
  - Biographical information.
- A tribute must be paid to the deceased. **[30]**

## 2.3 MAGAZINE ARTICLE

- The article must have a heading.
- The content must be about addiction to social networks.
- The dangers of social networking must be emphasised in this article.
- The language may be formal/ informal.
- The style should be personal, speaking directly to the reader.
- The article should stimulate interest and keep the reader absorbed. **[30]**

## 2.4 INFORMAL SPEECH

- The speech must be in paragraph form.
- The tone of the speech must be informal.
- The language and register must be appropriate to the audience (the family members and friends).
- The audience should be addressed appropriately.
- Consider the following:
  - The content of the speech should be relevant to the topic (welcoming a brother/sister back home and congratulating him/her on completing his/her studies).
  - A logical and an appropriate closure to the speech must be evident.
  - Different approaches to the presentation of the speech should be accepted. **[30]**

**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- Marking must be objective. 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 assessment rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**3.1 POSTER**

- The poster must include details about the book club.
- Sufficient details must be given to attract members of the community.
- Catchy words and phrases must be credited.
- No marks are awarded for illustrations. **[20]**

**3.2 DIARY ENTRIES**

- There must be TWO entries.
- Each entry must bear a date.
- The tone must be personal. **[20]**

**3.3 INSTRUCTIONS**

- The goal must be specified, e.g. How to prepare and present a speech.
- The instructions may be in point or paragraph form.
- The instructions must be given in sequence.
- The instructions must be clear. **[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**

**ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	Upper level	<b>28–30</b> -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	<b>22–24</b> -Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent (connected), including introduction, body and conclusion/ending	<b>16–18</b> -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	<b>10-12</b> -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	<b>4-6</b> -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
		Lower level	<b>25–27</b> -Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent (connected), including introduction, body and conclusion/ending	<b>19–21</b> -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	<b>13–15</b> -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	<b>7–9</b> -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence
	Upper level		<b>14–15</b> -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Language confident, exceptionally impressive -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling -Very skilfully crafted	<b>11-12</b> -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	<b>8-9</b> -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	<b>5-6</b> -Tone, register, style and vocabulary not appropriate to purpose, audience and context -Very basic use of language -Tone and diction are inappropriate -Very limited vocabulary
		Lower level	<b>13</b> -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	<b>10</b> -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	<b>7</b> -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	<b>4</b> -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling  <b>15 MARKS</b>	Upper level		<b>5</b> -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed	<b>4</b> -Logical development of details -Coherent -Sentences, paragraphs logical, varied	<b>3</b> -Relevant details developed -Sentences, paragraphs well constructed - Essay still makes sense	<b>2</b> -Some valid points -Sentences and paragraphs faulty - Essay still makes some sense
		<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction  <b>5 MARKS</b>	Lower level	<b>43-50</b>	<b>33–40</b>	<b>23-30</b>
<b>MARK RANGE</b>						



**ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]**

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>18 MARKS</b>	<b>15–18</b>  -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	<b>11-14</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>8-10</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>5-7</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 -Necessary rules of format vaguely applied -Some critical oversights	<b>0–4</b>  -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>12 MARKS</b>	<b>10–12</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	<b>8–9</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>6–7</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>4-5</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–3</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>MARK RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14-17</b>	<b>9-12</b>	<b>0–7</b>

**ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]**

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas; 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 -Coherence in content 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 -Necessary rules of format vaguely applied -Some critical oversights	<b>0-3</b>  -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose 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
<b>MARK RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10-11</b>	<b>7-8</b>	<b>0–5</b>