



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2012

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.
- 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 An exciting event

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey the excitement of the event.

[50]**1.2 Write an essay that includes the following words:**

At that moment I believed that I would survive ...

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

Narrative/Descriptive

- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending. It must become clear what led to the need for survival.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.

[50]

1.3 Unforgettable moments in my life

Descriptive/Reflective/Narrative

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description of the moments clear.
- If reflective, the essay should convey emotional reactions and feelings regarding the unforgettable moments.
- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending.

[50]**1.4 The challenges of life today**

Reflective/Descriptive/Narrative

- If reflective, the essay must reflect feelings or emotions regarding the stresses of modern life.
- If descriptive, it must describe the stresses of modern life in detail.
- If narrative, it must have a strong story line, usually written in the past tense. It must have an interesting ending.

[50]**1.5 The majority of South Africans do not appreciate nature. Do you agree?**

Argumentative

- The essay must reflect a specific argument or viewpoint for or against the topic.
- The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

[50]**1.6 Advertising has both advantages and disadvantages. Discuss this statement.**

Discursive

The essay must be objective. It must give a balanced view of both sides of the argument. The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

[50]**1.7 Interesting places in the area where I live**

Descriptive

- The writer should create a picture in words, trying to use as many senses as possible to make the description clear.

[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.

1.8.1 Picture: Map in hands

- Literal interpretations: Hands, Caring for the world, Environmental issues, etc.
- Figurative interpretations: Shaping the world, Our future, It is a small world, etc.

1.8.2 Picture: Boy with ball

- Literal interpretations: Playing sport, physical exercise, reason for wearing oversized shorts and boots, etc.
- Figurative: Acting grown-up, emulating sports heroes, happiness, childhood joy, ambitions, 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. 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 challenges and rewards of teaching

- 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 advice on teaching as a career but should highlight the challenges and rewards of the profession.
- The letter should have a clear introduction, body and conclusion. **[30]**

2.2 DIALOGUE

You have lost a valuable item and your parents/guardians have found out about it. One of them questions you about it.

Write down the dialogue that takes place between the two of you.

- The dialogue format must be used.
- The dialogue must be between the parent and the candidate.
- The tone must be semi-formal/informal.
- The conversation should reveal what was lost and, possibly, how it was lost.
- The names of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker. **[30]**

2.3 FORMAL SPEECH

Addressing the school about a vegetable garden

- The speech must be in paragraph form.
- The tone of the speech must be formal/semi-formal and persuasive.
- The language and register should be appropriate to the audience (school learners) and the topic.
- The purpose of the speech must be clear.
- A strong introduction, followed by well-developed points must be evident. **[30]**

2.4 MAGAZINE ARTICLE

Dealing with pressure from parents/guardians

- An interesting heading must be provided.
- The tone will be semi-formal and appropriate to the audience (school learners).
- The article must be written in paragraph form.
- A clear introduction and conclusion must be evident. **[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 ADVERTISEMENT

Selling a duplicate gift

The language, tone and register may be informal but must be suitable for the target market.

- Some details of the gift must be included. The advertisement should be persuasive.
- Contact details must be provided.
- No marks are awarded for illustrations.

[20]**3.2 INSTRUCTIONS**

Looking after an elderly relative

- The tone must be informal.
- The instructions must be clear, concise and in sequence.
- Full sentences need not be used.

[20]**3.3 DIARY ENTRIES**

You are on holiday with your family.

Write out diary entries for two different days capturing your experiences.

- Language should be simple and to the point.
- The tone must reflect suitable emotions – there should be a clear shift in these emotions.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

	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 (32 MARKS)	<u>26 – 32</u> -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, excellent essay.	<u>22½ – 25½</u> -Content shows good interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & very good essay.	<u>19½ – 22</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable essay.	<u>16 – 19</u> -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay.	<u>13 – 15½</u> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay.	<u>10 – 12½</u> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<u>0 – 9½</u> -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING (12 MARKS)	<u>10 – 12</u> -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.	<u>8½ – 9½</u> -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.	<u>7½ – 8</u> -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.	<u>6 – 7</u> -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.	<u>5 – 5½</u> -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.	<u>4 – 4½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing.	<u>0 – 3½</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proofreading, editing
STRUCTURE (6 MARKS)	<u>5 – 6</u> -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	<u>4½</u> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<u>4</u> -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	<u>3 – 3½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	<u>2½</u> -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length – too long/short.	<u>2</u> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short.	<u>0 – 1½</u> -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)	16 – 20 -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.	14 – 15½ -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.	12 – 13½ -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.	10 – 11½ -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.	8 – 9½ -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.	6 – 7½ -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.	0 – 5½ -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)	8 – 10 -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.	7 – 7½ -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.	6 – 6½ -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.	5 – 5½ -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.	4 – 4½ -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.	3 – 3½ -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.	0 – 2½ -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%	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 (13 MARKS)	<u>10½ – 13</u> -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.	<u>9½ – 10</u> -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.	<u>8 – 9</u> -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.	<u>6½ – 7½</u> -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.	<u>5½ – 6</u> -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.	<u>4 – 5</u> -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.	<u>0 – 3½</u> -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)	<u>6 – 7</u> -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.	<u>5 – 5½</u> -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.	<u>4½</u> -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.	<u>3½ – 4</u> -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.	<u>3</u> -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.	<u>2½</u> -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.	<u>0- 2</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.