



# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P3**

**FEBRUARY/MARCH 2013**

**MEMORANDUM**

**MARKS: 100**

**This memorandum consists of 10 pages.**

**INFORMATION FOR THE MARKER**

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTIONS B and C.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion.

**SUGGESTED APPROACH TO MARKING****SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on page 8 of this memorandum.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
CONTENT AND PLANNING	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5
TOTAL	50

1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

**SECTION B: LONGER TRANSACTIONAL TEXT**

Refer to SECTION B: Rubric for Assessing Longer Transactional Texts found on page 9 of this memorandum.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
CONTENT, PLANNING AND FORMAT	18
LANGUAGE, STYLE AND EDITING	12
TOTAL	30

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

**SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/INFORMATIONAL**

Refer to SECTION C: Rubric for Assessing Shorter Texts: Transactional/Referential/Informational found on page 10 of this memorandum.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
CONTENT, PLANNING AND FORMAT	12
LANGUAGE, STYLE AND EDITING	8
<b>TOTAL</b>	<b>20</b>

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

**NOTE:**

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

**NOTE:**

- The points given below each topic in this memorandum serve only as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

**SECTION A: ESSAY****QUESTION 1**

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. **Candidates may write in any genre: narrative, descriptive, reflective, argumentative, expository, discursive, or any combination of these.**

- 1.1 **'We penetrated deeper and deeper into the heart of darkness.'**  
(Joseph Conrad)
- Candidates must interpret the idea of 'heart of darkness' and what penetrating could mean. [50]
- 1.2 **Technology makes us forget the real purpose of our lives.**
- Candidate may agree/disagree with the topic.
  - Might be related to personal experience(s). [50]
- 1.3 **You can be a king or a street-sweeper, but everybody dances with the Grim Reaper.**
- Candidate may interpret the topic literally/figuratively.
  - It might form the backdrop for a cultural/traditional experience. [50]
- 1.4 **We do not inherit the earth from our ancestors. We borrow it from our children.**  
(A chief of the Squamish people)
- Candidates must discuss the full quotation. [50]
- 1.5 **Freedom of speech has a dark side.**
- Candidate may agree/disagree with the topic. [50]
- 1.6 **Break the silence!**
- The topic can be explicitly/implicitly discussed. [50]

1.7 **NOTE:** There must be a clear link between the essay and the picture chosen.

1.7.1 **Statue in the centre of square**

- Iconic figure in the statue can be discussed/any one aspect of the picture can become the focus of the essay.
- Reference to both large figure and context should be included.
- Statues can be a point of reference.
- The space can be seen as any mall, campus, etc.
- The statue does not have to be seen as being of Madiba.

[50]

1.7.2 **Boy reading book**

- Image must be interpreted as a whole.

[50]

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT**

**QUESTION 2**

Candidates are required to respond to ONE of the topics set. The body of the response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

2.1 **LETTER OF APPLICATION**

- Content must include some reference to the job of a script editor.
- Format: own address, date, data of addressee as per question, salutation, heading/subject line and signing off.

[30]

2.2 **ARTICLE**

- Content must include qualities, activities and what makes these admirable.
- Format: headline; by-line.

[30]

2.3 **DIALOGUE**

- A valid dialogue format.

[30]

2.4 **FORMAL REPORT**

- Must be concise and accurate.
- Format: heading/subheadings, date, designation and signing off.
- Bullets may be used.

[30]

**TOTAL SECTION B: 30**

**SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/INFORMATIONAL****QUESTION 3**

Candidates are required to respond to ONE of the topics set. The body of the response should be 100–120 words (10–12 lines) in length. The language, register, style and tone must be appropriate to the context.

**3.1 DIARY ENTRY**

- Date
- Emotional response to experience **[20]**

**3.2 POSTER**

- Must be concise.
- Details of the purpose of the auditions and relevant arrangements to be included.
- Layout to be logical. **[20]**

**3.3 INSTRUCTIONS**

- Concise and relevant.
- The documents and items listed must have some link to a job. **[20]**

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

**SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (50 marks)**

	<b>Code 7: Outstanding 80–100%</b>	<b>Code 6: Meritorious 70–79%</b>	<b>Code 5: Substantial 60–69%</b>	<b>Code 4: Adequate 50–59%</b>	<b>Code 3: Moderate 40–49%</b>	<b>Code 2: Elementary 30–39%</b>	<b>Code 1: Not achieved 0–29%</b>
	<b><u>24–30</u></b>	<b><u>21–23½</u></b>	<b><u>18–20½</u></b>	<b><u>15–17½</u></b>	<b><u>12–14½</u></b>	<b><u>9–11½</u></b>	<b><u>0–8½</u></b>
<b>CONTENT &amp; PLANNING  (30 MARKS)</b>	-Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a flawlessly presentable essay.	-Content meritorious, original. -Ideas imaginative, interesting. - Planning and/or drafting has produced a well-crafted and presentable essay.	-Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning and/or drafting has produced a presentable and good essay.	-Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning and/or drafting has produced a satisfactory, presentable essay.	-Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning and/or drafting has produced a moderately presentable and coherent essay.	-Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for Home Language level despite planning/drafting. Essay not well presented.	-Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
<b>LANGUAGE, STYLE &amp; EDITING  (15 MARKS)</b>	-Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proofreading and editing.	-Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied and creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proofreading, editing.	-Critical awareness of language evident. -Language and punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proofreading, 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 a few errors following proofreading, editing.	-Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proofreading, editing.	-Language and punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing.	-Language and punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden and confused following proofreading, editing.
<b>STRUCTURE  (5 MARKS)</b>	-Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly 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.	-Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length – too long/short.	-Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short.	-Off topic. -Sentences, paragraphs muddled, inconsistent. Length – far too long/short.



**SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXT – HOME LANGUAGE (30 marks)**

	<b>Code 7: Outstanding 80–100%</b>	<b>Code 6: Meritorious 70–79%</b>	<b>Code 5: Substantial 60–69%</b>	<b>Code 4: Adequate 50–59%</b>	<b>Code 3: Moderate 40–49%</b>	<b>Code 2: Elementary 30–39%</b>	<b>Code 1: Not achieved 0–29%</b>
<b>CONTENT, PLANNING &amp; FORMAT  (18 MARKS)</b>	<b><u>14½–18</u></b>  -Extensive specialised knowledge of requirements of text. -Disciplined writing – maintains rigorous focus, no digressions. -Total coherence in content and ideas, highly elaborated and all details support topic. -Evidence of planning and/or drafting has produced a flawlessly presentable text. -Highly appropriate format.	<b><u>13–14</u></b>  -Very good knowledge of requirements of text. -Disciplined writing – maintains focus, no digressions. -Coherent in content and ideas, very well elaborated and all details support topic. -Evidence of planning and/or drafting has produced a well-crafted and presentable text. -Has applied the necessary rules of format very well.	<b><u>11–12½</u></b>  -Fair knowledge of requirements of text. -Writing – maintains focus, with minor digressions. -Mostly coherent in content and ideas, elaborated and most details support topic. -Evidence of planning and/or drafting has produced a presentable and very good text. -Has applied the necessary rules of format.	<b><u>9–10½</u></b>  -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content and ideas, some details support topic. -Evidence of planning and/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<b><u>7½–8½</u></b>  -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content and ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<b><u>5½–7</u></b>  -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not always coherent in content and ideas, has few details which support topic. -Inadequate for Home Language level despite planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format – some critical oversights.	<b><u>0–5</u></b>  -No knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not coherent in content and ideas, has few details which support topic. -Inadequate planning/drafting. Poorly presented text. -Has not applied necessary rules of format.
<b>LANGUAGE, STYLE &amp; EDITING  (12 MARKS)</b>	<b><u>10–12</u></b>  -Grammatically accurate and brilliantly constructed. -Vocabulary highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Virtually error-free following proofreading and editing. -Length correct.	<b><u>8½–9½</u></b>  -Very well constructed and accurate. -Vocabulary very appropriate to purpose, audience and context. -Suitable style, tone, register considering demands of task. -Largely error-free following proofreading and editing. -Length correct.	<b><u>7½–8</u></b>  -Well constructed and easy to read. -Vocabulary appropriate to purpose, audience and context. -Style, tone, register mostly appropriate. -Mostly error-free following proofreading and editing. -Length correct.	<b><u>6–7</u></b>  -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience and context. -Style, tone, register fairly appropriate. -A few errors following proofreading and editing. -Length almost correct.	<b><u>5–5½</u></b>  -Basically constructed. Several errors. -Vocabulary limited and not very suitable for purpose, audience and context. -Lapses in style, tone and register. -Several errors following proofreading and editing. -Length – too long/short.	<b><u>4–4½</u></b>  -Poorly constructed and difficult to follow. -Vocabulary requires some remediation and not suitable for purpose, audience and context. -Style, tone and register inappropriate. -Error-ridden despite proofreading, editing. -Length – too long/short.	<b><u>0–3½</u></b>  -Poorly constructed and very difficult to follow. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and register do not correspond with topic -Error-ridden and confused following proofreading, editing. -Length – far too long/short.

**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXT – HOME LANGUAGE (20 marks)**

	<b>Code 7: Outstanding 80–100%</b>	<b>Code 6: Meritorious 70–79%</b>	<b>Code 5: Substantial 60–69%</b>	<b>Code 4: Adequate 50–59%</b>	<b>Code 3: Moderate 40–49%</b>	<b>Code 2: Elementary 30–39%</b>	<b>Code 1: Not achieved 0–29%</b>
<b>CONTENT, PLANNING &amp; FORMAT  (12 MARKS)</b>	<b><u>10–12</u></b>  -Extensive specialised knowledge of requirements of text. -Exhibits a profound awareness of wider contexts in writing. -Disciplined writing – learner maintains rigorous focus, no digressions. -Total coherence in content and ideas, highly elaborated and all details support topic. -Evidence of planning and/or drafting has produced a flawlessly presentable text. -Has produced a highly appropriate format.	<b><u>8½–9½</u></b>  -Very good knowledge of requirements of text. -Exhibits a broad awareness of wider contexts in writing. -Disciplined writing – learner maintains focus, no digressions. -Text is coherent in content and ideas, very well elaborated and all details support topic. -Evidence of planning and/or drafting has produced a well crafted and presentable text. -Has applied the necessary rules of format very well.	<b><u>7½–8</u></b>  -Fair knowledge of requirements of text. -Exhibits a general awareness of wider contexts in writing tasks. -Writing – learner maintains focus, with minor digressions. -Text is mostly coherent in content and ideas, elaborated and most details support topic. -Evidence of planning and/or drafting has produced a presentable and very good text. -Has applied the necessary rules of format.	<b><u>6–7</u></b>  -Adequate knowledge of requirements of text. -Exhibits some awareness of wider context in writing tasks Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content and ideas, some details support topic. -Evidence of planning and/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<b><u>5–5½</u></b>  -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Exhibits rather limited knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content and ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<b><u>4–4½</u></b>  -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Exhibits a limited knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content and ideas, has few details which support topic. -Inadequate for Home Language level despite planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format .	<b><u>0–3½</u></b>  -No knowledge of requirements of text. -Exhibits no knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning obscure in places. -Text not coherent in content and ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
<b>LANGUAGE, STYLE &amp; EDITING  (8 MARKS)</b>	<b><u>6½–8</u></b>  -Text grammatically accurate and brilliantly constructed. - Vocabulary is highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Text virtually error free following proofreading. -Length correct.	<b><u>6</u></b>  -Text very well constructed and accurate. -Vocabulary very appropriate to purpose, audience and context. -Suitable style, tone and register considering demands of task. -Text largely error-free following proofreading and editing. -Length correct.	<b><u>5–5½</u></b>  -Text well constructed and easy to read. -Vocabulary appropriate to purpose, audience and context. -Style, tone, register mostly appropriate. -Text mostly error-free following proofreading and editing. -Length correct.	<b><u>4–4½</u></b>  -Text adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience and context. -Style, tone, register fairly appropriate. -Text still contains few errors following proofreading and editing. -Length almost correct.	<b><u>3½</u></b>  -Text is basically constructed. Several errors. -Vocabulary limited and not very suitable for purpose, audience and context. -Lapses in style, tone and register. -Text contains several errors following proofreading and editing. -Length – too long/short.	<b><u>2½–3</u></b>  -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.	<b><u>0–2</u></b>  -Text is poorly constructed and very difficult to follow. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and register do not correspond with topic. -Text error-ridden and confused following proofreading, editing. -Length – far too long/short.