basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH HOME LANGUAGE P3

FEBRUARY/MARCH 2014

MEMORANDUM

MARKS: 100

This memorandum consists of 10 pages.

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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.

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SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

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

CRITERIA USED FOR ASSESSMENT	
CRITERIA	**MARKS**
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.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	**MARKS**
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.

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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.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	**MARKS**
CONTENT, PLANNING AND FORMAT	12
LANGUAGE, STYLE AND EDITING	8
TOTAL	20

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.

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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 **Listening attentively made all the difference.**

- Focus on the importance of listening attentively **[50]**

1.2 **The kindness of strangers**

- The idea of kindness
- The impact strangers have on our lives **[50]**

1.3 **'A life spent making mistakes is not only more honourable, but more useful than a life spent doing nothing.'**

(George Bernard Shaw)

- Candidates must focus on both parts of the topic. **[50]**

1.4 **Vanities** **[50]**

1.5 **Peace is accomplished in the boardroom, not on the battlefield.**

- Peace through negotiation is preferable to violence.
- Could be interpreted factually or philosophically. **[50]**

1.6 **'The gem cannot be polished without friction, nor man perfected without trials.'**

(Confucius) **[50]**

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

1.7.1 **Boys jumping**

- Credit literal/figurative/mixed interpretations. **[50]**

1.7.2 **Pen in Butterfly book**

- Focus must be on the 'pen and butterfly book'/fairy tale/surreal imagery. **[50]**

TOTAL SECTION A: 50

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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 **NEWSPAPER ARTICLE**

- Opposing views should be included.
- Could be subjective.
- Format: headline, by-line. **[30]**

2.2 **OBITUARY**

- Must show an understanding of an obituary as opposed to a eulogy.
- Details of the person's life must be clear: e.g. his/her impact on the lives of others.
- Tone must be appropriate: generally formal, but lighter moments might be appropriate. **[30]**

2.3 **INTERVIEW**

- Candidates should provide the context of the interview.
- Valid interview/dialogue format **[30]**

2.4 **LETTER TO THE EDITOR**

- The idea of escalation of the violence is important.
- Format: own address; date (may be either at the beginning or at the end of the letter); The Editor, name and address of newspaper, salutation, subject line, signing off. **[30]**

TOTAL SECTION B: 30

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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 **ADVERTISEMENT**

- Sufficient details to be given to promote the product/event/idea/service.
- Must convince the target audience **[20]**

3.2 **DIARY ENTRY**

- Focus on extrication from an awkward situation.
- Mark only the FIRST diary entry, and strike off the others.
- Format: date **[20]**

3.3 **INVITATION**

- The invitation should include the necessary details: nature of the function, venue, date, time, dress code. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

	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 (30 MARKS)	**24–30** -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a flawlessly presentable essay.	**21–23½** -Content meritorious, original. -Ideas imaginative, interesting. - Planning and/or drafting has produced a well-crafted and presentable essay.	**18–20½** -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning and/or drafting has produced a presentable and good essay.	**15–17½** -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning and/or drafting has produced a satisfactory, presentable essay.	**12–14½** -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning and/or drafting has produced a moderately presentable and coherent essay.	**9–11½** -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for Home Language level despite planning/drafting. Essay not well presented.	**0–8½** -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING (15 MARKS)	**12–15** -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.	**10½–11½** -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.	**9–10** -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.	**7½–8½** -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.	**6–7** -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.	**4½–5½** -Language and punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing.	**0–4** -Language and punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden and confused following proofreading, editing.
STRUCTURE (5 MARKS)	**4–5** -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	**3½** -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	**3** -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	**2½** -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	**2** -Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length – too long/short.	**1½** -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short.	**0–1** -Off topic. -Sentences, paragraphs muddled, inconsistent. Length – far too long/short.

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

	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 (18 MARKS)	**14½–18** -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.	**13–14** -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.	**11–12½** -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.	**9–10½** -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.	**7½–8½** -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.	**5½–7** -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.	**0–5** -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.
LANGUAGE, STYLE & EDITING (12 MARKS)	**10–12** -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.	**8½–9½** -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.	**7½–8** -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.	**6–7** -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.	**5–5½** -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.	**4–4½** -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.	**0–3½** -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.

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

	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 (12 MARKS)	**10–12** -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.	**8½–9½** -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.	**7½–8** -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.	**6–7** -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.	**5–5½** -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.	**4–4½** -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 .	**0–3½** -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.
LANGUAGE, STYLE & EDITING (8 MARKS)	**6½–8** -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.	**6** -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.	**5–5½** -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.	**4–4½** -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.	**3½** -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.	**2½–3** -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.	**0–2** -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.

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