basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2014

MEMORANDUM

MARKS: 100

This memorandum consists of 10 pages.

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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. 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 assessment rubric:
  - Content and planning (32 marks)
  - Language, style and editing (12 marks)
  - Structure (6 marks)

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

1.1 My only regret is ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events leads to a regret. 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 process and feelings/emotions surrounding the regret.

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

[50]

1.2 An exciting journey

- Narrative/Descriptive essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events makes up an exciting journey. There must be a logical sequence of tense.
  - If descriptive, there must be a vivid description of an experience/incident.

[50]

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1.3 A thunderstorm

- Descriptive /Narrative/Reflective essay
- The following must be considered:
  - If descriptive, there must be a vivid description of a thunderstorm.
  - If narrative, a story with a strong story line must be evident in which a series of events takes place during a thunderstorm. There must be a logical sequence of tense.
  - If reflective, there must be a personal account of thought process and feelings/emotions surrounding the thunderstorm. **[50]**

1.4 Joy and laughter filled the air.

- Narrative/Descriptive Reflective essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events leads to joy and laughter. 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 process and feelings/emotions surrounding the joy and laughter. **[50]**

1.5 South African laws are not strict enough when it comes to the protection of road users. Do you agree?

- Argumentative essay
- The following must be considered:
  - The essay must offer **one distinct opinion**; therefore the essay must either be FOR **OR** AGAINST the topic given.
  - There should be a clear defence/motivation/argument of the position taken. **[50]**

1.6 Can we save our planet?

- Discursive essay
- The following must be considered:
  - The essay must offer a balanced view of both sides of the argument.
  - Opposing views must be presented **impartially**. **[50]**

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1.7 Interpretation of pictures.

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

1.7.1
- Literal interpretation: e.g. praying/wishing/being deep in thought, etc.
- Abstract interpretation: e.g. dreaming/meditation, etc

1.7.2
- Literal interpretation: e.g. moving house/being reckless on the road, etc.
- Abstract interpretation: e.g. carrying your burden/memories/separation, 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 assessment rubric:
  - Content, planning and format (20 marks)
  - Language, style and editing (10 marks)

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

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
  - Name of sender
- The following information should be included in the letter, **among others**:
  - Congratulations to the friend
  - Reference to the bursary and field of study
  - Good wishes
  - The letter should express sincerity.

[30]

2.2 DIALOGUE

- The correct dialogue format must be used.
  - The names of the characters on the left-hand side of the page
  - A colon after the name of the speaker
  - A new line to indicate each speaker
  - Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable.
- The following ideas may be explored, **among others**:
  - The friend must enquire about the textbook/calculator/CD.
  - The reason/reasons it was not returned must be clear.
  - There must be a suitable apology.
- The tone must be informal.

[30]

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2.3 BOOK REVIEW

- The review may be written in point or paragraph form.
- The tone will not be too formal.
- The register and content must be suitable for the school newspaper.
- The following information should be included in the review, among others:
  - The title and author of the book
  - There could be a discussion of some of the following: genre/setting/characterisation/plot/style/atmosphere.
  - There must be a clear judgement of this book.
  - Accept different approaches to the presentation of the review. **[30]**

2.4 SPEECH

- The speech must be in paragraph form.
- The tone of the speech may be formal or semi-formal.
- The language and register should be appropriate to the audience (the learners and staff of the school).
- The audience should be addressed appropriately (e.g. the principal, teachers and learners).
- Consider the following:
  - The content of the speech should be relevant to the topic (recycling).
  - A logical and an appropriate closure to the speech must be evident.
  - Different approaches to the presentation of the speech should be accepted. **[30]**

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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 assessment rubric:
  - Content, planning and format (13 marks)
  - Language, style and editing (7 marks)

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

3.1 **INVITATION**

- The invitation should include details about the function (e.g. date, venue and time).
- The nature of the function must be evident.
- No marks are awarded for illustrations. **[20]**

3.2 **DIARY ENTRY**

- There should be ONE single entry bearing a date.
- The tone should be personal.
- Complete sentences are not necessary. **[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**: streets, buildings, landmarks, intersections, turns, etc.
- No marks are awarded for illustrations. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

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

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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.

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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)**	**10½ – 13** -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.	**9½ – 10** -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.	**8 – 9** -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.	**6½ – 7½** -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.	**5½ – 6** -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.	**4 – 5** -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.	**0 – 3½** -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)**	**6 – 7** -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.	**5 – 5½** -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.	**4½** -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.	**3½ – 4** -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.	**3** -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.	**2½** -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 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.

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