



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2009

MEMORANDUM

MARKS: 100

This memorandum consists of 15 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached assessment rubrics .

SECTION A: CREATIVE WRITING**QUESTION 1****INSTRUCTIONS TO MARKERS**

1. Candidates are required to write on ONE topic only.
2. 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.
3. Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
4. Use the 50-mark assessment rubric to assess the essays.

1.1 One hot summer's day ...

- Narrative/Descriptive/Reflective essay.
- The time frame of the story should be limited to one summer's day.
- The following ideas may be explored, **among others**:
 - When and where the incident/event took place.
 - The circumstances leading up to the incident/event.
 - Details of the incident/event, e.g. a meeting with an interesting or famous person or a life-changing experience.

[50]

- 1.2 Write an essay which includes the following words:

Now I realise those were indeed wise words.

- Narrative/Descriptive/Reflective essay.
- The following ideas may be explored, **among others**:
 - The person who had spoken the words.
 - The circumstances leading to the words being spoken.
 - The effect these words had on you and/or your life.

[50]

- 1.3 **Every one of us has to play a part in helping South Africa become a better country.**

Discuss your views.

- Expository/Discursive essay.
- The following ideas may be explored, **among others**:
 - Social issues such as poverty, crime, education, etc.
 - Caring for the environment, e.g. reducing different types of pollution.
 - Developing positive attitudes towards and relationships with fellow South Africans.

[50]

1.4 **Parents and teenagers do not share the same ideas about fashionable clothes.**

Do you agree? Discuss your views.

- Argumentative essay.
- The following ideas may be explored, **among others**:
 - How parents and teenagers differ in their views about clothing and fashion trends.
 - Factors that determine what clothing is suitable, e.g. religion, culture and age.
 - Whether parents should have a say in what their teenage children wear.

[50]

1.5 **The person I respect the most.**

- Descriptive/Expository/Reflective essay.
- The following ideas may be explored, **among others**:
 - Who the person is and your relationship with him/her.
 - Description of the person and his/her character and personality.
 - Reasons why you respect the person, e.g. his/her kind deeds, polite manner, values, etc.

[50]

1.6 **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.
- The following ideas may be explored in response to the pictures, **among others**:
 - 1.6.1 Education/peer influence/memories of happy school days/ studying for examinations/an enjoyable lesson/ the candidate's favourite subject.
 - 1.6.2 The beauty of nature/caring for the environment/a glorious sunset/stories at sunset.

[50]

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXTS**QUESTION 2****INSTRUCTIONS TO MARKERS**

1. Candidates are required to answer ONE question.
2. 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.
3. Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
4. Use the 30-mark assessment rubric to assess the responses in this section.

2.1 NEWSPAPER ARTICLE

- The article must be in paragraph form.
- The tone and register should be appropriate to the content of the article and the medium (a school newspaper) in which it will be published.
- The following ideas may be explored, **among others**:
 - Explanation of the school's dress code
 - Dress code violations observed.
 - Consequences of violating the dress code.

[30]**2.2 DIALOGUE**

The following ideas may be explored, **among others**:

- Mention the item.
- How the item was lost.
- The candidate's feelings about losing the item.
- How the candidate plans to replace the lost item.

Deduct up to a **maximum** of **TWO** marks if:

- The candidate has not used the dialogue format
- Colons are not used after the names of the characters
- There is no spacing between the words and the names of the characters
- The dialogue does not have a clear beginning and/or ending

[30]

2.3 FORMAL LETTER

- The letter should be addressed to the President of the Representative Council of Learners of a school.
- The tone and register of the letter should be formal.
- Consider the following aspects of format and deduct **ONE** mark for an error in each of the following categories, up to a **maximum** of **TWO** marks:
 - Address of sender.
 - Address of recipient.
 - Date.
 - Greeting/Salutation.
 - Suitable ending.
- The following information should be included in the letter:
 - Date, time and venue.
 - Brief details of the guest, e.g. name, occupation and career highlights.
 - Topic of his/her talk. **[30]**

TOTAL SECTION B: 30

SECTION C: SHORTER TRANSACTIONAL TEXTS**QUESTION 3****INSTRUCTIONS TO MARKERS**

1. Candidates are required to answer ONE question.
2. 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.
3. Marking must be objective. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
4. Use the 20-mark assessment rubric to assess the responses in this section.

3.1 DIARY ENTRIES

- Each entry should start with a date.
NOTE: Subtract $\frac{1}{2}$ a mark in each case if the entry is not preceded by the date.
- Candidates should use an appropriate tone, style and register.
- The following ideas may be explored, **among others**:
 - Feelings on leaving home.
 - How the candidate feels about the course he/she has chosen to study.
 - The candidate's thoughts about the new environment.

NOTE: Entries do not necessarily have to be in full sentences.

[20]

3.2 POSTER

- The poster should have a concise heading.
- The poster should encourage learners to buy items.
- The following should be included:
 - Heading.
 - Stall name.
 - Items on sale.

NOTE: NO marks are awarded for illustrations.

[20]

3.3 INFORMAL SPEECH

- The speech must be in paragraph form.
- The tone of the speech should be informal.
- The following ideas may be explored, **among others**:
 - Some details about your friend.
 - The results he/she obtained in the matric examination.
 - Congratulations and good wishes for the future.

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

ENGLISH FIRST ADDITIONAL LANGUAGE P3**LEARNING OUTCOME: LO 3: WRITING AND PRESENTING****ANALYSIS OF QUESTIONS:****SECTION A: CREATIVE WRITING: 50 MARKS**

QUES. NO.	TOPIC	TYPE OF ESSAY
1.1	One hot summer's day ...	Narrative/Descriptive/Reflective
1.2	Now I realise those were indeed wise words.	Narrative/Descriptive/Reflective
1.3	Every one of us has to play a part in helping South Africa become a better country. Discuss your views.	Expository/Discursive
1.4	Parents and teenagers do not share the same ideas about fashionable clothes. Do you agree? Discuss your views.	Argumentative
1.5	The person I respect the most.	Descriptive/Expository/Reflective
1.6.1 & 1.6.2	Interpretation of pictures	Any type of essay is acceptable.

[50]**SECTION B: LONGER TRANSACTIONAL TEXTS: 30 MARKS**

QUES. NO.	TYPE OF TEXT
2.1	Newspaper article
2.2	Dialogue
2.3	Formal letter

[30]**SECTION C: SHORTER TRANSACTIONAL TEXTS: 20 MARKS**

QUES. NO.	TYPE OF TEXT
3.1	Diary entries
3.2	Poster
3.3	Informal speech

[20]**GRAND TOTAL: 100**

RUBRICS FOR FIRST ADDITIONAL LANGUAGE

RUBRICS FOR WRITING

		Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not achieved
<p>ENGLISH FIRST ADDITIONAL LANGUAGE</p> <p>NSC</p> <p>SECTION A: ESSAY</p> <p>50 MARKS</p>	LANGUAGE	<ul style="list-style-type: none"> - Language, punctuation effectively used. Uses figurative language appropriately. - Choice of words highly appropriate. - Sentences, paragraphs coherently constructed. - Style, tone, register highly suited to topic. - Text virtually error-free following proof-reading, editing. - Length in accordance with requirements of topic. 	<ul style="list-style-type: none"> - Language, punctuation correct, and able to include figurative language correctly. - Choice of words varied and correctly used. - Sentences, paragraphs logical, varied. - Style, tone, register appropriately suited to topic. - Text largely error-free following proof-reading, editing. - Length correct. 	<ul style="list-style-type: none"> - Language and punctuation mostly correct. - Choice of words suited to text. - Sentences, paragraphs well constructed. - Style, tone, register suited to topic in most of the essay. - Text by and large error-free following proof-reading, editing. - Length correct. 	<ul style="list-style-type: none"> - Language simplistic, punctuation adequate. - Choice of words adequate. - Sentences, paragraphing might be faulty in places but essay still makes sense. - Style, tone, register generally consistent with topic requirements. - Text still contains errors following proof-reading, editing. - Length correct. 	<ul style="list-style-type: none"> - Language ordinary and punctuation often inaccurately used. - Choice of words basic - Sentences, paragraphs, faulty but ideas can be understood. - Style, tone, and register lacking in coherence. - Text contains several errors following proof-reading, editing. - Length - too long/short. 	<ul style="list-style-type: none"> - Language and punctuation flawed. - Choice of words limited - Sentences, paragraphs constructed at an elementary level. - Style, tone, register inappropriate. - Text error-ridden despite proof-reading, editing - Length - too long/short. 	<ul style="list-style-type: none"> - Language and punctuation seriously flawed. - Choice of words inappropriate. - Sentences, paragraphs muddled, inconsistent. - Style, tone, register flawed in all aspects. - Text error-ridden and confused following proof-reading, editing. - Length - far too long/short.
CONTENT		Code 7: 80 - 100%	Code 6: 70 – 79%	Code 5: 60 - 69%	Code 4: 50 - 59%	Code 3: 40 - 49%	Code 2: 30 - 39%	Code 1: 00 - 29%
<p>Outstanding</p> <ul style="list-style-type: none"> - Content shows impressive insight into topic. - Ideas: thought-provoking, mature. - Coherent development of topic. Vivid detail. - Critical awareness of impact of language. - Evidence of planning and/or drafting has produced virtually flawless, presentable essay. 	Code 7: 80-100%	40 - 50	38 - 42	35 - 39				
<p>Meritorious</p> <ul style="list-style-type: none"> - Content shows thorough interpretation of topic. - Ideas: imaginative, interesting. - Logical development of details. Coherent. - Critical awareness of impact of language. - Evidence of planning and/or drafting has produced a well crafted, presentable essay. 	Code 6: 70 – 79%	38 - 42	35 - 39	33 - 37	30 - 34			

<p>Substantial</p> <ul style="list-style-type: none"> - Content shows a sound interpretation of topic. - Ideas: interesting, convincing. - Several relevant details developed. - Critical awareness of language evident. - Evidence of planning and/or drafting has produced a presentable and very good essay. 	<p>Code 5: 60-69%</p>	<p>35 - 39</p>	<p>33 - 37</p>	<p>30 - 34</p>	<p>28 - 32</p>	<p>25 - 29</p>		
<p>Adequate</p> <ul style="list-style-type: none"> - Content: an adequate Interpretation of topic. - Ideas: ordinary, lacking depth. - Some points, necessary details developed. - Some awareness of impact of language. - Evidence of planning and/or drafting has produced a satisfactorily presented essay. 	<p>Code 4: 50-59%</p>		<p>30 - 34</p>	<p>28 - 32</p>	<p>25 - 29</p>	<p>23 - 27</p>	<p>20 - 24</p>	
<p>Moderate</p> <ul style="list-style-type: none"> - Content: ordinary. Gaps in coherence. - Ideas: mostly relevant. Repetitive. - Some necessary points evident. - Limited critical language awareness. - Evidence of planning and/or drafting that has produced a moderately presentable and coherent essay. 	<p>Code 3: 40 – 49%</p>			<p>25 - 29</p>	<p>23 - 27</p>	<p>20 - 24</p>	<p>18 - 22</p>	<p>15 - 19</p>

<p>Elementary - Content not always clear, lacks coherence. - Ideas: few ideas, often repetitive. - Sometimes off topic. General line of thought difficult to follow. - Inadequate evidence of planning/drafting.</p>	<p>Code 2: 30-39%</p>				<p>20 - 24</p>	<p>18 - 22</p>	<p>15 - 19</p>	<p>03 - 17</p>
<p>Essay not well presented. Not Achieved - Content irrelevant. No coherence. - Ideas: repetitive, off topic. - Non-existent planning/drafting. Poorly presented essay.</p>	<p>Code 1: 00 -29%</p>					<p>15 - 19</p>	<p>03 - 17</p>	<p>00 - 14</p>

		Outstanding	Meritorious	Substantial	Adequate	Moderate	Elementary	Not achieved
<p>ENGLISH HOME LANGUAGE RUBRIC</p> <p>NSC</p> <p>SECTION B: LONGER TRANSACTIONAL TEXTS 30 MARKS</p> <p>AND</p> <p>SECTION C: SHORTER TRANSACTIONAL TEXTS REFERENCE /INFORMATIONAL/VISUAL AND MULTI-MEDIA-TEXTS 20 MARKS</p>	LANGUAGE	<ul style="list-style-type: none"> - Has produced a highly appropriate format. - Text is grammatically accurate and brilliantly constructed. - Vocabulary is highly appropriate to purpose, audience and context. - Style, tone, register highly appropriate. - Text virtually error-free following proof-reading, editing. - Length correct. 	<ul style="list-style-type: none"> - Has applied the necessary rules of format very well. - Text is very well constructed and accurate. - Vocabulary is very appropriate to purpose, audience and context. - Suitable style, tone and register considering the demands of the task. - Text largely error-free following proof-reading, editing. - Length correct. 	<ul style="list-style-type: none"> - Has applied the necessary rules of format. - Text is well constructed and easy to read. - Vocabulary is appropriate to purpose, audience and context. - Style, tone and register mostly appropriate. - Text mostly error-free following proof-reading, editing. - Length correct. 	<ul style="list-style-type: none"> - Has applied an adequate idea of the requirements of format. - Text is adequately constructed. Errors do not impede flow. - Vocabulary is adequate for the purpose, audience and context. - Style, tone and register fairly appropriate. - Text still contains a few errors following proof-reading, editing. - Length correct. 	<ul style="list-style-type: none"> - Has a moderate idea of the requirements of format - some critical oversights. - Text is basically constructed. Several errors. - Vocabulary is limited and not very suitable for the purpose, audience and context. - Lapses in style, tone and register. - Text contains several errors following proof-reading, editing. - Length - too long/ short. 	<ul style="list-style-type: none"> - Has vaguely applied the necessary rules of format. - Text is poorly constructed and difficult to follow. - Vocabulary requires remediation and not suitable for purpose, audience and context. - Style, tone and register inappropriate. - Text error-ridden despite proof-reading, editing. - Length – too long/ short. 	<ul style="list-style-type: none"> - Has not applied the necessary rules of format. - Text is poorly constructed and very difficult to follow. - Vocabulary requires serious remediation and not suitable for purpose. - Style, register and tone do not correspond with topic. - Text error-ridden and confused following proof-reading, editing. - Length - far too long/ short.

CONTENT		Code 7: 80 - 100%	Code 6: 70 – 79%	Code 5: 60 - 69%	Code 4: 50 - 59%	Code 3: 40 - 49%	Code 2: 30 - 39%	Code 1: 00 - 29%
<p>Outstanding</p> <ul style="list-style-type: none"> - Extensive specialized knowledge of requirements of the text. - Exhibits a profound awareness of wider contexts in writing tasks (portfolio). - Disciplined writing - learner maintains rigorous focus, no digressions. - Total coherence in content and ideas, highly elaborated and all details support the topic. - Evidence of planning and/or drafting has produced a flawlessly presentable text. 	Code 7: 80-100%	24 - 30 16 - 20	23 - 25 16	21 - 23 14 - 16				
<p>Meritorious</p> <ul style="list-style-type: none"> - Very good knowledge of requirements of the text. - Exhibits a broad awareness of wider contexts in writing tasks (portfolio). - Disciplined writing - learner maintains focus, no digressions. - Text is coherent in content and ideas, very well elaborated and all details support the topic. - Evidence of planning and/or drafting has produced a well crafted, presentable text. 	Code 6: 70 – 79%	23 - 25 16	21 - 23 14 - 16	20 - 22 14	18 - 20 12 - 14			
<p>Substantial</p> <ul style="list-style-type: none"> - Fair knowledge of requirements of the text. - Exhibits general awareness of wider contexts in writing tasks (portfolio). - Writing - learner maintains focus with minor digressions. - Text is mostly coherent in content and ideas, elaborated and most details support the topic. - Evidence of planning and/or drafting has produced a presentable & very good text. 	Code 5: 60-69%	21 - 23 14 - 16	20 - 22 14	18 - 20 12 - 14	17 - 19 12	15 - 17 10 - 12		

<p>Adequate</p> <ul style="list-style-type: none"> - Adequate knowledge of requirements of the text. - Writing - learner digresses from topic but does not impede overall meaning. - Text adequately coherent in content and ideas and some details support the topic. - Evidence of planning and/or drafting has produced a satisfactorily presented text. 	<p>Code 4: 50-59%</p>		<p>18 - 20</p> <p>12 - 14</p>	<p>17 - 19</p> <p>12</p>	<p>15 - 17</p> <p>10 - 12</p>	<p>14 - 16</p> <p>10</p>	<p>12 - 14</p> <p>08 - 10</p>	
<p>Moderate</p> <ul style="list-style-type: none"> - 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 and ideas and has basic details which support the topic. - Evidence of planning and/or drafting that has produced a moderately presentable and coherent text. 	<p>Code 3: 40 – 49%</p>			<p>15 - 17</p> <p>10 - 12</p>	<p>14 - 16</p> <p>10</p>	<p>12 – 14</p> <p>08 - 10</p>	<p>11 - 13</p> <p>08</p>	<p>09 - 11</p> <p>06 - 08</p>
<p>Elementary</p> <ul style="list-style-type: none"> - 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 and ideas and has few details which support the topic. - Planning/drafting inadequate. Text not well presented. 	<p>Code 2: 30-39%</p>				<p>12 - 14</p> <p>08 - 10</p>	<p>11 - 13</p> <p>08</p>	<p>09 - 11</p> <p>06 - 08</p>	<p>02 - 10</p> <p>02 - 06</p>
<p>Not achieved</p> <ul style="list-style-type: none"> - No knowledge of requirements of the text. - Writing - learner digresses, meaning is obscure in places. - Text not coherent in content and ideas and too few details to support the topic. - Planning and drafting non-existent. Poorly presented text. 	<p>Code 1: 00 –29%</p>					<p>09 - 11</p> <p>06 - 08</p>	<p>01 - 03</p> <p>02 - 04</p>	<p>00 - 08</p> <p>00 - 02</p>