



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2009

MEMORANDUM

MARKS: 100

TIME: 2½ hours

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.
- 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, even if they are not listed below the topics.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
 - 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 This has indeed been a wonderful year.

- Narrative/Descriptive/Reflective essay.
- The time frame of the essay should be limited to this year.
- The following ideas may be explored, **among others**:
 - Some experiences/memorable events/occasions.
 - Lessons the candidate has learnt this year.
 - The people who have had an impact on the candidate's life this year.

[50]

1.2 South Africa has hosted important international sporting events in 2009, such as cricket, soccer and rugby. But has the ordinary South African benefited from these events?

Discuss your views.

- Argumentative/Discursive/Expository essay.
- The following ideas may be explored, **among others**:
 - Job creation.
 - Development of infrastructure (stadiums, roads, airports, etc.).
 - Economic benefits.
 - Building a unified South Africa.

[50]

1.3 I have learnt that failure can lead to success.

- Reflective/Narrative essay.
- The following ideas may be explored, among others:
 - The event/incident that resulted in failure.
 - How the candidate dealt with the failure.
 - What eventually led to success.

[50]

1.4 The importance of saving our environment.

- Expository/Discursive essay.
- The following ideas may be explored, **among others**:
 - The damage caused to the planet and certain species.
 - Our dependence on the environment.
 - Ways to save the environment.

[50]

1.5 My favourite type of music, and why I like it.

- Descriptive/Expository/Reflective essay.
- The following ideas may be explored, **among others**:
 - What type of music the candidate enjoys most.
 - Reasons why the candidate enjoys this type of music.
 - Favourite artists who perform this type of music.

[50]

1.6 A terrifying experience.

- Narrative/Descriptive/Reflective essay.
- The following ideas may be explored, **among others**:
 - When and where the experience occurred.
 - What actually happened.
 - The impact this experience has had on the candidate's life.

[50]

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 Early childhood memories/My father/uncle/grandfather I thanked him for .../Family relationships/Things I have learnt from my father/uncle/grandfather.
 - 1.7.2 Love and relationships/The meaning of marriage/Girls and diamonds/A beautiful wedding/Love and marriage/The cost of weddings today/Commitment.

- 1.7.3 The importance of education/Writing examinations/This is my story .../My favourite author/poet/book/If I could write a story.

[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 even if they are not listed below the topics.
- 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:
 - 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 REVIEW

- The review must be in paragraph form.
- The tone and register of the review should be appropriate to the content and the target audience (learners).
- The following details should be included, **among others**:
 - Film – the title of the film; the main actors; the director and/or producer; the plot; setting; characterisation; your evaluation of the film.
 - Book – the plot; setting; characterisation; your evaluation of the book.

[30]**2.2 DIALOGUE**

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

- The candidate's interest, aptitudes, likes, favourite subjects at school.
- The subjects the candidate is studying at school.
- The courses the candidate is considering, admission requirements, where the candidate will have to study, duration of study, accommodation options, costs, etc.
- Whether the candidate will be able to study further or not.

NOTE: The dialogue format must be used.

[30]

2.3 FORMAL LETTER

- The letter should be addressed to a store manager.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Address of sender.
 - Address of recipient.
 - Date.
 - Greeting/Salutation.
 - Suitable ending.
- The following information should be included in the letter, **among others**:
 - Date of repair and make and/or model of item.
 - Details of problems encountered with the item after repairs.
 - How the candidate would like the matter to be resolved.

[30]

2.4 SPEECH

- The speech must be in paragraph form.
- The tone of the speech should be formal.
- The language and register should be appropriate to the audience (the learners of the school).
- The following ideas may be explored, **among others**:
 - Details of some of the accidents that have occurred.
 - Factors that have contributed to these accidents.
 - What learners need to do in order to prevent future accidents.

[30]**TOTAL SECTION B: 30**

SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENCE/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 even if they are not listed below the topics.
- 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:
 - Content, planning and format (13 marks)
 - Language, style and editing (7 marks)

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

3.1 POSTER

- The poster should encourage learners to donate items of uniform.
- The following should be included:
 - Heading/Slogan.
 - Reasons for the project.
 - Items required (e.g. shirts, dresses, jerseys, shoes, belts, etc.)
 - When and where the items may be dropped off.
 - Contact person.

NOTE: No marks are awarded for illustrations.

[20]

3.2 LIST

- The list must be in point form and complete sentences must be used.
- Numbers or bullets may be used to indicate each new point. Candidates may also choose to write each point on a new line or leave lines between points.
- The following ideas may be explored, **among others**:
 - Drawing up a guest list, if any.
 - Deciding on a suitable date, time and venue for the function.
 - Making arrangements for the event or any other relevant arrangements.

[20]

3.3 ADVERTISEMENT

- The advertisement should persuade teenagers to buy the product.
- The language, tone and register should be appropriate to the target group.
- The following should be included, among others:
 - Brand name.
 - Slogan.
 - Details of the product.

NOTE: No marks are awarded for illustrations.

[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, presentable essay.	<u>22½ – 25½</u> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	<u>19½ – 22</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & very good 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. Uses figurative language. -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 inadequate. -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%
	<u>16 – 20</u>	<u>14 – 15½</u>	<u>12 – 13½</u>	<u>10 – 11½</u>	<u>8 – 9½</u>	<u>6 – 7½</u>	<u>0 – 5½</u>
CONTENT, PLANNING & FORMAT (20 MARKS)	-Specialized 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.	-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.	-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.	-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.	-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.	-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.	-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.
	<u>8 – 10</u>	<u>7 – 7½</u>	<u>6 – 6½</u>	<u>5 – 5½</u>	<u>4 – 4½</u>	<u>3 – 3½</u>	<u>0 – 2½</u>
LANGUAGE, STYLE & EDITING (10 MARKS)	-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.	-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.	-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.	-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.	-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.	-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.	-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 TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS 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>	<u>9½ – 10</u>	<u>8 – 9</u>	<u>6½ – 7½</u>	<u>5½ – 6</u>	<u>4 – 5</u>	<u>0 – 3½</u>
	-Specialized 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.	-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.	-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.	-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.	-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.	-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.	-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>	<u>5 – 5½</u>	<u>4½</u>	<u>3½ – 4</u>	<u>3</u>	<u>2½</u>	<u>0- 2</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.	-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.	-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.	-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.	-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.	-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.	-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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