



# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2010**

**MEMORANDUM**

**MARKS: 100**

**This memorandum consists of 9 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 an essay of 250 to 300 words (1 to 1 ½ pages) on ONE topic only.
- 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 attached rubric:
  - Content and planning (32 marks)
  - Language, style and editing (12 marks)
  - Structure (6 marks)

NOTE: Do not impose additional penalties as any deviations are addressed by the rubric.

1.1 Write an essay that includes the following words:

This was truly money well spent.

- Narrative/Reflective essay
- The words given in the topic **MUST** be included somewhere in the essay.
- The candidate has to indicate what the money was spent on and why it was worthwhile.

**[50]**

1.2 Write an essay that includes the following words:

This experience has made me realise that ...

- Reflective/Narrative essay
- The words given in the topic **MUST** be included somewhere in the essay.
- The essay must be written in the first person.
- The candidate must relate the experience and say what the realisation has been.
- The experience may be an observed one or one about which the candidate may have read. The experience must be personalised to indicate what the candidate has realised.

**[50]**

- 1.3 Should alcohol and cigarettes be advertised in the mass media? Discuss your views.
- Argumentative/Discursive essay
  - The candidate must express his/her point of view and provide substantiation/motivation.
  - The essay must be written in the first person. **[50]**
- 1.4 An amazing performance!
- Descriptive/Reflective/Narrative essay
  - The essay may be about ANY performance.
  - The essay must indicate why the performance is/was amazing. **[50]**
- 1.5 A truly remarkable person
- Reflective/Descriptive essay
  - The person described in the essay may be well-known or known only to the candidate.
  - The essay must focus on what makes the person remarkable in the candidate's view. **[50]**
- 1.6 We are destroying our planet.
- Discursive/Descriptive/Argumentative/Reflective essay
  - The candidate may agree/disagree with the statement and provide motivation or describe/reflect on how the planet is being destroyed. **[50]**
- 1.7 That smile really changed my day.
- Descriptive/Narrative essay
  - Description/Narration of the candidate's day before and after the smile.
  - The candidate's thoughts and feelings after the smile. **[50]**
- 1.8 Interpretation of pictures.
- The candidate may interpret a picture in any way.
  - The candidate may choose to write ANY type of essay.
  - The interpretation should be linked to the pictures.
  - The candidate should give the essay a suitable title.
  - The candidate may write in any appropriate tense. **[50]**

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- The body of each response must be between 120 and 150 words (about 12 to 15 lines) in length.
- 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 attached rubric:
  - Content, planning and format (20 marks)
  - Language, style and editing (10 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

**2.1 INTERVIEW**

- The interview must be between the manager of a government department and the candidate as an applicant for the bursary.
- The interview should be about the candidate's application for a bursary.
- The register and tone of the interview must be formal.
- The dialogue format must be used.

**[30]****2.2 FORMAL LETTER**

- The letter should be addressed to the manager of a company.
- The content should include references to the success of the event and thanks for the sponsorship.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Greeting/Salutation (e.g. Sir, Madam, Dear Sir, Dear Madam, Dear Mr Smith)
  - Subject line/heading
  - Suitable ending (Yours sincerely/Yours faithfully)
  - Signature and printed name of sender.

**[30]**

**2.3 NEWSPAPER ARTICLE**

- The article must have a heading/headline.
- The article must be written in paragraphs. The suggestions/advice/tips may be bulleted/numbered.
- The tone and register of the article may be formal or informal.
- The article must be on how to avoid becoming a victim of crime, i.e. the suggestions should be about preventive measures.

**[30]****2.4 REPORT**

- The report may but need not have headings.
- The tone and register of the report should be formal.
- The report must be on the injury sustained by a team member from the perspective of the captain of the team, including the action taken afterwards, e.g. first-aid rendered, transportation to the hospital and treatment.
- The report must be signed and dated.

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

**SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL****QUESTION 3*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- The body of each response must be between 80 and 100 words (about 8 to 10 lines) in length.
- 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 attached rubric:
  - Content, planning and format (13 marks)
  - Language, style and editing (7 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

**3.1 ADVERTISEMENT**

- The advertisement should include details about the product and persuade readers to buy it.
- The language, tone and register may be informal.
- Do not award marks for illustrations.

**[20]****3.2 FORMAL INVITATION**

- The invitation must be addressed to the RCL president of a neighbouring school.
- The tone and register of the invitation must be formal.
- Important details of the event must be included (e.g. date, time, venue dress code, the name of the speaker and RSVP details).

NOTE: Accept BOTH the invitation card and the formal letter format.

**[20]****3.3 DIRECTIONS**

- The directions given must be from Lucky's Supermarket (point X) to the post office (point Y).
- Candidates must make reference to streets AND landmarks on the route that they have chosen.

NOTE: There is more than one route to the post office.

**[20]**

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

**SECTION A: RUBRIC FOR ASSESSING AN ESSAY – FIRST ADDITIONAL LANGUAGE (50)**

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

	<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  (20 MARKS)</b>	<b><u>16 – 20</u></b>  -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 flawless presentable text. -Has applied all the necessary rules of format/outstanding.	<b><u>14 – 15½</u></b>  -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.	<b><u>12 – 13½</u></b>  -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.	<b><u>10 – 11½</u></b>  -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.	<b><u>8 – 9½</u></b>  -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.	<b><u>6 – 7½</u></b>  -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.	<b><u>0 – 5½</u></b>  -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.
<b>LANGUAGE, STYLE &amp; EDITING  (10 MARKS)</b>	<b><u>8 – 10</u></b>  -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.	<b><u>7 – 7½</u></b>  -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.	<b><u>6 – 6½</u></b>  -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.	<b><u>5 – 5½</u></b>  -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.	<b><u>4 – 4½</u></b>  -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.	<b><u>3 – 3½</u></b>  -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.	<b><u>0 – 2½</u></b>  -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.

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



**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS FIRST ADDITIONAL LANGUAGE (20)**

	<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  (13 MARKS)</b>	<b><u>10½ – 13</u></b>  -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.	<b><u>9½ – 10</u></b>  -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.	<b><u>8 – 9</u></b>  -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.	<b><u>6½ – 7½</u></b>  -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.	<b><u>5½ – 6</u></b>  -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.	<b><u>4 – 5</u></b>  -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.	<b><u>0 – 3½</u></b>  -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.
<b>LANGUAGE, STYLE &amp; EDITING  (7 MARKS)</b>	<b><u>6 – 7</u></b>  -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.	<b><u>5 – 5½</u></b>  -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.	<b><u>4½</u></b>  -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.	<b><u>3½ – 4</u></b>  -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.	<b><u>3</u></b>  -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.	<b><u>2½</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 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.

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