



# education

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Department:  
Education  
**REPUBLIC OF SOUTH AFRICA**

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH HOME LANGUAGE P3**

**FEBRUARY/MARCH 2010**

**MEMORANDUM**

**MARKS: 100**

**This memorandum consists of 7 pages.**

**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, development of ideas, and the conclusion

**SUGGESTED APPROACH TO MARKING****SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on page 5 of this memorandum.

| <b>CRITERIA USED FOR ASSESSMENT</b> |              |
|-------------------------------------|--------------|
| <b>CRITERIA</b>                     | <b>MARKS</b> |
| 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 6 of this memorandum.

| <b>CRITERIA USED FOR ASSESSMENT</b> |              |
|-------------------------------------|--------------|
| <b>CRITERIA</b>                     | <b>MARKS</b> |
| 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.

**SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/  
INFORMATIONAL**

Refer to SECTION C: Rubric for Assessing Shorter Transactional/Referential/  
Informational Texts found on page 7 of this memorandum.

| <b>CRITERIA USED FOR ASSESSMENT</b> |              |
|-------------------------------------|--------------|
| <b>CRITERIA</b>                     | <b>MARKS</b> |
| 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. Therefore, this has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

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

|  | <b>Code 7:<br/>Outstanding<br/>80-100%</b>  | <b>Code 6:<br/>Meritorious<br/>70-79%</b>  | <b>Code 5:<br/>Substantial<br/>60-69%</b>  | <b>Code 4:<br/>Adequate<br/>50-59%</b>   | <b>Code 3:<br/>Moderate<br/>40-49%</b>   | <b>Code 2:<br/>Elementary<br/>30-39%</b>  | <b>Code 1:<br/>Not achieved<br/>0-29%</b>  |
|--|---|--|--|--|--|---|--|
| <b>CONTENT &amp;<br/>PLANNING<br/><br/>30 MARKS</b>            | <b><u>24-30</u></b><br><br>-Content outstanding, highly original.<br>-Ideas thought-provoking, mature.<br>-Planning &/or drafting has produced a flawlessly presentable essay.  | <b><u>21-23½</u></b><br><br>-Content meritorious, original.<br>-Ideas imaginative, interesting.<br>- Planning &/or drafting has produced a well-crafted & presentable essay.   | <b><u>18-20½</u></b><br><br>-Content sound, reasonably coherent.<br>-Ideas interesting, convincing.<br>- Planning &/or drafting has produced a presentable & good essay.   | <b><u>15-17½</u></b><br><br>-Content appropriate, adequately coherent.<br>-Ideas interesting, adequately original.<br>- Planning &/or drafting has produced a satisfactory, presentable essay.   | <b><u>12-14½</u></b><br><br>-Content mediocre, ordinary. Gaps in coherence.<br>-Ideas mostly relevant. Limited originality.<br>- Planning &/or drafting has produced a moderately presentable & coherent essay.  | <b><u>9-11½</u></b><br><br>-Content not always clear, lacks coherence.<br>-Few ideas, often repetitive.<br>-Inadequate for Home language level despite planning/drafting. Essay not well presented. | <b><u>0-8½</u></b><br><br>-Content largely irrelevant. No coherence.<br>-Ideas tedious, repetitive.<br>-Inadequate planning/drafting. Poorly presented essay.  |
| <b>LANGUAGE,<br/>STYLE &amp;<br/>EDITING<br/><br/>15 MARKS</b> | <b><u>12-15</u></b><br><br>-Critical awareness of impact of language.<br>-Language, punctuation effectively used.<br>-Uses highly appropriate figurative language.<br>-Choice of words exceptional, mature.<br>-Style, tone, register highly suited to topic.<br>-Virtually error-free following proof-reading & editing. | <b><u>10½-11½</u></b><br><br>-Critical awareness of impact of language.<br>-Language, punctuation correct; able to use figurative language.<br>-Choice of words varied & creative.<br>-Style, tone, register appropriately suited to topic.<br>-Largely error-free following proof-reading, editing. | <b><u>9-10</u></b><br><br>-Critical awareness of language evident.<br>-Language & punctuation mostly correct.<br>-Choice of words suited to text.<br>-Style, tone, register suited to topic.<br>-Mostly error-free following proof-reading, editing. | <b><u>7½-8½</u></b><br><br>-Some awareness of impact of language.<br>-Language simplistic, punctuation adequate.<br>-Choice of words adequate.<br>-Style, tone, register generally consistent with topic requirements.<br>-Still contains a few errors following proof-reading, editing. | <b><u>6-7</u></b><br><br>-Limited critical language awareness.<br>-Language mediocre, punctuation often inaccurately used.<br>-Choice of words basic.<br>-Style, tone register lacking in coherence.<br>-Contains several errors following proof-reading, editing. | <b><u>4½-5½</u></b><br><br>-Language & punctuation flawed.<br>-Choice of words limited.<br>-Style, tone, register inappropriate.<br>-Error-ridden despite proof-reading, editing.                   | <b><u>0-4</u></b><br><br>-Language & punctuation seriously flawed.<br>-Choice of words inappropriate.<br>-Style, tone, register flawed in all aspects.<br>-Error-ridden & confused following proof-reading, editing. |
| <b>STRUCTURE<br/><br/>5 MARKS</b>                              | <b><u>4-5</u></b><br><br>-Coherent development of topic. Vivid, exceptional detail.<br>-Sentences, paragraphs brilliantly constructed.<br>-Length in accordance with requirements of topic.   | <b><u>3½</u></b><br><br>-Logical development of details. Coherent.<br>-Sentences, paragraphs logical, varied.<br>-Length correct.  | <b><u>3</u></b><br><br>-Several relevant details developed.<br>-Sentences, paragraphs well constructed.<br>-Length correct.  | <b><u>2½</u></b><br><br>-Some points, necessary details developed.<br>-Sentences, paragraphing might be faulty in places but essay still makes sense.<br>-Length almost correct.   | <b><u>2</u></b><br><br>-Most necessary points evident.<br>-Sentences, paragraphs faulty but essay still makes sense.<br>-Length - too long/short.  | <b><u>1½</u></b><br><br>-Sometimes off topic but general line of thought can be followed.<br>-Sentences, paragraphs constructed at an elementary level.<br>-Length - too long/short.                | <b><u>0-1</u></b><br><br>-Off topic.<br>-Sentences, paragraphs muddled, inconsistent.<br>Length - far too long/short.  |

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

|   | <b>Code 7:<br/>Outstanding<br/>80-100%</b>  | <b>Code 6:<br/>Meritorious<br/>70-79%</b>   | <b>Code 5:<br/>Substantial<br/>60-69%</b>  | <b>Code 4:<br/>Adequate<br/>50-59%</b>   | <b>Code 3:<br/>Moderate<br/>40-49%</b>  | <b>Code 2:<br/>Elementary<br/>30-39%</b>   | <b>Code 1:<br/>Not achieved<br/>0-29%</b>   |
|---|---|---|--|--|---|--|---|
| <p><b>CONTENT,<br/>PLANNING &amp;<br/>FORMAT</b></p> <p><b>18 MARKS</b></p> | <p><u>14½-18</u></p> <ul style="list-style-type: none"> <li>-Extensive specialized knowledge of requirements of text.</li> <li>-Disciplined writing – maintains rigorous focus, no digressions.</li> <li>-Total coherence in content &amp; ideas, highly elaborated &amp; all details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a flawlessly presentable text.</li> <li>-Highly appropriate format.</li> </ul> | <p><u>13-14</u></p> <ul style="list-style-type: none"> <li>-Very good knowledge of requirements of text.</li> <li>-Disciplined writing – maintains focus, no digressions.</li> <li>-Coherent in content &amp; ideas, very well elaborated &amp; all details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a well crafted &amp; presentable text.</li> <li>-Has applied the necessary rules of format very well.</li> </ul> | <p><u>11-12½</u></p> <ul style="list-style-type: none"> <li>-Fair knowledge of requirements of text.</li> <li>-Writing – maintains focus, with minor digressions.</li> <li>-Mostly coherent in content &amp; ideas, elaborated &amp; most details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a presentable &amp; very good text.</li> <li>-Has applied the necessary rules of format.</li> </ul> | <p><u>9-10½</u></p> <ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – digresses but does not impede overall meaning.</li> <li>-Adequately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a satisfactorily presented text.</li> <li>-Has applied an adequate idea of requirements of format.</li> </ul> | <p><u>7½-8½</u></p> <ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus.</li> <li>-Writing – digresses, meaning vague in places.</li> <li>-Moderately coherent in content &amp; ideas, some details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a moderately presentable &amp; coherent text.</li> <li>-Has a moderate idea of requirements of format – some critical oversights.</li> </ul> | <p><u>5½-7</u></p> <ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of text. Response to writing task reveals a limited focus.</li> <li>-Writing – digresses, meaning obscure in places.</li> <li>-Not always coherent in content &amp; ideas, has few details which support topic.</li> <li>-Inadequate for Home language level despite planning &amp;/or drafting. Text not well presented,</li> <li>-Has vaguely applied necessary rules of format – some critical oversights.</li> </ul> | <p><u>0-5</u></p> <ul style="list-style-type: none"> <li>-No knowledge of requirements of text. Response to writing task reveals a limited focus.</li> <li>-Writing – digresses, meaning obscure in places.</li> <li>-Not coherent in content &amp; ideas, has few details which support topic.</li> <li>-Inadequate planning/ drafting. Poorly presented text.</li> <li>-Has not applied necessary rules of format.</li> </ul> |
|   | <p><b>LANGUAGE,<br/>STYLE &amp;<br/>EDITING</b></p> <p><b>12 MARKS</b></p>  | <p><u>10-12</u></p> <ul style="list-style-type: none"> <li>-Grammatically accurate &amp; brilliantly constructed.</li> <li>-Vocabulary highly appropriate to purpose, audience &amp; context.</li> <li>-Style, tone, register highly appropriate.</li> <li>-Virtually error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>  | <p><u>8½-9½</u></p> <ul style="list-style-type: none"> <li>-Very well constructed &amp; accurate.</li> <li>-Vocabulary very appropriate to purpose, audience &amp; context.</li> <li>-Suitable style, tone, register considering demands of task.</li> <li>-Largely error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>   | <p><u>7½-8</u></p> <ul style="list-style-type: none"> <li>-Well constructed &amp; easy to read.</li> <li>-Vocabulary appropriate to purpose, audience &amp; context.</li> <li>-Style, tone, register mostly appropriate.</li> <li>-Mostly error-free following proof-reading &amp; editing.</li> <li>-Length correct.</li> </ul>   | <p><u>6-7</u></p> <ul style="list-style-type: none"> <li>-Adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary adequate for purpose, audience &amp; context.</li> <li>-Style, tone, register fairly appropriate.</li> <li>-A few errors following proof-reading &amp; editing.</li> <li>-Length almost correct.</li> </ul>   | <p><u>5-5½</u></p> <ul style="list-style-type: none"> <li>-Basically constructed. Several errors.</li> <li>-Vocabulary limited &amp; not very suitable for purpose, audience &amp; context.</li> <li>-Lapses in style, tone &amp; register.</li> <li>-Several errors following proof-reading &amp; editing.</li> <li>-Length – too long/short.</li> </ul>  | <p><u>4-4½</u></p> <ul style="list-style-type: none"> <li>-Poorly constructed &amp; difficult to follow.</li> <li>-Vocabulary requires some remediation &amp; not suitable for purpose, audience &amp; context.</li> <li>-Style, tone &amp; register inappropriate.</li> <li>-Error-ridden despite proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>  |

**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXT -  
HOME LANGUAGE (20 marks)**

|   | <b>Code 7:<br/>Outstanding<br/>80-100%</b>  | <b>Code 6:<br/>Meritorious<br/>70-79%</b>   | <b>Code 5:<br/>Substantial<br/>60-69%</b>   | <b>Code 4:<br/>Adequate<br/>50-59%</b>   | <b>Code 3:<br/>Moderate<br/>40-49%</b>   | <b>Code 2:<br/>Elementary<br/>30-39%</b>  | <b>Code 1:<br/>Not achieved<br/>0-29%</b>   |
|---|---|---|---|--|--|---|---|
| <b>CONTENT,<br/>PLANNING &amp;<br/>FORMAT<br/><br/>12 MARKS</b> | <u>10-12</u><br><br>-Extensive specialized knowledge of requirements of text.<br>-Exhibits a profound awareness of wider contexts in writing.<br>-Disciplined writing – learner maintains rigorous focus, no digressions.<br>-Total coherence in content & ideas, highly elaborated & all details support topic.<br>-Evidence of planning &/or drafting has produced a flawlessly presentable text.<br>-Has produced a highly appropriate format. | <u>8½-9½</u><br><br>-Very good knowledge of requirements of text.<br>-Exhibits a broad awareness of wider contexts in writing.<br>-Disciplined writing – learner maintains focus, no digressions.<br>-Text is coherent in content & ideas, very well elaborated & all details support topic.<br>-Evidence of planning &/drafting has produced a well crafted & presentable text.<br>-Has applied the necessary rules of format very well. | <u>7½-8</u><br><br>-Fair knowledge of requirements of text.<br>-Exhibits a general awareness of wider contexts in writing tasks.<br>-Writing – learner maintains focus, with minor digressions.<br>-Text is mostly coherent in content & ideas, elaborated & most details support topic.<br>-Evidence of planning &/or drafting has produced a presentable & very good text.<br>-Has applied the necessary rules of format. | <u>6-7</u><br><br>-Adequate knowledge of requirements of text.<br>-Exhibits some awareness of wider context in writing tasks.<br>-Writing – learner digresses but does not impede overall meaning.<br>-Text adequately coherent in content & ideas, some details support topic.<br>-Evidence of planning &/or drafting has produced a satisfactorily presented text.<br>-Has applied an adequate idea of requirements of format. | <u>5-5½</u><br><br>-Moderate knowledge of requirements of text.<br>Response to writing task reveals a narrow focus.<br>-Exhibits rather limited knowledge of wider contexts in writing tasks.<br>-Writing – learner digresses, meaning vague in places.<br>-Text moderately coherent in content & ideas, some details support topic.<br>-Evidence of planning &/or drafting has produced a moderately presentable & coherent text.<br>-Has a moderate idea of requirements of format – some critical oversights. | <u>4-4½</u><br><br>-Elementary knowledge of requirements of text.<br>Response to writing task reveals a limited focus.<br>-Exhibits a limited knowledge of wider contexts in writing tasks.<br>-Writing – learner digresses, meaning obscure in places.<br>-Text not always coherent in content & ideas, has few details which support topic.<br>-Inadequate for Home language level despite planning &/or drafting. Text not well presented.<br>-Has vaguely applied necessary rules of format . | <u>0-3½</u><br><br>-No knowledge of requirements of text.<br>-Exhibits no knowledge of wider contexts in writing tasks.<br>-Writing – learner digresses, meaning obscure in places.<br>-Text not coherent in content & ideas, has few details which support topic.<br>-Inadequate planning/ drafting. Poorly presented text.<br>-Has not applied necessary rules of format. |
| <b>LANGUAGE,<br/>STYLE &amp;<br/>EDITING<br/><br/>8 MARKS</b>   | <u>6½-8</u><br><br>-Text grammatically accurate and brilliantly constructed.<br>- Vocabulary is highly appropriate to purpose, audience and context.<br>-Style, tone, register highly appropriate.<br>-Text virtually error free following proof reading.<br>-Length correct.   | <u>6</u><br><br>-Text very well constructed & accurate.<br>-Vocabulary very appropriate to purpose, audience & context.<br>-Suitable style, tone & register considering demands of task.<br>-Text largely error-free following proof-reading & editing.<br>-Length correct.   | <u>5-5½</u><br><br>-Text well constructed & easy to read.<br>-Vocabulary appropriate to purpose, audience & context.<br>-Style, tone, register mostly appropriate.<br>-Text mostly error-free following proof-reading & editing.<br>-Length correct.  | <u>4-4½</u><br><br>-Text adequately constructed. Errors do not impede flow.<br>-Vocabulary adequate for purpose, audience & context.<br>-Style, tone, register fairly appropriate.<br>-Text still contains few errors following proof-reading & editing.<br>-Length almost correct.  | <u>3½</u><br><br>-Text is basically constructed. Several errors.<br>-Vocabulary limited & not very suitable for purpose, audience & context.<br>-Lapses in style, tone & register.<br>-Text contains several errors following proof-reading & editing.<br>-Length – too long/short.  | <u>2½-3</u><br><br>-Text is poorly constructed & difficult to follow.<br>-Vocabulary requires some remediation & not suitable for purpose, audience & context.<br>-Style, tone & register inappropriate.<br>-Text error-ridden despite proof-reading, editing.<br>-Length – too long/short.   | <u>0-2</u><br><br>-Text is poorly constructed & very difficult to follow.<br>-Vocabulary requires serious remediation & not suitable for purpose.<br>-Style, tone & register do not correspond with topic.<br>-Text error-ridden and confused following proof-reading, editing.<br>-Length – far too long/short.  |