



# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**NOVEMBER 2011**

**MEMORANDUM**

**MARKS: 100**

**TIME: 2½ hours**

**This memorandum consists of 11 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.
- 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 It was a dream come true!

- 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 dream coming true. 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 processes and feelings/emotions** surrounding the dream coming true.

[50]

1.2 'It felt good to be back home again.'

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

- Descriptive/Narrative/Reflective essay
- The following must be considered:
  - If **descriptive**, there must be a **vivid description** of an experience/ incident which leads to the good feeling of being home again.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** surrounding an experience/ incident which led to the good feeling. [50]

1.3 Technology has changed the lives of teenagers. 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.
  - Candidates may argue technology has **affected** teenagers positively or negatively or both. The idea of change should be evident.
  - There should be clear defence/motivation/argument of the position taken. [50]

1.4 Do subjects offered at school prepare you for life? Discuss your views.

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

1.5 As I looked at that photograph ...

- Narrative/Reflective/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** leads to or results from memories evoked by the photograph. There must be a logical sequence of tense.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** evoked by the photograph.
  - If **descriptive**, there must be a **vivid description** of the circumstances surrounding the photograph. [50]

## 1.6 The power of music

- Descriptive/Reflective/Narrative essay
- The following must be considered:
  - If **descriptive**, there must be a **vivid description** of the impact of music.
  - If **reflective**, there must be a **personal account** of **thought processes and feelings/emotions** about the power of music.
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** illustrates the topic. There must be a logical sequence of tense.

**[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
- abstract interpretation: e.g. personal or spiritual scars/wounds and the healing of those, society, crime, political issues, etc.
  - a more literal approach might include: heart disease/broken relationships/emotional trauma, etc.

- 1.7.2
- social interpretations: family/parenthood/becoming parents at a young age, etc.
  - personal interpretation: friendship/joy/togetherness/health/lifestyle, etc.
  - a more literal interpretation might include: hairstyles/fashion/Rastafarianism, 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 FORMAL LETTER**

- The letter should be addressed to the manager of ABC Store.
- 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
  - Subject line
  - Suitable ending
- The following information should be included in the letter, **among others:**
  - The candidate's interest in the position
  - An indication of the candidate's language ability
  - A mention of people skills
  - Reference to previous work experience
  - Any other information which might influence the appointment.

**[30]**

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2.2 **DIALOGUE****NOTE:**

- 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 new 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 item being returned, as well as the reason for returning it must be clear.
  - The disagreement/conflict should be evident.
  - A positive OR negative solution must be evident.

**[30]**2.3 **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 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 occasion (should be about saying goodbye).
  - Accept different approaches to the presentation of the speech.
  - A logical and appropriate closure to the speech should be evident.

**[30]**2.4 **MAGAZINE ARTICLE**

- The heading must be interesting.
- The style should be personal, speaking directly to the reader. The style can be descriptive.
- The article should stimulate interest.
- Paragraphs should not be too long, encouraging easy reading.
- Consider the following:
  - The content of the article should be relevant and appealing to school learners.
  - Sporting highlights should be clear.

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

**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 must be imposed as the rubric itself imposes penalties.

**3.1 ADVERTISEMENT**

- The advertisement should persuade people to buy the product. (Persuasive language and catch phrases should be used.)
- The following should be included, **among others**:
  - Description of the product
  - Brand name
  - Slogan
  - Where to find the product/How to obtain it
  - Price

**NOTE:** Do NOT award marks for illustrations.

**[20]**

**3.2 POSTCARD**

- The language (including the salutation and ending/conclusion) can be informal and colloquial, but should not include slang expressions.
- Complete sentences are not required.
- The content must be brief but informative.

**NOTE:** Do NOT award marks for illustrations.

**[20]**

**3.3 INSTRUCTIONS**

- The contents of the instructions should relate to the managing of the cleaning of the classroom OR only the cleaning.
- Instructions should be given in a logical sequence.
- The instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- The language should be clear and instructive.
- Complete sentences are not necessary.

<b>TOTAL SECTION C:</b>	<b>[20]</b>
<b>GRAND TOTAL:</b>	<b>20</b>
	<b>100</b>



**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>	<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 irrelevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay.	<u>10– 12</u>  <u>2½</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.
<b>LANGUAGE, STYLE &amp; EDITING  (12 MARKS)</b>	<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 adequate. -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.
<b>STRUCTURE  (6 MARKS)</b>	<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)**

	<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– 9%</b>
	<b><u>16–20</u></b>	<b><u>14–15½</u></b>	<b><u>12–13½</u></b>	<b><u>10–11½</u></b>	<b><u>8–9½</u></b>	<b><u>6–7½</u></b>	<b><u>0–5½</u></b>
<b>CONTENT, PLANNING &amp; FORMAT  (20 MARKS)</b>	<ul style="list-style-type: none"> <li>-Specialised knowledge of requirements of the text.</li> <li>-Disciplined writing – maintains thorough focus, no digressions.</li> <li>-Text fully coherent in content &amp; ideas &amp; all detail support the topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a virtually flawlessly presentable text.</li> <li>-Has applied all the necessary rules of format/outstanding.</li> </ul>	<ul style="list-style-type: none"> <li>-Good knowledge of requirements of the text.</li> <li>-Disciplined writing – learner maintains focus, hardly any digressions.</li> <li>-Text is coherent in content &amp; ideas, with all details supporting the topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a well crafted, presentable text.</li> <li>-Has applied the necessary rules of format/meritorious.</li> </ul>	<ul style="list-style-type: none"> <li>-Fair knowledge of requirements of the text.</li> <li>-Writing – learner maintains focus, with minor digressions.</li> <li>-Text is coherent in content &amp; ideas, and details support the topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a presentable &amp; good text.</li> <li>-Has applied most of the necessary rules of format/substantial.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of the text.</li> <li>-Writing – learner digresses from topic but does not impede overall meaning.</li> <li>-Text adequately coherent in content &amp; ideas &amp; some details support the topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a satisfactorily presented text.</li> <li>-Has applied an adequate idea of the requirements of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.</li> <li>-Writing – learner digresses, meaning is vague in places.</li> <li>-Text moderately coherent in content &amp; ideas and has basic details which support the 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>	<ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.</li> <li>-Writing – learner digresses, meaning is obscure in places.</li> <li>-Text not always coherent in content &amp; ideas, and has few details which support the topic.</li> <li>-Inadequate planning &amp;/or drafting. Text not well presented.</li> <li>-Has vaguely applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-No knowledge of requirements of the text.</li> <li>-Writing – learner digresses, meaning is obscure in places.</li> <li>-Text not coherent in content &amp; ideas, too few details to support topic.</li> <li>-Planning/drafting non-existent. Poorly presented text.</li> <li>-Has not applied the necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE &amp; EDITING  (10 MARKS)</b>	<ul style="list-style-type: none"> <li>-Text is grammatically accurate &amp; well constructed.</li> <li>-Vocabulary is very appropriate to purpose, audience &amp; context.</li> <li>-Style, tone, register very appropriate.</li> <li>-Text virtually error-free following proof-reading, editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is well constructed &amp; accurate.</li> <li>-Vocabulary is mostly appropriate to purpose, audience &amp; context.</li> <li>-Style, tone and register mostly appropriate.</li> <li>-Text largely error-free following proof-reading, editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is well constructed &amp; easy to read.</li> <li>-Vocabulary is appropriate to purpose, audience &amp; context.</li> <li>-Style, tone, register generally appropriate.</li> <li>-Text mostly error-free following proof-reading, editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary is adequate for the purpose, audience &amp; context.</li> <li>-Style, tone, register adequately appropriate.</li> <li>-Text still contains a few errors following proofreading, editing.</li> <li>-Length almost correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is basically constructed. Several errors.</li> <li>-Vocabulary is limited &amp; not very suitable for the purpose, audience &amp; context.</li> <li>-Lapses in style.</li> <li>-Text contains several errors following proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is poorly constructed &amp; difficult to follow.</li> <li>-Vocabulary requires remediation &amp; not suitable for purpose, audience &amp; context.</li> <li>-Style, tone &amp; register inappropriate.</li> <li>-Text error-ridden despite proofreading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is poorly constructed and muddled.</li> <li>-Vocabulary requires serious remediation &amp; not suitable for purpose.</li> <li>-Style, tone &amp; register do not correspond with topic.</li> <li>-Text error-ridden and confused following proof-reading, editing.</li> <li>-Length – far too long/short.</li> </ul>

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

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

	<b>Code 7: Outstanding 80–100%</b>	<b>Code 6: Meritorious 70– 9%</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]