



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2013

MEMORANDUM

MARKS: 100

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.
- 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. If contractions are used, they should be punctuated correctly. If not, they should be indicated as spelling mistakes.

1.1 Those were the days!

- 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 the realisation that things were different in the past. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of the way things were in those days.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.2 I finally found the courage to make that decision.

- Narrative/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 decision being taken. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.

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

[50]

1.3 South Africa is truly an amazing country.

- Descriptive/Argumentative/Narrative/Reflective essay
- The following must be considered:
 - If descriptive, there must be a vivid description of what makes South Africa amazing.
 - If argumentative, the essay must offer one distinct opinion; therefore the essay must either be **FOR OR AGAINST** the topic given. There should be a clear defence/motivation/argument of the position taken.
 - If narrative, a story with a strong story line must be evident in which a series of events proves that South Africa is truly amazing. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.4 Moments before the final Grade 12 examination results are released

- Descriptive/Reflective essay
- The following must be considered:
 - If descriptive, there must be a vivid description of the moments before the release of the results.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.5 Your present circumstances will determine your future. 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.
 - There should be a clear defence/motivation/argument of the position taken.

[50]

1.6 Do South African children have suitable role models? Discuss your views.

- Discursive essay
- The following must be considered:
 - The essay must offer a balanced view of both sides of the argument.
 - Opposing **views** must be presented **impartially**.

[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
- Literal interpretation: e.g. planting trees/caring for nature/the beauty of nature, etc.
 - Abstract interpretation: e.g. nurturing/growth/tenderness/being protective/the fragility of nature, etc.

- 1.7.2
- Literal interpretation: e.g. conservation/the beauty of nature, etc.
 - Abstract interpretation: e.g. family/individuality/working together/having vision/being alert, 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. In questions 2.1 and 2.3 contractions are not allowed.

2.1 FORMAL LETTER

- The letter should be addressed to the manager of a business.
- 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
 - Signature/Name of sender
- The following information should be included in the letter, **among others:**
 - A clear expression of gratitude
 - Reference to the field and place of study
 - Any other relevant information

[30]**2.2 INTERVIEW**

- 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 each speaker
 - A new line to indicate each speaker
 - Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable
- The following ideas may be explored, **among others:**
 - Reference to the job
 - Questions relevant to the job interview
 - Suitable answers
- The tone should be formal and should be relevant to the position.

[30]

2.3 FORMAL REPORT

- The report may be written in point or paragraph form.
- The writer and the recipient of the report should be clearly indicated.
- The subject/topic should be indicated.
- The report must be dated.
- The tone must be formal.
- The following information should be included in the report, **among others:**
 - Who attended the camp
 - When and where the camp took place
 - Activities that took place
 - Accept different approaches to the presentation of the report.

[30]**2.4 MAGAZINE ARTICLE**

- The heading must be interesting.
- The style should be personal, speaking directly to the teenage reader.
- The style can be descriptive.
- The article should stimulate interest.
- Paragraphs should not be too long, but easy to read.
- Consider the following:
 - The content of the article should be relevant and appealing to teenagers.
 - Fashion trends should be clearly indicated.

[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 may be imposed as the rubric itself imposes penalties.

3.1 ADVERTISEMENT

- The candidate should use persuasive techniques in the advertisement.
- The following should be included, **among others**:
 - Description of the product/company/service/event
 - Where applicable, there should be evidence of a brand name and a slogan.
 - If it is a product/service/company, information on where to find it must be given.
 - If it is an event, the details of the venue and the date must be given.

[20]**3.2 DIARY ENTRIES**

- There should be TWO separate entries, each bearing a date.
 - The first entry should have a tone of anticipation.
 - The second entry should contain an evaluation of the event.
- The tone should be personal.
- There must be some indication of what type of occasion it was.

[20]**3.3 INSTRUCTIONS**

- The content of the instructions should relate to taking care of the shop.
- Instructions may be based broadly or specific to each day.
- Instructions should be given in a logical sequence.
- The instructions may be in point or paragraph form.
- The language should be clear and instructive.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

| | Code 7: Outstanding 80 – 100% <u>26 – 32</u> | Code 6: Meritorious 70 – 79% <u>22½ – 25½</u> | Code 5: Substantial 60 – 69% <u>19½ – 22</u> | Code 4: Adequate 50 – 59% <u>16 – 19</u> | Code 3: Moderate 40 – 49% <u>13 – 15½</u> | Code 2: Elementary 30 – 39% <u>10 – 12½</u> | Code 1: Not achieved 0 – 29% <u>0 – 9½</u> |
|---|--|---|---|---|---|---|--|
| CONTENT & PLANNING (32 MARKS) | -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, excellent essay. | -Content shows good interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & very good essay. | -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable essay. | -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay. | -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay. | -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented. | -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay. |
| LANGUAGE, STYLE & EDITING (12 MARKS) | -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. | -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. | -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. | -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. | -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. | -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing. | -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proofreading, editing. |
| STRUCTURE (6 MARKS) | -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic. | -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct. | -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct. | -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct. | -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length – too long/short. | -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short. | -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% |
|---|--|---|--|--|--|---|--|
| CONTENT, PLANNING & FORMAT (20 MARKS) | 16 – 20 -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 flawlessly presentable text. -Has applied all the necessary rules of format/outstanding. | 14 – 15½ -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. | 12 – 13½ -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. | 10 – 11½ -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. | 8 – 9½ -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. | 6 – 7½ -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. | 0 – 5½ -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. |
| LANGUAGE, STYLE & EDITING (10 MARKS) | 8 – 10 -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. | 7 – 7½ -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. | 6 – 6½ -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. | 5 – 5½ -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. | 4 – 4½ -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. | 3 – 3½ -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. | 0 – 2½ -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 TEXTS – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL – FIRST ADDITIONAL LANGUAGE (20)

| | Code 7: Outstanding 80 – 100% <u>10½ – 13</u> | Code 6: Meritorious 70 – 79% <u>9½ – 10</u> | Code 5: Substantial 60 – 69% <u>8 – 9</u> | Code 4: Adequate 50 – 59% <u>6½ – 7½</u> | Code 3: Moderate 40 – 49% <u>5½ – 6</u> | Code 2: Elementary 30 – 39% <u>4 – 5</u> | Code 1: Not achieved 0 – 29% <u>0 – 3½</u> |
|---|---|--|---|--|---|--|--|
| CONTENT, PLANNING & FORMAT (13 MARKS) | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <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 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. | <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 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. | <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 & 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) | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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. | <ul style="list-style-type: none"> -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*]