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Province of the

**EASTERN CAPE**

EDUCATION

**NATIONAL**

**SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2010**

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| **ENGLISH FIRST ADDITIONAL LANGUAGE P3**  **MEMORANDUM** |

**MARKS: 100**

**TIME: 2½ hours**

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| This memorandum consists of 10 pages. |

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| **INSTRUCTIONS AND INFORMATION** | | | |  |
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| This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C. | | | |  |
|  |  |  | |  |
| NOTE: All pieces of writing should be read at least TWICE during assessment, once for content and once for language and structure.  Errors to be indicated during the second reading. | | | |  |
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| **SECTION A: ESSAY** | | | |  |
|  |  | |  |  |
| **QUESTION 1** | | | |  |
|  |  | |  |  |
| **INSTRUCTIONS TO MARKERS:** | | | |  |
|  |  | |  |  |
| * Candidates are required to write on ONE topic. | | | |  |
| * 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 | **Soapies are addictive and a waste of time** | | |  |
|  |  |  | |  |
|  | * Discursive/argumentative/expository essay | | |  |
|  | * The following ideas may be explored, **among others:** | | |  |
|  | * Mention of particular soapies to support point of view. * Characterisation. * Story line. * Reference to particular situations in soapies. * May concentrate on one particular soapie or discuss more than one. | | | **[50]** |
|  |  |  | |  |
|  |  | **OR** | |  |

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| --- | --- | --- | --- |
|  |  |  |  |
| 1.2 | **Opportunity knocks for young people** | |  |
|  |  |  |  |
|  | * Discursive/argumentative/reflective essay. | |  |
|  | * Must focus on opportunities for young people. | |  |
|  | * The following ideas may be explored, **among others:** | |  |
|  | * May refer to specific opportunities, e.g. career, sport, financial, personal improvement, education, etc. * How to create own opportunities. * Making use of opportunities. * Personal experience * General observations | | **[50]** |
|  |  |  |  |
|  |  | **OR** |  |
|  |  |  |  |
| 1.3 | **That night I went to bed knowing that I had just spent the perfect day.** | |  |
|  |  |  |  |
|  | * Narrative/descriptive/reflective essay | |  |
|  | * Essay must end with these words. | |  |
|  | * Must use first person, I. | |  |
|  | * Candidate must provide a suitable title. | |  |
|  | * The following ideas may be explored, **among others:** | |  |
|  | * What/who made the day perfect. * May be one particular incident, experience or a number of experiences. | | **[50]** |
|  |  |  |  |
|  |  | **OR** |  |
|  |  |  |  |
| 1.4 | **Being a citizen of Mzansi (South Africa) today** | |  |
|  |  |  |  |
|  | * Discursive/descriptive/reflective essay. | |  |
|  | * Must reflect on current events/situations. | |  |
|  | * The following ideas may be explored, **among others:** | |  |
|  | * Political, social, economic, environmental issues * Infrastructure * Particular events that have/could influence candidate’s point of view. * Reasons for point of view | | **[50]** |
|  |  |  |  |
|  |  | **OR** |  |
| 1.5 | **The Dance.** | |  |
|  |  |  |  |
|  | * Narrative/descriptive/reflective/expository essay. | |  |
|  | * The following ideas may be explored, **among others:** | |  |
|  | * Story in which a dance event/type of dance features. * Cultural dance(s) * Description of an event/type of dance. * Dance throughout the ages. | | **[50]** |
|  |  |  |  |
|  |  | **OR** |  |
|  |  |  |  |
|  |  |  |  |
| 1.6 | **An event which changed my way of looking at life.** | |  |
|  |  |  |  |
|  | * Narrative/descriptive/reflective essay | |  |
|  | * Must be first person, I. | |  |
|  | * Must concentrate on one event. | |  |
|  | * Must be a life-changing event. | |  |
|  | * The following ideas may be explored, **among others:** | |  |
|  | * May be positive, negative, humorous, happy, sad. * How the candidate’s outlook on life was changed. * Role of person involved in life-changing event. | | **[50]** |
|  |  |  |  |
| 1.7 | **My family …** | |  |
|  |  | |  |
|  | * Discursive/descriptive/narrative/expository/reflective essay | |  |
|  | * Must be first person, I. | |  |
|  | * The following ideas may be explored, **among others:** | |  |
|  | * Family history * Eccentricities * Humour * Character traits * Influence family has on candidate * Family as a whole or certain family members. | | **[50]** |
|  |  |  |  |
|  |  | **OR** |  |
| 1.8 | **Keeping Fit** | |  |
|  |  | |  |
|  | * Expository/descriptive/discursive essay | |  |
|  | * The following ideas may be explored, **among others:** | |  |
|  | * Ideas, methods to keep fit. * Why it is important to be fit. * Story about keeping fit. * Humour | | **[50]** |
|  |  | |  |
|  |  | **TOTAL SECTION A:** | **50** |

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| **SECTION B: LONGER TRANSACTIONAL TEXT** | | | |  |
|  |  | |  |  |
| **QUESTION 2** | | |  |  |
|  |  | |  |  |
| **Instructions to Markers:** | | | |  |
|  |  | |  |  |
| * Candidates are required to write ONE question. | | | |  |
| * Marking must objective. Consider the background of the candidate and give credit for relevant ideas even if they are not listed below the topics. | | | |  |
| * Use the 30-mark assessment grid 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 | **DIALOGUE** | | |  |
|  |  | | |  |
|  | * Telephone conversation as opposed to face-to-face conversation. | | |  |
|  | * What talent does friend have. | | |  |
|  | * The following ideas may be explored, **among others:** | | |  |
|  | * Events at talent show. * Drama/humour/problems at talent show. * Competitors/judges | | |  |
|  | NOTE: The dialogue format must be used. | | | **[30]** |
|  |  | | |  |
|  |  | | **OR** |  |
| 2.2 | **LETTER OF CONGRATULATIONS** | | |  |
|  |  | | |  |
|  | * Candidate must congratulate a friend in another town. | | |  |
|  | * Mention must be made of what the accomplishment is | | |  |
|  | * The tone and register of the letter should be informal, but not slang. | | |  |
|  | * The following should be included: | | |  |
|  | * Address of sender * Date * Suitable ending | | | **[30]** |
|  |  | | **OR** |  |
| 2.3 | **OBITUARY** | | |  |
|  |  | | |  |
|  | * Short biography of person detailing character traits, accomplishments. | | |  |
|  | * Praising | | |  |
|  | * Pertinent | | |  |
|  | * The following should be included: | | |  |
|  | * Name and surname * Dates of birth and death * Personal details | | | **[30]** |
|  |  | | **OR** |  |
|  |  | | |  |
| 2.4 | **FORMAL LETTER OF APPLICATION** | | |  |
|  |  | | |  |
|  | * The letter should be addressed to The Human Resources Manager. | | |  |
|  | * The tone and register of the letter should be formal. | | |  |
|  | * The following aspects should be included: | | |  |
|  | * Address of sender * Date * Address of recipient * Greeting/salutation * Subject line * Suitable ending | | |  |
|  | * The following information to be included, **among others:** | | |  |
|  | * Job being applied for * Where candidate saw or heard about vacancy * Relevant qualifications * What is being enclosed with the application letter | | | **[30]** |
|  |  | |  |  |
|  |  | | **TOTAL SECTION B:** | **30** |

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| --- | --- | --- | --- |
| **SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENCE/INFORMATIONAL** | | | |
|  |  |  |  |
| **QUESTION 3** | |  |  |
|  |  |  |  |
| **Instructions to Markers:** | | |  |
|  |  |  |  |
| * Candidates are required to write on ONE topic only. | | |  |
| * 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 may be imposed as the rubric itself imposes penalties. | | | |
|  |  |  |  |
| 3.1 | **POSTCARD** | |  |
|  |  |  |  |
|  | * Postcard form must be completed. | |  |
|  | * Postcard must be directed to family. | |  |
|  | * Tone, register may be informal. | |  |
|  | * Must describe highlight of visit to a foreign country. | |  |
|  | * Highlight may be a famous tourist site; personal experience; cultural experience; sporting event; etc. | |  |
|  | * The following aspects must be included: | |  |
|  | * Message on left hand side * Address on right hand side | |  |
|  | * The following information to be included, **among others:** | |  |
|  | * Happy, sad, exciting, humorous experiences * Can be sports outing; cultural outing; sight-seeing; team-building, etc. | | **[20]** |
|  |  |  |  |
|  |  | **OR** |  |
|  |  |  |  |
| 3.2 | **INSTRUCTIONS** | |  |
|  |  |  |  |
|  | * The dish should be a traditional dish. | |  |
|  | * The instructions should be in point form. | |  |
|  | * The instructions must be written in complete sentences. | |  |
|  | * The following should be included: | |  |
|  | * Heading/name of dish * List of ingredients * Method to prepare the dish | | **[20]** |
|  |  |  |  |
|  |  | **TOTAL SECTION C:** | **20** |
|  |  |  |  |
|  |  | **GRAND TOTAL:** | **100** |

***APPENDIX B: ASSESSMENT RUBRICS FOR FIRST ADDITIONAL LANGUAGE***

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

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

**SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS - FIRST ADDITIONAL LANGUAGE (30 marks)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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**  -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. | **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 proof-reading, 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 proof-reading, 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. |

**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS -**

**FIRST ADDITIONAL LANGUAGE (20 marks)**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **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** | **10½-13**  -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**.** | **9½-10**  -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. | **8-9**  -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. | **6½-7½**  -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. | **5½-6**  -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. | **4-5**  -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. | **0-3½**  -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** | **6-7**  -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. | **5-5½**  -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 proofreading, editing.  -Length correct. | **4½**  -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. | **3½-4**  -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 proof-reading, editing.  -Length almost correct. | **3**  -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. | **2½**  -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 proof-reading, editing.  -Length – too long/short. | **0-2**  -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. |