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Province of the

**EASTERN CAPE**

 EDUCATION

**NATIONAL**

**SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2010**

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| **ENGLISH HOME LANGUAGE – PAPER 3****MEMORANDUM** |

**MARKS: 100**

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| This memorandum consists of 4 pages and a 3-page rubric. |

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| **INFORMATION FOR THE MARKER** |  |
|  |  |  |  |
| In evaluating a candidate’s work, pay careful attention to the following aspects, drawn from the assessment rubric: |  |
|  |  |  |  |
| 1. | Interpretation of the topic that will be reflected in the overall content: introduction and conclusion, and development of ideas. |  |
|  |  |  |  |
| 2. | Awareness of writing for a specific purpose, audience and context, especially in Sections B and C. |  |
|  |  |  |
| 3. | Grammar, spelling, and punctuation. |  |
|  |  |  |
| 4. | Language structures, including an awareness of critical language. |  |
|  |  |  |
| 5. | Choice of words and idiomatic language. |  |
|  |  |  |
| 6. | Paragraphing. |  |
|  |  |  |
| 7. | Register, style and tone, especially in Sections B and C. |  |
|  |  |  |  |
| **GUIDELINES** |  |
|  |  |  |  |
| **SECTION B: LONGER TRANSACTIONAL TEXT** |  |
|  |  |  |  |
| **QUESTION 1** |  |
|  |  |  |  |
| **INSTRUCTIONS TO MARKERS** |  |
|  |  |  |  |
| 2.1 | **DIALOGUE** |  |
|  |  |  |  |
|  | * Dialogue format (line open between each speaker).
 |  |
|  | * No inverted commas.
 |  |
|  | * Appropriate register for each speaker.
 | **[30]** |
|  |  |  |  |
|  |  | **OR** |  |

|  |  |  |
| --- | --- | --- |
| 2.2 | **INFORMAL LETTER** |  |
|  |  |  |  |
|  | * Correct letter format (one address only).
 |  |
|  | * Correct salutation (Dear...)
 |  |
|  | * Informal ending (bearing in mind that the letter is written to a close friend – Yours affectionately, Yours sincerely, Your friend).
 |  |
|  | * Use of paragraphs.
 |  |
|  | * Style and diction in keeping with the purpose of the letter.
 | **[30]** |
|  |  |  |  |
|  |  | **OR** |  |
|  |  |  |  |
| 2.3 | **INFORMAL SPEECH** |  |
|  |  |  |  |
|  | * Use of more informal language and appropriate register (taking into account the audience).
 |  |
|  | * The text is structured to be read, as in a speech.
 |  |
|  | * Must focus on motivation, positive affirmations.
 | **[30]** |
|  |  |  |  |
|  |  | **OR** |  |
|  |  |  |  |
| 2.4 | **NEWSPAPER ARTICLE** |  |
|  |  |  |  |
|  | * The intention: report on an event with supporting quotes.
 |  |
|  | * The publication: local newspaper.
 |  |
|  | * The use of more formal language.
 |  |
|  | * Must have a headline and lead paragraph.
 | **[30]** |
|  |  |  |  |
|  |  | **OR** |  |
|  |  |  |  |
|  |  | **TOTAL SECTION B:** | **30** |

|  |
| --- |
| **SECTION C: SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXT** |
|  |  |  |
| **3.1** | **INVITATION** |  |
|  |  |  |  |
|  | * Text only.
 |  |
|  | * Important details (date, time, venue, RSVP, etc.)
 |  |
|  | * Purpose of the event must be clear.
 | **[20]** |
|  |  |  |  |
|  |  | **OR** |  |

|  |  |  |
| --- | --- | --- |
| **3.2.** | **INSTRUCTIONS** |  |
|  |  |  |  |
|  | * Must be clear and easy to follow.
 |  |
|  | * Each instruction written as a separate point, on a new line.
 |  |
|  | * May be numbered or bulleted.
 | **[20]** |
|  |  |  |
|  |  | **OR** |  |
|  |  |  |
| **2.3** | **ADVERTISEMENT** |  |
|  |  |  |  |
|  | * Text only.
 |  |
|  | * Use of emotive/persuasive language.
 |  |
|  | * Headline and slogan.
 |  |
|  | * Text must connect with illustration.
 |  |
|  | * Product or service must be original.
 | **[20]** |
|  |  |  |
|  |  | **TOTAL SECTION C:** | **20** |
|  |  |  |  |
|  |  | **GRAND TOTAL:** | **100** |

***APPENDIX A: ASSESSMENT RUBRICS FOR HOME LANGUAGE***

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

**SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME 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 AND FORMAT****18 MARKS** | **14½ − 18** -Extensive specialised knowledge of requirements of text.-Disciplined writing –maintains rigorous focus, no digressions.-Total coherence in content and ideas, highly elaborated and all details support topic.-Evidence of planning and/or drafting has produced a flawlessly presentable text.-Highly appropriate format**.**  | **13 − 14**-Very good knowledge of requirements of text.-Disciplined writing – maintains focus, no digressions.-Coherent in content and ideas, very well elaborated and all details support topic.-Evidence of planning and/or drafting has produced a well crafted and presentable text.-Has applied the necessary rules of format very well. | **11 − 12½**-Fair knowledge of requirements of text.-Writing – maintains focus, with minor digressions.-Mostly coherent in content and ideas, elaborated and most details support topic.-Evidence of planning and /or drafting has produced apresentable and very good text.-Has applied thenecessary rules of format. | **9 − 10½**-Adequate knowledge of requirements of text.-Writing – digresses but does not impede overall meaning.-Adequately coherent in content and ideas, some details support topic.-Evidence of planning and /or drafting has produced a satisfactorilypresented text.-Has applied an adequate idea of requirements of format. | **7½ − 8½**-Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus.-Writing – digresses, meaning vague in places.-Moderately coherent in content and ideas, some details support topic.-Evidence of planning and /or drafting has produced a moderatelyPresentable and coherent text.-Has a moderate idea of requirements of format – some critical oversights. | **5½ − 7**-Elementary knowledge of requirements of text. Response to writing task reveals a limited focus.-Writing – digresses, meaning obscure in places.-Not always coherent in content and ideas, has few details which support topic.-Inadequate for home language level despite planning and /or drafting. Text not well presented,-Has vaguely applied necessary rules of format – some critical oversights. | **0 − 5**-No knowledge of requirements of text. Response to writing task reveals a limited focus.-Writing – digresses, meaning obscure in places.-Not coherent in content and ideas, has few details which support topic.-Inadequate planning/ drafting. Poorly presented text.-Has not applied necessary rules of format. |
| **LANGUAGE, STYLE AND EDITING****12 MARKS** | **10 − 12**-Grammatically accurate and brilliantly constructed.-Vocabulary highly appropriate to purpose, audience and context.-Style, tone, register highly appropriate.-Virtually error-free following proof-reading and editing.-Length correct.  | **8½ − 9½**-Very well constructed and accurate.-Vocabulary very appropriate to purpose, audience and context. -Suitable style, tone, register considering demands of task.-Largely error-free following proof-reading and editing.-Length correct. | **7½ − 8**-Well constructed & easy to read.-Vocabulary appropriate to purpose, audience and context. -Style, tone, register mostly appropriate.-Mostly error-free following proof-reading and editing.-Length correct. | **6 − 7**-Adequately constructed. Errors do not impede flow.-Vocabulary adequate for purpose, audience and context. -Style, tone, register fairly appropriate.-A few errors following proof-reading and editing.-Length almost correct. | **5 − 5½**-Basically constructed. Several errors.-Vocabulary limited and not very suitable for purpose, audience and context. -Lapses in style tone and register.-Several errors following proof-reading and editing.-Length – too long/short.  | **4 − 4½**-Poorly constructed and difficult to follow.-Vocabulary requires some remediation and not suitable for purpose, audience and context.-Style, tone and register inappropriate.-Error-ridden despite proof-reading, editing.-Length – too long/short.  | **0 − 3½**-Poorly constructed and very difficult to follow.-Vocabulary requires serious remediation and not suitable for purpose.-Style, tone and register do not correspond with topic-Error-ridden and confused following proof-reading, editing.-Length – far too long/short.  |

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

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