



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2012**

**ENGLISH HOME LANGUAGE P3  
MEMORANDUM**

**MARKS: 100**

---

This memorandum consists of 10 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

#### 1.1 POSSIBLE RESPONSES

- Descriptive/narrative/discursive/reflective
- Words of the title do not need to appear in the essay
- A valuable lesson learnt
- A problem overcome
- Redemption after adversity

#### 1.2 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
- Can agree or disagree
- Determining your future
- Do we determine our own destiny or is it all in the hands of fate?
- Does the wheel turn – will we be punished or rewarded for past actions?

#### 1.3 POSSIBLE RESPONSES:

- Narrative/reflective/descriptive/discursive
- Revelation of true nature of a person/place/incident
- Being true to oneself
- Murder mystery
- Solving a mystery

#### 1.4 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/descriptive
- The hypocrisy of celebrities
- The price of fame
- Getting caught up in your own self-importance
- Losing track of reality
- Does not have to be a famous person – learner could also have experienced a moment of fame.

#### 1.5 POSSIBLE RESPONSES:

- Descriptive/discursive/narrative/reflective
- Can focus on any of the aspects of the poem: hypocrisy, cruelty, kindness, etc.
- The variety of people in our lives
- Reflection of the nature of truth
- Trust
- Influence of people in our lives

## 1.6 POSSIBLE RESPONSES:

- Discursive/narrative
- Trends
- Trendiness/fashion
- Conformity
- Addiction to technology
- Being accepted by peers
- Materialism

## 1.7 1.7.1 POSSIBLE RESPONSES:

- Narrative/discursive/descriptive/reflective
- People are too scared to voice their opinions
- Society has become accustomed to many things and remains silent on important issues
- Sometimes it is better to remain silent
- We need more people who are willing to speak out
- An incident when it was better to remain silent
- An incident when something should have been said

## 1.7.2 POSSIBLE RESPONSES

- Narrative/discursive/descriptive/reflective
- Importance of friends/family
- Support
- Caring/comforting/nurturing
- Ecology
- Nature/protecting the natural environment
- Living in harmony with others/nature
- Life is/is not black and white

Refer to SECTION A: Rubric for Assessing an Essay found on page 8 of this memorandum.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
CONTENT, PLANNING AND FORMAT	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****QUESTION 2****2.1 REPORT**

- Formal report to Chairperson of Governing Body
- Evidence of investigation and findings
- Problems caused by cellphones
- Solutions
- Formal style and register

**2.2 LETTER OF ADVICE**

- Informal or formal letter format
- Informal register (but not slang)
- Focus on how to remedy the situation
- Definite steps to take to eliminate his uncertainty
- Logical progression of steps
- Where to go and what to do for clarity

**2.3 INVITATION**

- Formal invitation
- Aspects such as dates, times, venues, contact details
- Activities planned
- Content of speech
- RSVP

**2.4 SPEECH**

- Formal occasion
- Must address teachers (thank) and grade 12 learners
- Advice to/message for learners
- Lessons to remember
- Focus on the future

**INSTRUCTIONS TO MARKERS**

Refer to SECTION B: Rubric for Assessing Longer Transactional Texts found on Page 9 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

### QUESTION 3

#### 3.1 ADVERTISEMENT

- Specify the type of medication: tablet/tea/syrup etc.
- Target market
- Emotive language
- Promise of success
- Availability
- Heading
- Slogan
- Emotive language

#### 3.2 DIARY

- One entry required
- What has been let go?
- Reflection on sadness **but also** relief
- Emotional – not simply a mere telling of an incident

#### 3.3 FORM

- Formal
- All categories filled in
- Legible
- Focus on motivation:  
desirable character traits  
achievements (academic/cultural/sporting) relevant to field of study

### INSTRUCTIONS TO MARKERS

Refer to SECTION C: Rubric for Assessing Shorter Transactional/  
referential/Informational Texts found on page 10 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
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.

**TOTAL SECTION C: 20**

**GRAND TOTAL: 100**

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: 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 AND PLANNING</b>  <b>30 MARKS</b>	<b><u>24 – 30</u></b>  -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a flawlessly presentable essay.	<b><u>21 – 23½</u></b>  -Content meritorious, original. -Ideas imaginative, interesting. - Planning and/or drafting has produced a well-crafted & presentable essay.	<b><u>18 – 20½</u></b>  -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning and/or drafting has produced a presentable and good essay.	<b><u>15 – 17½</u></b>  -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning and/or drafting has produced a satisfactory, presentable essay.	<b><u>12 – 14½</u></b>  -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning and/or drafting has produced a moderately presentable & coherent essay.	<b><u>9 – 11½</u></b>  -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Essay not well presented.	<b><u>0 – 8½</u></b>  -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
<b>LANGUAGE, STYLE &amp; EDITING</b>  <b>15 MARKS</b>	<b><u>12 – 15</u></b>  - 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.	<b><u>10½ – 11½</u></b>  -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.	<b><u>9 – 10</u></b>  -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.	<b><u>7½ – 8½</u></b>  -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.	<b><u>6 – 7</u></b>  -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.	<b><u>4½ – 5½</u></b>  -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<b><u>0 – 4</u></b>  -Language and punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden and confused following proof-reading, editing.
<b>STRUCTURE</b>  <b>5 MARKS</b>	<b><u>4 – 5</u></b>  -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	<b><u>3½</u></b>  -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<b><u>3</u></b>  -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	<b><u>2½</u></b>  -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	<b><u>2</u></b>  -Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length – too long/short.	<b><u>1½</u></b>  -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short.	<b><u>0 – 1</u></b>  -Off topic. -Sentences, paragraphs muddled, inconsistent. Length – far too long/short.



## SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks)

	<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, PLANNING AND FORMAT  18 MARKS</b>	<b><u>14½ – 18</u></b>  -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.	<b><u>13 – 14</u></b>  -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.	<b><u>11 – 12½</u></b>  -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 a presentable and very good text. -Has applied the necessary rules of format.	<b><u>9 – 10½</u></b>  -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 satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<b><u>7½ – 8½</u></b>  -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 moderately Presentable and coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<b><u>5½ – 7</u></b>  -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.	<b><u>0 – 5</u></b>  -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.
<b>LANGUAGE, STYLE &amp; EDITING  12 MARKS</b>	<b><u>10 – 12</u></b>  -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.	<b><u>8½ – 9½</u></b>  -Very well constructed & accurate. -Vocabulary very appropriate to purpose, audience and context. -Suitable style, tone, register considering demands of task. -Largely error-free following proof-reading & editing. -Length correct.	<b><u>7½ – 8</u></b>  -Well constructed and 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.	<b><u>6 – 7</u></b>  -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.	<b><u>5 – 5½</u></b>  -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.	<b><u>4 – 4½</u></b>  -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.	<b><u>0 – 3½</u></b>  -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)**

	<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, PLANNING AND FORMAT</b>  <b>12 MARKS</b>	<b><u>10 – 12</u></b>  -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.	<b><u>8½ – 9½</u></b>  -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.	<b><u>7½ – 8</u></b>  -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 a presentable and very good text. -Has applied the necessary rules of format.	<b><u>6 – 7</u></b>  -Adequate knowledge of requirements of text. -Exhibits some awareness of wider context in writing tasks Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content and ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<b><u>5 – 5½</u></b>  -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 &/or drafting has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<b><u>4 – 4½</u></b>  -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 & 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	<b><u>0 – 3½</u></b>  -No knowledge of requirements of text. -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.
<b>LANGUAGE, STYLE AND EDITING</b>  <b>8 MARKS</b>	<b><u>6½ – 8</u></b>  -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.	<b><u>6</u></b>  -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.	<b><u>5½</u></b>  -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.	<b><u>4 – 4½</u></b>  -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 and editing. -Length almost correct.	<b><u>3½</u></b>  -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.	<b><u>2½ – 3</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 proof-reading, editing. -Length – too long/short.	<b><u>0 – 2</u></b>  -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.