



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2014**

**ENGLISH HOME LANGUAGE P3  
MEMORANDUM**

**MARKS: 100**

---

This memorandum consists of 8 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 SECTION B.
- 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
- References to literal gifts/good qualities/experiences
- The importance of using your talents
- The necessity to acknowledge opportunities

**1.2 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective
- Recognising man's achievements
- Being positive/ambitious
- Accepting the challenge of life

**1.3 POSSIBLE RESPONSES:**

- Descriptive/narrative/reflective
- Description of a moment/day/experience
- The influence of a particular person/experience
- Recognising the influences of people/experiences

**1.4 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive/descriptive
- A momentous event/person/gift
- Going the extra mile
- Consequences/effect of the "delivery"

**1.5 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive/descriptive
- Learning from mistakes
- Remaining positive
- Being accepting of difficulties/complications

**1.6 POSSIBLE RESPONSES:**

- Discursive/narrative/reflective
- Can agree or disagree with the topic
- An incident that illustrates or negates the topic
- Being bold

1.7 1.7.1 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Growth/development/a journey
- Beauty of nature
- Various life experiences

1.7.2 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Enjoyment
- Surprises/celebration
- Joy in the midst of darkness/despair

**TOTAL SECTION A: 50****INSTRUCTIONS TO MARKERS**

Refer to SECTION A: Rubric for Assessing an Essay found on page 7 of this memorandum.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
CONTENT AND PLANNING (60%)	30
LANGUAGE, STYLE AND EDITING (30%)	15
STRUCTURE (10%)	5
<b>TOTAL</b>	<b>50</b>

Use the assessment rubric Appendix C to assess candidates' essays.

**SECTION B: TRANSACTIONAL TEXTS**

Learners are instructed to answer TWO questions.

**QUESTION 2****2.1 LETTER TO THE PRESS**

- Expressing outrage (or not)
- Appropriate formal register
- Correct format

**2.2 MAGAZINE ARTICLE**

- How attitude determines success
- Suitable title
- Appropriate register: school magazine

**2.3 LETTER OF CONGRATULATIONS**

- Acknowledgement of the teacher's efforts and the difference he has made
- Register does not have to be strictly formal
- Accept formal or informal format

**2.4 DIALOGUE**

- Can agree or disagree
- Is it only confidence that determines success?
- Informal register

**2.5 SPEECH**

- The importance and positive results of reading
- Enrichment
- Formal or slightly informal register

**2.6 REVIEW**

- Either positive or negative
- References to quality of music/sound/venue/atmosphere
- Slightly informal register acceptable for school magazine

**INSTRUCTIONS TO MARKERS**

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 8 of this memorandum.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
CONTENT, PLANNING AND FORMAT (60%)	15
LANGUAGE, STYLE AND EDITING (40%)	10
TOTAL	25

Use the assessment rubric Appendix D to assess candidates' transactional texts.

**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.

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 100**

**SECTION A: ASSESMENT RUBRIC FOR ASSESSING ESSAY [50 marks]**

○ Always use the rubric when marking the creative essay (Paper 3, SECTION A).

○ The marks from 0–50 have been divided into 5 major level descriptors.

○ In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.

○ Structure is not affected by the upper level and lower level division.

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context <b>30 MARKS</b>	<b>Upper level</b>	<b>27–30</b> - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas. - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	<b>22–23</b> - Very well-crafted response. - Fully relevant and interesting. - Ideas with evidence of maturity. - Very well organised and coherent (connected) including introduction, body and conclusion/ending.	<b>15–17</b> - Satisfactory response. - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending.	<b>9–11</b> - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	<b>3–5</b> - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent
		<b>24–26</b> - Excellent response but lacks the exceptionally striking qualities of the outstanding essay. - Mature and intelligent ideas. - Skilfully organised and coherent (connected) including introduction, body and conclusion/ending.	<b>18–21</b> - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	<b>12–14</b> - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	<b>6–8</b> - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	<b>0–2</b> - No attempt to respond to the topic. - Completely irrelevant and inappropriate. - Unfocused and muddled.
	<b>Upper level</b>	<b>14–15</b> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Language confident, exceptionally impressive – compelling and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Highly skilfully crafted.	<b>10–11</b> - Tone, register, style and vocabulary very appropriate to purpose, audience and context. - Language is effective and a consistently appropriate tone is used. - Largely error-free in grammar and spelling. - Very well crafted.	<b>6–7</b> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Appropriate use of language to convey meaning. - Tone is appropriate. - Rhetorical devices used to enhance content.	<b>2–3</b> - Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Very basic use of language. - Tone and diction are inappropriate. - Very limited vocabulary.	<b>0</b> - Language incomprehensible. - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Vocabulary limitations so extreme as to make comprehension impossible.
		<b>13–12</b> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	<b>9–8</b> - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted.	<b>5–4</b> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	<b>1–0</b> - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary.	
<b>Lower level</b>	<b>5</b> - Excellent development of topic. - Exceptional detail. - Sentences and paragraphs exceptionally well-constructed.	<b>4</b> - Logical development of details. - Coherent. - Sentences, paragraphs logical and varied.	<b>3</b> - Relevant details developed. - Sentences and paragraphs well-constructed. - Essay still makes some sense.	<b>2</b> - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.		
	<b>MARKS RANGE</b>	<b>40–50</b>	<b>30–39</b>	<b>20–29</b>	<b>10–19</b>	

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE [25 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT PLANNING AND FORMAT</b>  Response and ideas Organisation of ideas for planning Purpose, audience and features/conventions and context  <b>15 MARKS</b>	<b>12-15</b> <ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations.</li> <li>- Intelligent and mature ideas.</li> <li>- Extensive knowledge of features of the type of text.</li> <li>- Writing maintains focus.</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic.</li> <li>- Appropriate and accurate format.</li> </ul>	<b>9-11</b> <ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<b>6-8</b> <ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions.</li> <li>- Reasonably coherent in content and ideas</li> <li>- Some details support the topic</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<b>4-5</b> <ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights.</li> </ul>	<b>0-3</b> <ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text.</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
	<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling  <b>10 MARKS</b>	<b>8-10</b> <ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed.</li> <li>- Virtually error-free.</li> </ul>	<b>6-7</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Generally grammatically accurate and well-constructed.</li> <li>- Very good vocabulary.</li> <li>- Mostly free of errors.</li> </ul>	<b>4-5</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors.</li> <li>- Adequate vocabulary.</li> <li>- Errors do not impede meaning.</li> </ul>	<b>2-3</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Inaccurate grammar with numerous errors.</li> <li>- Limited vocabulary.</li> <li>- Meaning is obscured.</li> </ul>
<b>MARKS RANGE</b>		<b>20-25</b>	<b>15-19</b>	<b>10-14</b>	<b>5-9</b>