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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** |  |
|  |  |  |  |
| 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. |  |
|  |  |  |  |
| **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** |  |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| 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** |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  |  |  |
| **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. |