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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 a  presentable and very good text.  -Has applied the  necessary 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 satisfactorily  presented 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 moderately  Presentable 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 a  presentable and very good text.  -Has applied the  necessary rules of format. | **6 − 7**  -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 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. |