



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2014

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 11 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used in conjunction 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 respectively. Errors have to be indicated in your second reading.

SECTION A: ESSAY

QUESTION 1

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to write on **ONE** topic only.
- The ideas listed below the topics are only some of the ways in which the topics can be interpreted. Full credit must be given for the candidates' own interpretations.
- 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 50-mark grid to mark the essays. The texts produced by candidate must be assessed according to the following criteria:
 - Content and planning = 30 marks
 - Language, style and editing = 15 marks
 - Structure = 5 marks

NOTE: No additional penalties may be imposed as the rubric itself imposes penalties.

1.1 The bad memories of my childhood

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong storyline, usually written in the past tense. It must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

[50]

1.2 The dangers of social networking

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong storyline, usually written in the past tense. It must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

[50]

**1.3 Relationships nowadays are more about material possessions.
Do you agree?**

Argumentative/Reflective

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The writer should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If reflective, the writer must still take a strong stance for or against the topic. The essay must convey a personal response to the above-stated issue.

[50]

1.4 What South Africa would be like today if apartheid had not ended.

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description (of how South Africa would possibly be like today) clear.
- If reflective, the essay should convey emotional reactions and feelings regarding how the country would possibly be like presently barring the end of apartheid.

[50]

1.5 Should we believe everything the newspaper and electronic media tell us? Discuss your views.

Discursive

- The essay must be objective. It must give a balanced view of both sides of the argument.
- The writer may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly elaborated on, in the essay.

[50]

1.6 Why acting/politics is a career I would like to pursue.

Descriptive/Narrative/Reflective

- If descriptive, the essay must describe aspirations/goals regarding career choice in detail.
- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending.
- If reflective, the essay must reflect dreams or aspirations or ambitions and convey feelings or emotions.

[50]

1.7 Interpretation of pictures

- The writer may interpret the picture in any way.
- The writer may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The writer should give the essay a suitable title.
- The writer may write in any appropriate tense.

1.7.1 Picture: A rhino

The writer may interpret the picture in the following ways, **among others**:

- Literal interpretation: animal life, care for wild life, danger to animals, poaching, rhino horn, commercial and medicinal value of rhino horn etc.
- Figurative interpretations: preservation of the environment, extinction, respect for animal life, animal rights, preservation of the big five, hunting industry, etc.

[50]

1.7.2 Picture: Women in Swazi regalia

The writer of the essay may interpret the pictures in the following ways, **among others**:

- Literal interpretations: cultural diversity, tradition and culture, pride for cultural identity, cultural stereotyping, etc.
- Figurative interpretations: African renaissance, dynamism in culture, identity, tolerance, etc.

[50]

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****INSTRUCTIONS TO MARKERS (EDUCATORS)**

- Candidates are required to answer ONE question.
- Marking must be objective. Consider the background of the candidates and give credit for relevant facts.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric.
 - Content, planning and format (18 marks).
 - Language, style and editing (12 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

2.1 INTERVIEW

Interview relating to violent incident at a school.

- A dialogue format must be used.
- The dialogue must be between a learner and a police officer.
- The tone must be formal
- The questions must be probing and to the point.
- The names/title/designation of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker.

[30]

2.2 NEWSPAPER ARTICLE

Ways learners are bullied and solutions.

- The title must capture readers' interest.
- The article must speak directly to the readers.
- The article must also stimulate interest.
- Paragraphs should not be too long to facilitate easy reading.
- The content of the article should relate to exposure to bullying and possible solutions.

[30]

2.3 MEMORANDUM

Suggestions on how to resolve problem of loud music from cellphones and graffiti on walls of buildings.

- The following aspects of format should be included:
 - Name of school
 - Recipient
 - Sender
 - Date
 - Subject/heading.
 - Signature and name of sender
- The tone may be formal or semi-formal.
- The content must be simple, concise and clear with no salutations. **[30]**

2.4 EDITORIAL

The highlights of the year in a school.

- The editorial must have an interesting heading.
- It should make a special appeal to readers.
- Its content should not be long-winded and inclusive of monotonous details.
- It must stimulate interest and make readers feel wanting to read further.
- The content should relate to the most interesting events of the year in a school setting. **[30]**

TOTAL SECTION B: 30

**SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/
INFORMATIONAL****QUESTION 3****INSTRUCTIONS TO MARKERS (EDUCATORS)**

- Candidates are required to answer ONE question.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The text should be assessed according to the following criteria as set out in the attached rubric.
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1 FLYER

Fund-raising concert

- Content should include details about service.
- Language should be appropriate to target group.
- Use of persuasive language should be evident.
- The following should be included, among others:
 - Presence of famous musician and other groups.
 - Details about concert.

[20]

3.2 E-MAIL

Thanking Environmental Affairs and explaining envisaged benefits.

- The following may be included:
- The e-mail should be addressed to Environmental Affairs.
- The recipient's address should indicate the server point.
- Candidates may choose to CC (copy) the environmental officer who came to speak in their school.
- The e-mail should have a subject that sums up its content.
- The sender of the e-mail may choose to provide other contact details at the end (of e-mail).
- The content of the e-mail should relate to thanking the Environmental Office and the explain benefit of the officer's input.

[20]

3.3 INSTRUCTIONS

Useful tips for interview

- Instructions should be given in logical sequence.
- Instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and instructive.
- Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- Complete sentences are not necessary.

[20]

TOTAL SECTION B: 50
GRAND TOTAL: 100

SECTION A: RUBRIC FOR ASSESSING ESSAY ADDITIONAL LANGUAGE [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
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 30 MARKS	Upper level	27–30	22–23	15–17	9–11	3–5
		<ul style="list-style-type: none"> - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending 	<ul style="list-style-type: none"> - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence. 	<ul style="list-style-type: none"> - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
	Lower level	24–26	18–21	12–14	6–8	0–2
		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence. 	<ul style="list-style-type: none"> - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled
LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	14–15	10–11	6–7	2–3	0
		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13–12	9–8	5–4	1–0	
		<ul style="list-style-type: none"> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted. 	<ul style="list-style-type: none"> - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted 	<ul style="list-style-type: none"> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices. 	<ul style="list-style-type: none"> - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary. 	
STRUCTURE Features of text Paragraph development and sentence construction 5 MARKS		5	4	3	2	1
		<ul style="list-style-type: none"> - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed 	<ul style="list-style-type: none"> - Logical development of details - Coherent - Sentences, paragraphs logical, varied 	<ul style="list-style-type: none"> - Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes some sense 	<ul style="list-style-type: none"> - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws. 	<ul style="list-style-type: none"> - Necessary points lacking - Sentences and paragraphs faulty
MARKS RANGE		40–50	30–39	20–29	10–19	0–9

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context 18 MARKS	16-18 - Outstanding response beyond normal expectations - Intelligent and mature ideas - Extensive knowledge of features of the type of text - Writing maintains focus - Coherence in content and ideas. - Highly elaborated and all details support the topic - Appropriate and accurate format	13-15 - Very good response demonstrating good knowledge of features of the type of text. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies.	9-12 - Adequate response demonstrating knowledge of features of the type of text. - Not completely focused – some digressions. - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies.	6-8 - Basic response demonstrating some knowledge of features of the type of text. - Some focus but writing digresses. - Not always coherent in content and ideas. - Few details support the topic. - Has vaguely applied necessary rules of format - Some critical oversights.	0-5 - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. Very few details support the topic. - Has not applied necessary rules of format.
	10-12 - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free.	8-9 - Tone, register, style and vocabulary very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Very good vocabulary - Mostly free of errors	6-7 - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning	4-5 - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured.	0-3 - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose - Meaning seriously obscured
MARKS RANGE	24-30	18-23	14-17	6-11	0-5

SECTION C: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context 12 MARKS	9–12	7–8	5–6	3–4	0–2
	<ul style="list-style-type: none"> - Outstanding response beyond normal expectations - Intelligent and mature ideas - Extensive knowledge of features of the type of text - Writing maintains focus - Coherence in content and ideas. - Highly elaborated and all details support the topic - Appropriate and accurate format 	<ul style="list-style-type: none"> - Very good response demonstrating good knowledge of features of the type of text. - Maintains focus – no digressions. - Coherent in content and ideas, very well elaborated and details support topic. - Appropriate format with minor inaccuracies. 	<ul style="list-style-type: none"> - Adequate response demonstrating knowledge of features of the type of text. - Not completely focused – some digressions. - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies. 	<ul style="list-style-type: none"> - Basic response demonstrating some knowledge of features of the type of text. - Some focus but writing digresses. - Not always coherent in content and ideas. - Few details support the topic. - Has vaguely applied necessary rules of format - Some critical oversights. 	<ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text - Meaning is obscure with major digressions. - Not coherent in content and ideas. Very few details support the topic. - Has not applied necessary rules of format.
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling 8 MARKS	7–8	5–6	4	3	0–2
	<ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary very appropriate to purpose, audience and context - Generally grammatically accurate and well-constructed - Very good vocabulary - Mostly free of errors. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose - Meaning seriously obscured
MARKS RANGE	24–30	18–23	14–17	6–11	0–5