NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 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
- Figurative interpretation
- Description of personality/life/experiences
- Narrative essay based on an event that led to this realisation
- The importance of being adventurous/spontaneous
- The need to eliminate boredom

1.2 POSSIBLE RESPONSES:
- Narrative/discursive/reflective
- Being positive/ambitious
- Looking to the future
- Seizing opportunities
- Accepting the challenge of life
- Determining your own happiness

1.3 POSSIBLE RESPONSES:
- Descriptive/narrative/discursive/reflective
- Description of an event/moment/day/experience
- The influence of a particular experience
- Seizing all opportunities

1.4 POSSIBLE RESPONSES:
- Narrative/reflective/discursive
- The importance of habits/the problems with clinging to habits
- How certain things become habits
- Irritating/constructive habits
- How our habits influence our lives/decisions

1.5 POSSIBLE RESPONSES:
- Narrative/reflective/discursive/descriptive
- Descriptive essay of a trip/scenery
- Narrative of an important/influential/a major event
1.6 POSSIBLE RESPONSES:
- Discursive/narrative/reflective
- Can agree or disagree with the topic
- An incident that illustrates or negates the topic

1.7 1.7.1 POSSIBLE RESPONSES:
- Narrative/discursive/reflective/descriptive
- The importance of balance in life/nature/opinions/actions
- The difficulty of maintaining balance
- Harmony in one's life/nature/opinions/actions
- Factors that disturb balance/harmony

1.7.2 POSSIBLE RESPONSES:
- Narrative/discursive/reflective/descriptive
- Taking a chance/being impulsive
- The puzzle that is life/trying to make sense of life
- The difficulty of fitting things into our lives/making place for important things/people

TOTAL SECTION A: 50

INSTRUCTIONS TO MARKERS

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

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
<td>30</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>15</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
</tr>
</tbody>
</table>

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: TRANSACTIONAL TEXTS

Learners are instructed to answer TWO questions.

QUESTION 2

2.1 INFORMAL LETTER
   - Praising a friend for his/her courage
   - Expressing empathy
   - Advice on how to proceed
   - Appropriate register
   - Correct format [25]

2.2 CV AND COVERING LETTER
   - Must include appropriate CV
   - Covering letter to be informative and persuasive
   - Must cover all details of the advertisement
   - Formal register
   - Correct format [25]

2.3 MAGAZINE ARTICLE
   - Focus is on developing and maintaining lasting friendship
   - Should not merely be a description of friendship
   - Suitable title
   - Appropriate register: school magazine [25]

2.4 INTERVIEW
   - For publication in a community newspaper
   - Suitable headline and opening paragraph
   - Must make reference to the achievement and award
   - The importance of the award and its significance should be dealt with
   - Appropriate register [25]

2.5 DIALOGUE
   - Must discuss the change(s) that will result
   - Change(s) does/do not have to be radical
   - Appropriate register (will depend on with whom the learner is in conversation) [25]

2.6 FORMAL REPORT
   - Method of investigation
   - Outlining of problems
   - Suggestions: type of programme and how to implement
   - Appropriate register and format [25]
INSTRUCTIONS TO MARKERS

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 9 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT AND PLANNING</td>
<td>15</td>
</tr>
<tr>
<td>LANGUAGE AND STYLE</td>
<td>7</td>
</tr>
<tr>
<td>STRUCTURE, FORMAT AND EDITING</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>25</td>
</tr>
</tbody>
</table>

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 AND STYLE.

3. Re-read the piece and select the appropriate category for STRUCTURE, FORMAT AND EDITING.

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
ENGLISH HOME LANGUAGE P3

SECTION A: 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 Context, 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.

ASSESSMENT RUBRIC FOR ESSAY HOME LANGUAGE [50 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of purpose, audience and context</td>
<td>- Intelligent, thought-provoking and mature ideas</td>
<td>- Fully relevant and interesting.</td>
<td>- Ideas are reasonably coherent and convincing.</td>
<td>- Unclear ideas and unoriginal.</td>
<td>- Confused and unfocused ideas.</td>
</tr>
<tr>
<td>30 MARKS</td>
<td>- Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.</td>
<td>- Ideas with evidence of maturity</td>
<td>- Reasonably organised and coherent (connected) including introduction, body and conclusion/ending.</td>
<td>- Little evidence of organisation and coherence.</td>
<td>- Vague and repetitive.</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING (Tone, register, style, vocabulary appropriate to purpose/affect and context)</td>
<td>15–14</td>
<td>10–11</td>
<td>6–7</td>
<td>2–3</td>
<td>0–0</td>
</tr>
<tr>
<td>Upper level</td>
<td>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary not appropriate to purpose, audience and context.</td>
<td>- Language incomprehensible.</td>
</tr>
<tr>
<td>- Language confident, exceptionally impressive – compelling and rhetorically effective in tone.</td>
<td>- Language is effective and a consistently appropriate tone is used.</td>
<td>- Appropriate use of language to convey meaning.</td>
<td>- Very basic use of language.</td>
<td>- Tone and diction are inappropriate.</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
</tr>
<tr>
<td>- Virtually error-free in grammar and spelling.</td>
<td>- Largely error-free in grammar and spelling.</td>
<td>- Tone is appropriate.</td>
<td>- Very basic use of language.</td>
<td>- Very limited vocabulary.</td>
<td>- Vocabulary limitations so extreme as to make comprehension impossible.</td>
</tr>
<tr>
<td>- Highly skilfully crafted.</td>
<td>- Very well crafted.</td>
<td>- Rhetorical devices used to enhance content.</td>
<td>- Language incomprehensible</td>
<td>- Language incomprehensible</td>
<td></td>
</tr>
<tr>
<td>Word choice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language use and conventions, punctuation, grammar, spelling 15 MARKS</td>
<td>- Language excellent and rhetorically effective in tone.</td>
<td>- Language engaging and generally effective.</td>
<td>- Adequate use of language with some inconsistencies.</td>
<td>- Inadequate use of language.</td>
<td></td>
</tr>
<tr>
<td>- Virtually error-free in grammar and spelling.</td>
<td>- Appropriate and effective tone.</td>
<td>- Tone generally appropriate and limited use of rhetorical devices.</td>
<td>- Little or no variety in sentence.</td>
<td>- Language or no variety in sentence.</td>
<td></td>
</tr>
<tr>
<td>Skilfully crafted.</td>
<td>- Few errors in grammar and spelling.</td>
<td>- Well-crafted</td>
<td>- Exceptionally limited vocabulary.</td>
<td>- Exceptionally limited vocabulary.</td>
<td></td>
</tr>
<tr>
<td>STRUCTURE (Features of text)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Paragraph development and sentence construction 5 MARKS</td>
<td>- Excellent development of topic</td>
<td>- Logical development of details</td>
<td>- Relevant details developed</td>
<td>- Some valid points</td>
<td>- Necessary points lacking</td>
</tr>
<tr>
<td>- Exceptional detail</td>
<td>- Coherent</td>
<td>- Sentences, paragraphs well-constructed</td>
<td>- Sentences, paragraphs faulty</td>
<td>- Sentences and paragraphs faulty</td>
<td>- Sentences and paragraphs faulty</td>
</tr>
<tr>
<td>- Sentences, paragraphs exceptionally well-constructed</td>
<td>- Sentences, paragraphs logical, varied</td>
<td>Essay still makes some sense</td>
<td>Essay still makes sense</td>
<td>Essay still makes sense</td>
<td></td>
</tr>
</tbody>
</table>

MARKS RANGE
- 40–50 30–39 20–29 10–19 0–9
SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE [25 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT PLANNING AND FORMAT</strong></td>
<td>12-15</td>
<td>9-11</td>
<td>6-8</td>
<td>4-5</td>
<td>0-3</td>
</tr>
<tr>
<td>Response and ideas</td>
<td>- Outstanding response beyond normal expectations</td>
<td>- Very good response demonstrating good knowledge of features of the type of text.</td>
<td>- Adequate response demonstrating some knowledge of features of the type of text.</td>
<td>- Basic response demonstrating some knowledge of features of the type of text.</td>
<td>- Response reveals no knowledge of features of the type of text.</td>
</tr>
<tr>
<td>Organisation of ideas for planning</td>
<td>- Intelligent and mature ideas</td>
<td>- Maintains focus – no digressions.</td>
<td>- Not completely focused – some digressions.</td>
<td>- Some focus but writing digresses.</td>
<td>- Meaning is obscure with major digressions.</td>
</tr>
<tr>
<td>Purpose, audience and features/conventions and context</td>
<td>- Extensive knowledge of features of the type of text</td>
<td>- Coherent in content and ideas.</td>
<td>- Reasonably coherent in content and ideas</td>
<td>- Not always coherent in content and ideas</td>
<td>- Not coherent in content and ideas.</td>
</tr>
<tr>
<td></td>
<td>- Writing maintains focus</td>
<td>- Highly elaborated and all details support the topic</td>
<td>- Some details support the topic</td>
<td>- Has vaguely applied necessary rules of format</td>
<td>- Has not applied necessary rules of format.</td>
</tr>
<tr>
<td></td>
<td>- Appropriate and accurate format</td>
<td>- Appropriate format with minor inaccuracies.</td>
<td>- Generally appropriate format but with some inaccuracies.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE, STYLE AND EDITING</strong></td>
<td>8-10</td>
<td>6-7</td>
<td>4-5</td>
<td>2-3</td>
<td>0-1</td>
</tr>
<tr>
<td>Tone, register, style, vocabulary highly appropriate to purpose, audience and context</td>
<td>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</td>
</tr>
<tr>
<td>Word choice</td>
<td>- Grammatically accurate and well-constructured</td>
<td>- Virtually error-free.</td>
<td>- Some grammatical errors</td>
<td>- Inaccurate grammar with numerous errors</td>
<td>- Error-ridden and confused</td>
</tr>
<tr>
<td>Punctuation, spelling</td>
<td>- Very good vocabulary</td>
<td>- Mostly free of errors</td>
<td>- Adequate vocabulary</td>
<td>- Limited vocabulary</td>
<td>- Vocabulary not suitable for purpose</td>
</tr>
<tr>
<td><strong>MARKS RANGE</strong></td>
<td>20-25</td>
<td>15-19</td>
<td>10-14</td>
<td>5-9</td>
<td>0-4</td>
</tr>
</tbody>
</table>

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