



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2017

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 10 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 with your second reading.

SECTION A: ESSAY

QUESTION 1

INSTRUCTIONS TO MARKERS:

- Candidates are required to write on **ONE** topic only.
- The ideas listed below the topics are only **some ways** in which the topics can be interpreted.
- Full credit must be given for the candidate's own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark grid to mark the essays. The texts produced by candidates 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 My beautiful dream

Narrative/Descriptive/Reflective essay

- If narrative, a story line illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an experience/incident.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.2 Oh! No ...

Narrative/Descriptive/Reflective essay

- If narrative, a strong story line must be evident in which a series of events leads to a negative outcome. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.3 The fear/fears I have

Narrative/Descriptive/Reflective essay

- If narrative, a strong story line illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.4 The new South Africa offers a better life for a few people.

Argumentative/Reflective/Discursive/Descriptive essay

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view.
- If reflective, the candidate must still take a stance for or against the topic.
- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly analysed in the course of the essay.
- If descriptive, the candidate should create the picture in words, trying to use as many senses as possible to make the description clear.

[50]

1.5 “A [gardener] must take responsibility for what he cultivates; he must mind his work ... preserve (keep) what can be preserved and eliminate what cannot succeed.” – Nelson Mandela

Discursive/Reflective/Argumentative/Descriptive essay

- If discursive, the candidate may come to a particular conclusion at the end of the essay but the arguments for or against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the essay should reflect emotional reactions and feelings experienced by the candidate.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate 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 candidate's opinion.
- If descriptive, the candidate should create a picture in words, trying to use as many senses as possible to make the description clear.

[50]

1.6 My solution to the problems caused by social networking.

Narrative/Descriptive/Reflective/Discursive essay

- If narrative, a strong story line illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If reflective, there must be a personal account of thought processes and feelings/emotions.
- If discursive, the candidate may come to a particular conclusion at the end of the essay, but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

[50]

1.7 Interpretation of pictures

- The candidate may interpret the picture in any way.
- The candidate may choose to write ANY type of essay.
- The interpretation must be linked to the pictures.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.
- The following ideas, **among others**, may be explored in response to the pictures:

1.7.1 Picture: A person's hand

- Literal interpretations: e.g. the work of hands/extending a hand of help, etc.
- Abstract interpretations: e.g. giving to others as a gesture of kindness/caring for the poor and destitute, etc.

[50]

1.7.2 Picture: Two rings for human finger

- Literal interpretations: e.g. fashion sense/engagement/wedding etc.
- Abstract interpretations: e.g. love/unity/eternity, marriage, partnerships etc.

[50]

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- 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 assessment rubric:
 - Content, planning and format (18 marks)
 - Language, style and editing (12 marks)

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

2.1 FRIENDLY LETTER

- The letter should be addressed to a friend.
- The tone and register should be informal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Greeting/salutation
 - Suitable ending
 - Name of sender

The following should be included in the letter, **among others:**

- Wishing a friend well after getting driver's licence AND advice on road safety.

[30]**2.2 INTERVIEW**

- A brief scenario (context) must be sketched before the speakers start speaking.
- The dialogue format must be used.
- The interview must be between a learner and a sports person/star.
- Stage directions (tone of voice, actions etc.) in brackets before the spoken words, if applicable.
- 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.
- The following may be explored, **among others:**
 - Reference to sports issues as relating to the learner.
 - Reference to strengths and other ambitions in sport should be mentioned.
 - Questions should be relevant to the learner's performance in sport.
 - Suitable answers should be provided.

[30]

2.3 MINUTES OF A MEETING

- There should be an agreement between the agenda and minutes.
 - Register and tone should be formal.
 - Complete sentences are not a striking necessity.
 - Items should be numbered.
 - The following should be explored, **among others**:
 - Clear reference to speakers and respective seconds.
 - Resolutions arrived at should be clearly indicated as such.
 - The content of the minutes should relate to proposals relating to improvements to the school buildings and grounds.
- [30]**

2.4 OBITUARY

- The tone must be formal.
 - The following aspects of format should be included:
 - Full name of the deceased
 - Date of birth
 - Date of death
 - The following information may also be included:
 - Brief biographical information
 - Key survivors
 - The deceased's promotion of his/her community's welfare
 - Tribute must be paid to the deceased.
- [30]**

TOTAL SECTION B: 30

SECTION C: SHORTER TRANSACTIONAL TEXT**QUESTION 3****Instructions to markers:**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- 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 as set out in the assessment rubric.
 - Content, planning and format (12 marks)
 - Language, style and editing (8 marks)

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

3.1 FLYER

- The following information should be included in the flyer, **among others:**
 - Catchy words and phrases should be used.
 - Sufficient details about the items sold should be mentioned.
 - The language used should capture the interest of readers.
 - Contact details may be provided.
 - No marks are awarded for illustrations.

[20]**3.2 DIARY ENTRY**

- There should be TWO entries.
- Each entry must bear a date.
- The tone must be personal.
- There should be reflection on feelings BEFORE and AFTER the organisation of the entertainment programme.

[20]**3.3 INSTRUCTIONS**

- 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.
- Instructions should give tips on how to deal with bullying in the context of school.

[20]

TOTAL SECTION C: 20
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 - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	22–23 - 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.	15–17 - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending.	9–11 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	3–5 - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
	Lower level	24–26 - 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.	18–21 - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	12–14 - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	6–8 - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	0–2 - 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 - 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.	10–11 - 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.	6–7 - 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.	2–3 - 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.	0 - 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 - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	9–8 - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted	5–4 - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	1–0 - 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 - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed	4 - Logical development of details - Coherent - Sentences, paragraphs logical, varied	3 - Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes some sense	2 - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	1 - 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
<p>CONTENT PLANNING AND FORMAT</p> <p>(Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context</p> <p>18 MARKS</p>	<p>16-18</p> <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. 	<p>13-15</p> <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. 	<p>9-12</p> <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. 	<p>6-8</p> <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. 	<p>0-5</p> <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.
	<p>LANGUAGE, STYLE AND EDITING</p> <p>Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling.</p> <p>12 MARKS</p>	<p>10-12</p> <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. 	<p>8-9</p> <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. 	<p>6-7</p> <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. 	<p>4-5</p> <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.
<p>MARKS RANGE</p>		<p>24-30</p>	<p>18-23</p>	<p>14-17</p>	<p>6-11</p>

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	9-12	7-8	5-6	3-4	0-2
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context 12 MARKS	<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.
	7-8	5-6	4	3	0-2
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling 8 MARKS	<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