



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 10

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2016

MEMORANDUM

MARKS: 100

This memorandum consists of 10 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY

QUESTION 1

Instructions to Markers:

- Candidates are required to write on ONE topic only.
- Full credit must be given for the candidate's own interpretation.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

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

1.1 There was a knock on the door.

- Narrative/Descriptive/Reflective
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language, e.g. simile, metaphor, personification.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.2 Flowers

- Descriptive/Narrative/Reflective
- The following must be considered:
 - If descriptive, there must be a vivid literal or figurative description of flowers. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.3 My moment of fame

- Narrative/Descriptive/Reflective
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to the moment of fame. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of an incident. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.4 After the storm

- Descriptive/Narrative/Reflective
- The following must be considered:
 - If descriptive, there must be a vivid literal or figurative description of the storm and the period thereafter. The candidate should create a picture in words using adjectives, adverbs and figurative language e.g. simile, metaphor, personification.
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions. Personal pronouns should be used.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.5 Cellphones should be used in classrooms to promote better teaching and learning. Do you agree?

- Argumentative/Discursive
- The following must be considered:
 - If argumentative, the essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given. There should be a clear defence/motivation/argument for the position taken. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
 - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.

[50]

1.6 Peer pressure influences the choices teenagers make. Discuss.

- Discursive/Argumentative
- The following must be considered:
 - If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially. The writer may come to a particular conclusion at the end of the essay.
 - If argumentative, the essay must offer one distinct opinion; therefore the essay must be either FOR OR AGAINST the topic given. There should be a clear defence/motivation/argument for the position taken. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

[50]

1.7 Interpretation of pictures

- The candidate may interpret the pictures in any way.
- The interpretation should 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
- Literal interpretation, e.g. light/lighting/electricity/littering/etc.
 - Abstract interpretation, e.g. enlightenment/hope/intelligence/etc.

[50]

- 1.7.2
- Literal interpretations, e.g. memories/reflections/mementos/relationships/etc.
 - Abstract interpretation, e.g. protection/innocence/care/etc.

[50]

TOTAL SECTION A: 50

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

- Candidates are required to answer ONE question.
- 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.

If the word limit of 150 has been exceeded, read to the end of the sentence and ignore the rest.

2.1 FRIENDLY LETTER

- Acceptable variations of the format must be allowed.
- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Salutation
 - Suitable ending
 - Name/Signature of sender

[30]**2.2 MAGAZINE ARTICLE**

- The article should inform, educate and enlighten learners on the problem of littering and how to keep the school environment clean.
- The heading must be attractive and interesting.
- The article should stimulate interest and keep the reader absorbed.
- The style should be personal, speaking directly to the reader.
- The article must be written in paragraphs.
- Rhetorical questions and emotive words may be used.

[30]**2.3 FORMAL REPORT**

- The report must have:
 - A topic
 - A recipient
 - A sender
 - A context
 - An account of the events that took place
- The tone and language must be formal.

[30]

2.4 DIALOGUE

A conversation between a parent and a child

- The tone may be formal or informal.
- The following aspects of the dialogue format must be included:
 - A brief scenario (context) must be sketched before the speakers start speaking.
 - The names of the speakers must appear on the left-hand side of the page.
 - A colon must appear after the name of a speaker.
 - A new line should be used to indicate each speaker.
 - Stage directions (tone or voice, actions, etc.) must be written in brackets before the spoken words, if applicable.
- The following ideas may be explored, **among others**:
 - The reasons why the candidate should be allowed to attend the music festival.
 - Parent's reasons why the candidate should/should not attend the festival.

[30]

TOTAL SECTION B: 30

SECTION C: SHORTER TEXT**QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- 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 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.
If the word limit of 100 has been exceeded, read to the end of the sentence and ignore the rest.

3.1 POSTER

- The following information should be included on the poster, **among others**:
 - An attractive and interesting heading
 - Sufficient details of the talent show (e.g. date, venue, time, entry fee and contact details)
 - Catchy words and phrases should be used.
- Full sentences are not necessary.
- Do NOT award marks for illustrations. **[20]**

3.2 DIARY ENTRIES

- There should be TWO entries.
- Each entry must bear a date.
- The tone must be personal and should reflect suitable emotions.
- The diary entries should be written in the first person.
- The language should be simple and to the point. **[20]**

3.3 E-MAIL

- The following information should be included in the e-mail, **among others**:
 - Recipient's email address
 - CC address if applicable
 - Subject line
 - Salutation
- The message to the manager of the club enquiring about how to become a member. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	28–30 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	22–24 -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	16–18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	10–12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	4–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	25–27 -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	19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	13–15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	7–9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0–3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
LANGUAGE, STYLE & 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 and 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 -Very skilfully crafted	11–12 -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	8–9 -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	5–6 -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	0–3 -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 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4 -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 sense	2 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0–1 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
	MARK RANGE		43–50	33–40	23–30	13–20

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p>18 MARKS</p>	<p>15–18</p> <p>-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>	<p>11–14</p> <p>-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>	<p>8–10</p> <p>-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>	<p>5–7</p> <p>-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 -Necessary rules of format vaguely applied -Some critical oversights</p>	<p>0–4</p> <p>-Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied</p>
<p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>12 MARKS</p>	<p>10–12</p> <p>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free</p>	<p>8–9</p> <p>-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>	<p>6–7</p> <p>-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning</p>	<p>4–5</p> <p>-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured</p>	<p>0–3</p> <p>-Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired</p>
MARK RANGE	25–30	19–23	14–17	9–12	0–7

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/Conventions and context 12 MARKS	10–12 -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	8–9 -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	6–7 -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	4–5 -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 -Necessary rules of format vaguely applied -Some critical oversights	0–3 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7–8 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	5–6 -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	4 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–2 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired
MARK RANGE	17–20	13–15	10–11	7–8	0–5