



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

NOVEMBER 2015

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.
- The ideas listed below the topics are only **some ways** in which the topics could 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 assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
 - 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.
- If a candidate exceeds the word limit, read up to TEN words above the upper limit and ignore the rest.

1.1 Thank goodness!

- Narrative/Descriptive/Reflective essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. 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.
 - A candidate may write an essay which contains elements of more than one type of essay.

NOTE: The words given in the topic **MUST** be included somewhere in the essay.

[50]

1.2 Hidden away at the back of a drawer ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events are revealed. 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.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.3 'The greatest glory in living lies not in never falling but in rising every time you fall.' Nelson Mandela

Discuss this statement.

- Discursive /Descriptive/Narrative/Reflective essay
- 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**.
 - If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
 - 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 reflective, there must be a personal account of thought processes and feelings/emotions.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.4 We are controlled by electronic media. As a result we have lost our individuality. Do you agree?

- Argumentative essay
- The following must be considered:
 - 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.

[50]

1.5 Young people must take action to inherit a greener and cleaner world.

- Discursive/Reflective/Argumentative essay
- The following must be considered:
 - If discursive, a balanced view of both sides of the argument must be reflected. Opposing views must be presented **impartially**.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - 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.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.6 The season that brings out the best in me

- Descriptive/Reflective/Narrative essay
- The following must be considered:
 - If descriptive, there must be vivid descriptions.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - If narrative, a strong story line must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.7 Interpretation of pictures

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates must give the essay a suitable title.
- Candidates 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. the importance of walking/rushing to work, etc.
 - Abstract interpretation: e.g. hectic lifestyle/living without an identity, etc.

[50]

- 1.7.2
- Literal interpretation: e.g. a bridge, construction, design, architecture, etc.
 - Abstract interpretation: e.g. journeys, breaking down barriers, development, a shrinking world, 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 LETTER TO THE PRESS

- Acceptable variations of the format must be allowed.
- The letter should be addressed to the editor of a newspaper.
- The tone and register of the letter should be formal.

- The following aspects of format should be included:
 - Address of sender
 - Date
 - Recipient (Editor)
 - Address of newspaper
 - Salutation
 - Subject line
 - Suitable ending
 - Signature
 - Name of sender.

- The following information should be included in the letter, **among others:**
 - Details of disruptions
 - Expression of views and feelings about the disruptions

[30]

2.2 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
 - Full name of the deceased
 - Date of death
 - Date of birth.
- The following information may also be included:
 - Birthplace
 - Where the person was living at the time of death
 - Key survivors (spouse, children) and their names
 - Date and time of funeral
 - Biographical information.
- A tribute must be paid to the deceased. **[30]**

2.3 PERSONAL RECOUNT/INFORMAL REPORT

- The tone may be formal/informal.
- The register and content must suit the purpose of the recount/report.
- The following information should be included in the recount/report, among others:
 - Setting the scene or establishing context
 - A factual account of the incident that the candidate witnessed. **[30]**

2.4 DIALOGUE

- The tone must be informal.
- The following aspects of 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 each speaker.
 - A new line must be used to indicate each speaker.
 - Stage directions (tone of voice, actions, etc.) must be written in brackets, if applicable.
- The following ideas may be explored, **among others**:
 - The reasons why the friend is not a bad influence
 - An expression of the speakers' points of view **[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 of the fitness programme (e.g. date, venue and time).
 - The nature of the fitness programme must be evident.
 - Contact details may be provided.
 - No marks are awarded for illustrations.

[20]**3.2 DIARY ENTRIES**

- There should be TWO entries.
- Each entry must bear a date.
- The tone must be personal.

[20]**3.3 DIRECTIONS**

- The starting point and destination must be specified.
- The directions may be in point or paragraph form.
- The directions must be given in sequence.
- Landmarks, distances and specific directions must be included.
- No marks are awarded for illustrations.

[20]

TOTAL SECTION C: 20
GRANDTOTAL: 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	22–24	16–18	10-12	4-6
		-Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	-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	-Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	-Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	25–27	19–21	13–15	7–9	0–3
		-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	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	-Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	-Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	-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	11-12	8- 9	5- 6	0 - 3
		-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	-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	-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	-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	-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	10	7	4	
		-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	-Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	-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	0–1
		-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed	-Logical development of details -Coherent -Sentences, paragraphs logical, varied	-Relevant details developed -Sentences, paragraphs well constructed -Essay still makes sense	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
MARK RANGE		43-50	33–40	23-30	13-20	0–10

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