



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**FEBRUARY/MARCH 2014**

**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. Consider the background of the candidate and 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 (32 marks)
  - Language, style and editing (12 marks)
  - Structure (6 marks)

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

## 1.1 My only regret is ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events leads to a regret. 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 process and feelings/emotions surrounding the regret.

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

**[50]**

## 1.2 An exciting journey

- Narrative/Descriptive essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events makes up an exciting journey. There must be a logical sequence of tense.
  - If descriptive, there must be a vivid description of an experience/incident.

**[50]**

## 1.3 A thunderstorm

- Descriptive /Narrative/Reflective essay
- The following must be considered:
  - If descriptive, there must be a vivid description of a thunderstorm.
  - If narrative, a story with a strong story line must be evident in which a series of events takes place during a thunderstorm. There must be a logical sequence of tense.
  - If reflective, there must be a personal account of thought process and feelings/emotions surrounding the thunderstorm.

**[50]**

## 1.4 Joy and laughter filled the air.

- Narrative/Descriptive Reflective essay
- The following must be considered:
  - If narrative, a story with a strong story line must be evident in which a series of events leads to joy and laughter. 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 process and feelings/emotions surrounding the joy and laughter.

**[50]**

## 1.5 South African laws are not strict enough when it comes to the protection of road users. Do you agree?

- Argumentative essay
- The following must be considered:
  - The essay must offer **one distinct opinion**; therefore the essay must either be FOR **OR** AGAINST the topic given.
  - There should be a clear defence/motivation/argument of the position taken.

**[50]**

## 1.6 Can we save our planet?

- Discursive essay
- The following must be considered:
  - The essay must offer a balanced view of both sides of the argument.
  - Opposing views must be presented **impartially**.

**[50]**

## 1.7 Interpretation of pictures.

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

- 1.7.1
- Literal interpretation: e.g. praying/wishing/being deep in thought, etc.
  - Abstract interpretation: e.g. dreaming/meditation, etc
- 1.7.2
- Literal interpretation: e.g. moving house/being reckless on the road, etc.
  - Abstract interpretation: e.g. carrying your burden/memories/separation, 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. Consider the background of the candidates and 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 (20 marks)
  - Language, style and editing (10 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 of the letter should be informal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
  - Name of sender
- The following information should be included in the letter, **among others**:
  - Congratulations to the friend
  - Reference to the bursary and field of study
  - Good wishes
  - The letter should express sincerity.

**[30]****2.2 DIALOGUE**

- The correct dialogue format must be used.
  - The names of the characters on the left-hand side of the page
  - A colon after the name of the speaker
  - A new line to indicate each speaker
  - Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable.
- The following ideas may be explored, **among others**:
  - The friend must enquire about the textbook/calculator/CD.
  - The reason/reasons it was not returned must be clear.
  - There must be a suitable apology.
- The tone must be informal.

**[30]**

**2.3 BOOK REVIEW**

- The review may be written in point or paragraph form.
- The tone will not be too formal.
- The register and content must be suitable for the school newspaper.
- The following information should be included in the review, among others:
  - The title and author of the book
  - There could be a discussion of some of the following: genre/setting/characterisation/plot/style/atmosphere.
  - There must be a clear judgement of this book.
  - Accept different approaches to the presentation of the review.

**[30]****2.4 SPEECH**

- The speech must be in paragraph form.
- The tone of the speech may be formal or semi-formal.
- The language and register should be appropriate to the audience (the learners and staff of the school).
- The audience should be addressed appropriately (e.g. the principal, teachers and learners).
- Consider the following:
  - The content of the speech should be relevant to the topic (recycling).
  - A logical and an appropriate closure to the speech must be evident.
  - Different approaches to the presentation of the speech should be accepted.

**[30]**

**SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL****QUESTION 3*****Instructions to Markers:***

- 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 texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (13 marks)
  - Language, style and editing (7 marks)

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

**3.1 INVITATION**

- The invitation should include details about the function (e.g. date, venue and time).
- The nature of the function must be evident.
- No marks are awarded for illustrations.

**[20]****3.2 DIARY ENTRY**

- There should be ONE single entry bearing a date.
- The tone should be personal.
- Complete sentences are not necessary.

**[20]****3.3 DIRECTIONS**

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- The following should be included, **among others**: streets, buildings, landmarks, intersections, turns, etc.
- No marks are awarded for illustrations.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**

**SECTION A: RUBRIC FOR ASSESSING AN ESSAY – FIRST ADDITIONAL LANGUAGE (50)**

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
<b>CONTENT &amp; PLANNING (32 MARKS)</b>	<u>26 – 32</u>  -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, excellent essay.	<u>22½ – 25½</u>  -Content shows good interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & very good essay.	<u>19½ – 22</u>  -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable essay.	<u>16 – 19</u>  -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay.	<u>13 – 15½</u>  -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay.	<u>10 – 12½</u>  -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<u>0 – 9½</u>  -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
<b>LANGUAGE, STYLE &amp; EDITING (12 MARKS)</b>	<u>10 – 12</u>  -Critical awareness of impact of language. -Language, punctuation effectively used. -Figurative language used. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	<u>8½ – 9½</u>  -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<u>7½ – 8</u>  -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in most of the essay. -By and large error-free following proof-reading, editing.	<u>6 – 7</u>  -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	<u>5 – 5½</u>  -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proofreading, editing.	<u>4 – 4½</u>  -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing.	<u>0 – 3½</u>  -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proofreading, editing.
<b>STRUCTURE (6 MARKS)</b>	<u>5 – 6</u>  -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	<u>4½</u>  -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<u>4</u>  -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	<u>3 – 3½</u>  -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	<u>2½</u>  -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length – too long/short.	<u>2</u>  -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short.	<u>0 – 1½</u>  -Off topic. -Sentences, paragraphs muddled, inconsistent. -Length – far too long/short.

[From: *Examination Guidelines: Languages Paper 3/2 – January 2009*]



**SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)**

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
<b>CONTENT, PLANNING &amp; FORMAT  (20 MARKS)</b>	<b><u>16 – 20</u></b>  -Specialised knowledge of requirements of the text. -Disciplined writing – maintains thorough focus, no digressions. -Text fully coherent in content & ideas & all detail support the topic. -Evidence of planning &/or drafting has produced a virtually flawlessly presentable text. -Has applied all the necessary rules of format/outstanding.	<b><u>14 – 15½</u></b>  -Good knowledge of requirements of the text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas, with all details supporting the topic. -Evidence of planning &/or drafting has produced a well-crafted, presentable text. -Has applied the necessary rules of format/meritorious.	<b><u>12 – 13½</u></b>  -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support the topic. -Evidence of planning &/or drafting has produced a presentable & good text. -Has applied most of the necessary rules of format/substantial.	<b><u>10 – 11½</u></b>  -Adequate knowledge of requirements of the text. -Writing – learner digresses from topic but does not impede overall meaning. -Text adequately coherent in content & ideas & some details support the topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	<b><u>8 – 9½</u></b>  -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning is vague in places. -Text moderately coherent in content & ideas and has basic details which support the topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<b><u>6 – 7½</u></b>  -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning is obscure in places. -Text not always coherent in content & ideas, and has few details which support the topic. -Inadequate planning &/or drafting. Text not well presented. -Has vaguely applied the necessary rules of format.	<b><u>0 – 5½</u></b>  -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas, too few details to support topic. -Planning/drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format.
<b>LANGUAGE, STYLE &amp; EDITING  (10 MARKS)</b>	<b><u>8 – 10</u></b>  -Text is grammatically accurate & well constructed. -Vocabulary is very appropriate to purpose, audience & context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading, editing. -Length correct.	<b><u>7 – 7½</u></b>  -Text is well constructed & accurate. -Vocabulary is mostly appropriate to purpose, audience & context. -Style, tone and register mostly appropriate -Text largely error-free following proof-reading, editing. -Length correct.	<b><u>6 – 6½</u></b>  -Text is well constructed & easy to read. -Vocabulary is appropriate to purpose, audience & context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct.	<b><u>5 – 5½</u></b>  -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for the purpose, audience & context. -Style, tone, register adequately appropriate. -Text still contains a few errors following proofreading, editing. -Length almost correct.	<b><u>4 – 4½</u></b>  -Text is basically constructed. Several errors. -Vocabulary is limited & not very suitable for the purpose, audience & context. -Lapses in style. -Text contains several errors following proof-reading, editing. -Length – too long/short.	<b><u>3 – 3½</u></b>  -Text is poorly constructed & difficult to follow. -Vocabulary requires remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proofreading, editing. -Length – too long/short.	<b><u>0 – 2½</u></b>  -Text is poorly constructed and muddled. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic. -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.

[From: *Examination Guidelines: Languages Paper 3/2* – January 2009]

### SECTION C: RUBRIC FOR ASSESSING SHORTER TEXTS – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL – FIRST ADDITIONAL LANGUAGE (20)

	<b>Code 7: Outstanding 80 – 100%</b> <u>10½ – 13</u>	<b>Code 6: Meritorious 70 – 79%</b> <u>9½ – 10</u>	<b>Code 5: Substantial 60 – 69%</b> <u>8 – 9</u>	<b>Code 4: Adequate 50 – 59%</b> <u>6½ – 7½</u>	<b>Code 3: Moderate 40 – 49%</b> <u>5½ – 6</u>	<b>Code 2: Elementary 30 – 39%</b> <u>4 – 5</u>	<b>Code 1: Not achieved 0 – 29%</b> <u>0 – 3½</u>
<b>CONTENT, PLANNING &amp; FORMAT</b>  (13 MARKS)	<ul style="list-style-type: none"> <li>-Specialised knowledge of requirements of text.</li> <li>-Disciplined writing – learner maintains thorough focus, no digressions.</li> <li>-Text fully coherent in content &amp; ideas, and all details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a virtually flawless, presentable text.</li> <li>-Has applied all the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Good knowledge of requirements of text.</li> <li>-Disciplined writing – learner maintains focus, hardly any digressions.</li> <li>-Text is coherent in content &amp; ideas with all details supporting the topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a well-crafted &amp; presentable text.</li> <li>-Has applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Fair knowledge of requirements of the text.</li> <li>-Writing – learner maintains focus, with minor digressions.</li> <li>-Text is coherent in content &amp; ideas, and details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a presentable and good text.</li> <li>-Has applied most of the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – learner digresses but does not impede overall meaning.</li> <li>-Text adequately coherent in content &amp; ideas and some details support topic.</li> <li>-Evidence of planning &amp;/or drafting has produced a satisfactorily presented text.</li> <li>-Has applied an adequate idea of the requirements of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus.</li> <li>-Writing – learner digresses, meaning vague in places.</li> <li>-Text moderately coherent in content &amp; ideas and has basic details which support the topic.</li> <li>-Evidence of planning &amp;/or drafting that has produced a moderately presentable &amp; coherent text.</li> <li>-Has a moderate idea of requirements of the format – some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus.</li> <li>-Writing – learner digresses, meaning obscure in places.</li> <li>-Text not always coherent in content &amp; ideas, and has few details which support topic.</li> <li>-Planning/drafting inadequate. Text not well presented.</li> <li>-Has vaguely applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-No knowledge of requirements of the text.</li> <li>-Writing – learner digresses, meaning is obscure in places.</li> <li>-Text not coherent in content &amp; ideas and too few details to support the topic.</li> <li>-Planning and drafting non-existent. Poorly presented text.</li> <li>-Has not applied the necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE &amp; EDITING</b>  (7 MARKS)	<ul style="list-style-type: none"> <li>-Text is grammatically accurate and well constructed.</li> <li>-Vocabulary is very appropriate to purpose, audience and context.</li> <li>-Style, tone, register very appropriate.</li> <li>-Text virtually error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is well constructed and accurate.</li> <li>-Vocabulary is mostly appropriate to purpose, audience and context.</li> <li>-Style, tone and register mostly appropriate.</li> <li>-Text largely error-free following proof-reading, editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is well constructed and easy to read.</li> <li>-Vocabulary is very appropriate to purpose, audience and context.</li> <li>-Style, tone, register generally appropriate.</li> <li>-Text mostly error-free following proof-reading, editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary is adequate for purpose, audience &amp; context.</li> <li>-Style, tone and register adequately appropriate.</li> <li>-Text still contains few errors following proofreading, editing.</li> <li>-Length almost correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is basically constructed. Several errors.</li> <li>-Vocabulary is limited and not very suitable for purpose, audience and context.</li> <li>-Lapses in style, tone and register.</li> <li>-Text contains several errors following proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is poorly constructed and difficult to follow.</li> <li>-Vocabulary requires some remediation and not suitable for purpose, audience and context.</li> <li>-Style, tone and register inappropriate.</li> <li>-Text error-ridden despite proofreading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is poorly constructed and muddled.</li> <li>-Vocabulary requires serious remediation &amp; not suitable for purpose.</li> <li>-Style, tone &amp; register do not correspond with topic.</li> <li>-Text error-ridden and confused following proof-reading, editing.</li> <li>-Length – far too long/short.</li> </ul>

[From: Examination Guidelines: Languages Paper 3/2 – January 2009]