basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL
SENIOR CERTIFICATE

GRADE 12

ENGLISH SECOND ADDITIONAL LANGUAGE P2

NOVEMBER 2012

MEMORANDUM

MARKS: 80

This memorandum consists of 9 pages.

INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language 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 candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise candidates if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 7 to mark the essays.

1.1   When I woke up, I was so disappointed that it was only a dream.

- Narrative essay.
- The candidates may mention, **among others**:
  - the details of the dream
  - what was so good about the dream
  - why he/she was so disappointed to realise it was only a dream.   **[40]**

1.2   After that incident, I learnt that friends are not always right.

- Narrative essay.
- The candidate may mention, **among others**:
  - previous experiences with friends
  - what influence the friends had
  - what the bad experience was
  - what the new resolutions concerning friends are.   **[40]**

1.3   A perfect day

- Descriptive essay.
- The candidate may describe, **among others**:
  - the setting: where and when the day was enjoyed
  - who was part of the experience
  - the actual experience
  - what made the experience so perfect.   **[40]**

1.4   My favourite season of the year and why I like it so much.

- Descriptive essay.
- The candidate may describe, **among others**:
  - o   the season he/she loves
  - o   the beautiful things associated with the season
  - o   why this season is better than other seasons.   **[40]**

1.5   Interpretation of pictures.

- Candidates should provide a suitable title.
- Candidates may interpret the pictures in any way.
- The interpretation should be linked directly to the pictures.

      1.5.1   The candidate may write about, **among others**:
  - o   music as a universal language
  - o   African beats on a drum
  - o   young musicians
  - o   talents/skills
  - o   entertainment.

      1.5.2   The candidate may write about, **among others**:
  - o   nature conservation
  - o   the beauty of nature
  - o   peace and tranquillity
  - o   the sounds of nature
  - o   dangerous/threatening aspects of waterfalls.

      1.5.3   The candidate may write about, **among others**:
  - o   the importance of reading
  - o   the role of a father
  - o   the joys of parenting
  - o   childhood memories
  - o   girl children at the office.

      1.5.4   The candidate may write about, **among others**:
  - o   interdependence/co-existence
  - o   the female species
  - o   taming animals
  - o   unusual relationships
  - o   wildlife as a tourist attraction.   **[40]**

TOTAL SECTION A: 40

SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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 candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 8 to mark the responses in this section.

2.1   **INFORMAL LETTER**

- The letter should be addressed to a friend.
- The letter should be written in paragraphs.
- The tone and register of the letter should be informal.
- The following aspects could be included:
    o   a description of the problem the candidate faced
    o   what kind of help was needed
    o   how the friend responded
    o   the candidate's feelings of appreciation
- The following information should be included in the letter:
    o   address of sender
    o   date
    o   greeting/salutation
    o   suitable ending
    o   name/signature   **[20]**

2.2   **FORMAL LETTER**

- The letter should be addressed to the Store Manager.
- The tone and register of the letter should be formal.
- The letter should be written in paragraphs.
- The following aspects of **format** should be included:
    o   address of sender
    o   address of recipient
    o   date
    o   greeting/salutation
    o   subject line
    o   suitable ending
    o   signature and printed name of sender
- The candidate may mention, **among others**:
    o   the reasons why he/she needs the job
    o   his/her abilities/skills related to the job
    o   times when he/she is available.   **[20]**

2.3   **DIALOGUE**

- The following aspects of **format** should be included:
  - name of each speaker
  - colon after name of each speaker throughout the dialogue.
- The candidate should indicate, **among others:**
  - the kind of music that he/she listens to
  - reasons for the parent's/guardian's unhappiness
  - the candidate's view/attitude
  - the generation gap
  - any resolutions/compromises reached.   **[20]**

2.4   **BOOK REVIEW**

- The following details should be included:
  - the title
  - the author
- The following aspects may be included, **among others:**
  - the setting
  - the characters
  - the plot
  - the themes
  - (the price)
-
  - recommendations   **[20]**

                TOTAL SECTION B: **20**

SECTION C: SHORTER TEXT –TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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 candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

3.1   **INVITATION**

- The following details should be provided, **among others**:
  - o   names of the parents/guardians
  - o   purpose of the invitation
  - o   venue for the party
  - o   date and time of the party
  - o   name and contact details of the sender

NOTE: Do not award marks for drawings or illustrations.   **[20]**

3.2   **DIRECTIONS**

- The directions given must include the following:
  - o   three landmarks, e.g. church, supermarket, fuel station, etc.
  - o   two intersections, e.g. four-way stop, traffic lights, stop streets, etc.
- Directions should be written in point form.
- Each point should contain a verb.
- Points should follow each other logically.   **[20]**

3.3   **FLYER**

- Candidates should include the following, **among others**:
  - o   the name of the event
  - o   purpose of the event
  - o   date and time
  - o   venue
  - o   entry fee
  - o   artists/bands
  - o   security

NOTE: Do not award marks for drawings or illustrations.   **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 80

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (40)

	Code 7: Outstanding 80–100%	Code 6: Meritorious 70–79%	Code 5: Substantial 60–69%	Code 4: Adequate 50–59%	Code 3: Moderate 40–49%	Code 2: Elementary 30–39%	Code 1: Not achieved 0–29%
CONTENT & PLANNING **(28 MARKS)**	**22½–28** -Content shows impressive understanding of topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a presentable essay.	**20–22** -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a fairly presentable essay.	**17–19½** -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a reasonably presentable essay.	**14–16½** -Content shows an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced an acceptably presentable essay for SAL.	**11½–13½** -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay for SAL.	**8½–11** -Content not always clear, lacks coherence. -Very few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	**0–8** -Content irrelevant. No coherence. -Ideas muddled, confused. -Non-existent planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING **(7 MARKS)**	**6–7** -Evidence of critical language awareness. -Language, punctuation thoroughly controlled. -Uses appropriate figurative language. -Choice of words is all appropriate. -Style accurately reflects topic through choice of words. -Largely error-free following proofreading & editing.	**5–5½** -Some critical language awareness. -Language, punctuation reasonably controlled; able to use appropriate figurative language. -Choice of words mostly appropriate. -Style appropriately reflects topic through choice of words. -Error-free to an extent following proofreading, editing.	**4½** -Limited critical language awareness. -Language & punctuation mostly correct. -Choice of words fairly limited but suited to text. -Style reasonably appropriate & suits topic requirements. -Reasonably error-free following proofreading, editing.	**3½–4** -Some awareness of impact of language. -Language somewhat simplistic, punctuation adequate. -Choice of words somewhat limited but adequately suited to topic. -Style somewhat consistent with topic requirements. -Still contains errors following proofreading, editing.	**3** -Language limited & punctuation often inaccurately used. -Choice of words basic & limited. -Style lacking in coherence & not suited to topic. -Contains several errors following proof-reading, editing.	**2½** -Language & punctuation flawed. -Choice of words very limited. -Style does not correspond with topic. -Error-ridden despite proofreading, editing.	**0–2** -Language & punctuation seriously flawed. -Choice of words muddled & confused. -Style flawed in all aspects. -Error-ridden & confused following proofreading, editing.
STRUCTURE **(5 MARKS)**	**4–5** -Coherent development of topic. Vivid detail. -Sentences, paragraphs all appropriately constructed conveying meaning clearly. -Length correct.	**3½** -Logical development of details. Coherent. -Sentences, paragraphs appropriately constructed & meaning is clear. -Length correct.	**3** -Few relevant details developed. -Sentences, paragraphs reasonably constructed in most cases & meaning is quite clear. -Length correct.	**2½** -Some points, necessary details mentioned. -Lapses in sentence & paragraph construction but overall meaning is maintained. -Length almost correct.	**2** -Some necessary points evident. -Sentences, paragraphs faulty but overall meaning maintained. -Length – too long/short.	**1½** -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs lack basic construction for meaning. -Length – too long/short.	**0–1** -Off topic. -Sentences, paragraphs muddled, inconsistent. -Length – far too long/short.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

	Code 7: Outstanding 80–100%	Code 6: Meritorious 70–79%	Code 5: Substantial 60–69%	Code 4: Adequate 50–59%	Code 3: Moderate 40–49%	Code 2: Elementary 30–39%	Code 1: Not achieved 0–29%
CONTENT, PLANNING & FORMAT **(14 MARKS)**	<u>**11½–14**</u> -Very good knowledge of requirements of the text. -Learner maintains focus on topic, no digression. -Content and ideas coherent, text has details supporting the topic. -Evidence of planning and/or drafting has produced a very presentable text.	<u>**10–11**</u> -Good knowledge of requirements of text. -Learner maintains focus, hardly any digressions. -Text is fairly coherent in content and ideas, and topic has details supporting the text. -Evidence of planning and/or drafting has produced a fairly presentable and coherent text. -Has applied the necessary rules of format well.	<u>**8½–9½**</u> -Fair knowledge of requirements of text. -Learner maintains focus with minor digressions. -Text is reasonably coherent in content and ideas. -Evidence of planning and/or drafting has produced a reasonably presentable and coherent text. -Has applied most of the necessary rules of format.	<u>**7–8**</u> -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced an acceptable text for SAL. -Has adequately applied the necessary rules of format.	<u>**6–6½**</u> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentably text for SAL. -Has a moderate idea of requirements of format – some obvious oversights.	<u>**4½–5½**</u> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning obscure in many places. -Not always coherent in content & ideas, has few details which support topic. -Limited evidence of planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format – some critical oversights.	<u>**0–4**</u> -No knowledge of requirements of text. -Writing – digresses, meaning obscure in most places. -Not coherent in content & ideas, has very few details which support topic. -Inadequate planning and/or drafting. Very poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING **(6 MARKS)**	<u>**5–6**</u> -Has applied all the necessary rules of format. -Text is mostly grammatically accurate and well constructed. -Vocabulary mostly appropriate to purpose, audience and context. -Style mostly appropriate. -Text mostly error-free following proof-reading and editing. -Length correct.	<u>**4½**</u> -Well constructed & fairly accurate. -Vocabulary is fairly appropriate to purpose, audience & context. - Style mostly appropriate. -Text fairly error-free following proof-reading & editing. -Length correct.	<u>**4**</u> -Well constructed & reasonably accurate. -Vocabulary reasonably appropriate to purpose, audience & context. -Style reasonably appropriate. -Reasonably error-free following proof-reading & editing. -Length correct.	<u>**3–3½**</u> -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, fairly appropriate. -Still contains a fair number of errors following proof-reading & editing. -Length almost correct.	<u>**2½**</u> -Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style. -Text contains a number of errors following proof-reading & editing. -Length – too long/short.	<u>**2**</u> -Poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style hardly corresponds with topic. -Mostly error-ridden despite proof-reading, editing. -Length – too long/short.	<u>**0–1½**</u> -Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style does not correspond with topic. -Error-ridden and very confusing following proof-reading, editing. -Length – far too long/short.

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

	Code 7: Outstanding 80–100%	Code 6: Meritorious 70–79%	Code 5: Substantial 60–69%	Code 4: Adequate 50–59%	Code 3: Moderate 40–49%	Code 2: Elementary 30–39%	Code 1: Not achieved 0–29%
CONTENT, PLANNING & FORMAT **(14 MARKS)**	**11½–14** -Very good knowledge of requirements of the text. -Learner maintains focus on topic, no digression. -Content and ideas coherent, text has details supporting the topic. -Evidence of planning and/or drafting has produced a very presentable text.	**10–11** -Good knowledge of requirements of text. -Learner maintains focus, hardly any digressions. -Text is fairly coherent in content and ideas, and topic has details supporting the text. -Evidence of planning and/or drafting has produced a fairly presentable and coherent text. -Has applied the necessary rules of format well.	**8½–9½** -Fair knowledge of requirements of text. -Learner maintains focus with minor digressions. -Text is reasonably coherent in content and ideas. -Evidence of planning and/or drafting has produced a reasonably presentable and coherent text. -Has applied most of the necessary rules of format.	**7–8** -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced an acceptable text for SAL. -Has adequately applied the necessary rules of format.	**6–6½** -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentably text for SAL. -Has a moderate idea of requirements of format – some obvious oversights.	**4½–5½** -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in many places. -Not always coherent in content & ideas, has few details which support topic. -Limited evidence of planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format – some critical oversights.	**0–4** -No knowledge of requirements of text. Response to writing task reveals a very limited focus. -Writing – digresses, meaning obscure in most places. -Not coherent in content & ideas, has very few details which support topic. -Inadequate planning and/or drafting. Very poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING **(6 MARKS)**	**5–6** -Has applied all the necessary rules of format. -Text is mostly grammatically accurate and well constructed. -Vocabulary mostly appropriate to purpose, audience and context. -Style mostly appropriate. -Text mostly error-free following proof-reading and editing. -Length correct.	**4½** -Well constructed & fairly accurate. -Vocabulary is fairly appropriate to purpose, audience & context. -Style mostly appropriate. -Text fairly error-free following proof-reading & editing. -Length correct.	**4** -Well constructed & reasonably accurate. -Vocabulary reasonably appropriate to purpose, audience & context. -Style reasonably appropriate. -Reasonably error-free following proof-reading & editing. -Length correct.	**3–3½** -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, fairly appropriate. -Still contains a fair number of errors following proof-reading & editing. -Length almost correct.	**2½** -Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style. -Text contains a number of errors following proof-reading & editing. -Length – too long/short.	**2** -Poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style hardly corresponds with topic. -Mostly error-ridden despite proofreading, editing. -Length – too long/short.	**0–1½** -Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style does not correspond with topic. -Error-ridden and very confusing following proofreading, editing. -Length – far too long/short.