



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH SECOND ADDITIONAL LANGUAGE P2

NOVEMBER 2019

MARKING GUIDELINES

MARKS: 80

These marking guidelines consist 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:

- The candidate is 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, even if they are not listed below the topics.
- Do not penalise a candidate if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 8 to mark the essays.

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

1.1 The best day of my life

- Narrative/Descriptive
- The following must be considered:
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of an experience/incident which leads to the final words in the essay.
- The candidate may mention, **among others**:
 - A memorable event/s
 - Feelings and emotions involved
 - What made the day exceptional

[40]

1.2 Love really makes the world go round.

- Descriptive/Narrative
- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of an experience/incident which leads to the words in the topic.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- The candidate may mention, **among others**:
 - The impact of love
 - A story can be told to illustrate the topic

[40]

1.3 When he turned his face towards me, I suddenly realised my best friend was in trouble.

- Descriptive/Narrative
- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of the trouble.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- The candidate may mention, **among others**:
 - The event or series of events which led to the person getting into trouble
 - Why the person got into trouble
 - Feelings
 - The negative/positive outcome

[40]

1.4 A night in the wilderness

- Descriptive/Narrative
- The following must be considered:
 - If **descriptive**, there must be a **vivid description** of all observations during the night. Should include some senses.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place. There must be a logical sequence of tense.
- The candidate may mention, **among others**:
 - A description of the surroundings
 - Sounds
 - Smells
 - The reason for spending the night in the wilderness
 - Events

[40]

1.5 Interpretation of pictures

- The candidate should provide a suitable title.
- The candidate may interpret the pictures in any way.
- The interpretation should be clearly linked to the picture.
- The candidate may write in any appropriate tense.

1.5.1 The candidate may write about, **among others**:

- The joy of parenthood
- The love of a father/grandfather
- Quality time
- Father as a role model
- Different generations
- Loving memories

[40]

1.5.2 The candidate may write about, **among others**:

- The love of money
- The importance of money/saving
- The financial crisis
- Money makes the world go round
- Gambling

[40]

1.5.3 The candidate may write about, **among others**:

- The wonder of nature
- A visit to a game reserve
- A story of an unusual incident with giraffes
- A giraffe tells his own story

[40]

1.5.4 The candidate may write about, **among others**:

- The life of a student
- The joy of studying
- A circle of friends
- Memories of days gone by
- The use of technology

[40]**TOTAL SECTION A: 40**

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

- The candidate is 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. 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 texts in this section.

2.1 INFORMAL LETTER

- 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
- The following information should be included in the letter, **among others**:
 - The reason for the argument
 - The hope of restoring the friendship
 - Why the friendship should be restored

[20]**2.2 FORMAL LETTER**

- The letter should be addressed to the municipal manager of the town.
- The tone and register of the letter should be formal.
- The following aspects of **format** should be included:
 - Address of sender
 - Date
 - Name/title and address of recipient
 - Greeting/salutation
 - Subject line
 - Suitable ending
 - Signature and name of sender
- The following information should be included in the letter, **among others**:
 - When the event will be held
 - Where the event will be held
 - What type of event this will be – mention sports
 - Who has been invited to this event
 - How the sponsorship money will be spent
 - Benefits for the community

[20]

2.3 SPEECH

- The tone of the speech should be 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 ...).
- The following information should be included in the speech, **among others**:
 - The content of the speech should be relevant to the occasion (motivate Grade 8 learners).
 - A logical and appropriate closure to the speech should be evident.

[20]

2.4 DIALOGUE

- The correct dialogue **format** must be used:
 - A brief scenario must be given
 - 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 new speaker
 - Stage directions: tone of voice, actions, etc. must be in brackets
- The following ideas should be included, **among others**:
 - The teacher's motivation must be clear
 - The candidate's uncertainty must be included
 - The candidate's achievements could be included

[20]

TOTAL SECTION B: 20

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

- The candidate is 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. 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.

NOTE: Do NOT award marks for illustrations.

3.1 INVITATION

- The format can be formal or informal
- The following should be included, **among others:**
 - Date and time of function
 - Venue
 - Dress code or theme
 - Name and number of person to contact

[20]**3.2 POSTER**

- The following should be included, **among others:**
 - Eye-catching headline, slogan or logo
 - Concise language, inviting the reader to use the library
 - Activities offered
 - Advantages of using the library

[20]**3.3 INSTRUCTIONS**

- The following should be included, **among others:**
 - The instructions may be in point or paragraph form.
 - If point form is used, numbers or bullets may be used to indicate each new instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
 - Instructions should be given in a logical sequence.
 - The language should be clear and instructive.
 - Complete sentences are not necessary.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 80

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

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 24 marks	Upper level	22–24 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending	18–19 -Very well-crafted response -Fully relevant and interesting ideas -Evidence of maturity -Very well organised and coherent (connected) including introduction, body and conclusion/ending	12–14 -Satisfactory response -Ideas are reasonably coherent & convincing. -Reasonably organised and coherent including introduction, body and conclusion/ending	8–11 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organization and coherence.	0–7 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	20–21 -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	15–17 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected) including introduction, body and conclusion			
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context Word choice Language use and conventions, punctuation, grammar, spelling 12 MARKS		9–12 -Language is excellent and rhetorically effective in tone, -Virtually error-free in grammar and spelling. -Skilfully crafted	7–8 -Language is engaging and generally effective. -Appropriate and effective tone, few errors-in grammar and spelling. -Well crafted	5–6 -Adequate use of language with some inconsistencies. -Tone generally appropriate and limited use of rhetorical devices.	3–4 -Inadequate use of language. -Little or no variety in sentence. Exceptionally limited vocabulary.	0 -Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
		4 -Excellent development of topic. -Exceptional detail. -Sentences, paragraphs exceptionally well-constructed.	3 -Logical development of details. Coherent. -Sentences, paragraphs logical, varied.	2 -Relevant details developed. -Sentences, paragraphs well-constructed	1 -Develop some valid points. -Sentences, -paragraphing faulty -Essay still makes some sense.	0 -Necessary points lacking -Sentences,-paragraphs faulty -Essay lacks sense
STRUCTURE Features of text Paragraph development and sentence construction 4 MARKS						
MARK RANGE		32–40	24–31	20–23	12–19	0–11

SECTIONS B AND C: RUBRIC FOR ASSESSING LONGER AND SHORTER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas Organisation of ideas Features/conventions and context 12 MARKS	9–12 - 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	7–8 - 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.	5–6 - 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.	3–4 - 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.	0–2 - 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, 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	16–20	13–15	9–12	6–7	0–5