



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2012

MEMORANDUM

MARKS: 100

This memorandum consists of 11 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 It was the greatest day of my life.

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

- Narrative/Descriptive/Reflective essay
- The following ideas may be explored **among others**:
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** make up a great day. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of an experience/incident which leads to a great day.
 - If **reflective**, there must be a **personal account** of **thought processes and feelings/emotions** surrounding the great day.

[50]

1.2 'I wish I hadn't ...'

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

- Descriptive/Narrative/Reflective essay
- The following ideas may be explored, **among others**:
 - If **descriptive**, there must be a **vivid description** of an experience/incident which leads to the expression – 'I wish I hadn't ...'.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** leads to the expression – 'I wish I hadn't ...'. There must be a logical sequence of tense.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions**. The element of regret must be evident.

[50]

1.3 Friendship

- Descriptive/Reflective/Narrative essay
- The following ideas may be explored **among others**:
 - If **descriptive**, there must be a **vivid description** of friendship.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** portraying friendship.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** illustrates friendship. There must be a logical sequence of tense.

[50]

1.4 Most teenagers today do not pay much attention to leading a healthy lifestyle. Do you agree?

- Argumentative essay
- The following ideas may be explored **among others**:
 - The essay must offer **one distinct point of view**. Therefore, the essay must either be for **OR** against the topic given.
 - There should be clear defence/motivation/argument of the position taken.

[50]

1.5 Sport can unite or divide people. Discuss your views.

Discursive essay

The essay must offer a **balanced view** of **both sides** of the argument. **Opposing views** must be presented **impartially**.

[50]

1.6 What I see on my way to school

- Descriptive/Reflective essay
- The following ideas may be explored **among others**:
 - If **descriptive**, there must be a **vivid description** of what is seen.
 - If **reflective**, there must be a **personal account** of **thought processes and feelings/emotions** evoked.

[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

- Personal interpretation, e.g. growing up, spiritual growth, etc.
- A more literal approach might include: climbing the corporate ladder, steps in life, etc.
- Abstract interpretations might include: progress, achieving success, expectations, etc.

OR

1.7.2

- Personal interpretation, e.g. happiness, celebration, etc.
- Social issues, e.g. relationships, urban/township/rural life.
- More literal approaches might include: having fun, family, etc.
- Abstract interpretations might include: mentorship, contentment, 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 INFORMAL 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
- The following must be considered:
 - There should be specific reference to the disappointment the friend has experienced.
 - The writer's support and encouragement should be clearly expressed.

[30]

2.2 INTERVIEW

NOTE: 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 new speaker
- Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable
- The language should be formal.

- The following ideas must be considered, **among others**:
 - The principal's words should be distinctly of an investigative/probing nature, eliciting information.
 - The details of the incident where the item went missing should become clear during the interview.
 - The missing item should be named/described.
 - A definite conclusion is not necessary.

[30]

2.3 MEMORANDUM

- The name of the school must appear at the top of the page.
- The word MEMORANDUM must appear.
- The sender and recipients must be mentioned.
- The subject must be clearly stated.
- The memorandum must be dated.
- A salutation is not required.
- A cordial conclusion is required.
- The signature or initials of the sender must appear at the end.
- Consider the following:
 - The content of the memorandum must be relevant and concise.
 - The register must be appropriate to the audience.

[30]

2.4 BROCHURE

- The brochure must include as much relevant information as possible.
- The following must be clear:
 - Name of the area
 - Interesting places to view – explain briefly why these places are worth visiting.
 - Where it is/how to get there.
 - Contact details
 - Other relevant information which may contribute to the marketing of the area.

NOTE: Do NOT award marks for illustrations.

[30]

TOTAL SECTION B: 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 must be imposed as the rubric itself imposes penalties.

3.1 FORMAL INVITATION

- The layout of the invitation will allow for creative use of spacing and capitalization which might not be correct in other writing pieces.
- The date, venue, time and nature of the occasion should be clearly stated.
- Language should be formal.
- Complete sentences are not required.
- The invitation may be personalised (i.e. addressed to an individual) or generic.

NOTE: Do NOT award marks for illustrations.

[20]

3.2 DIARY ENTRY

- The entry must include a date.
- The entry must be written in first person – language and style should be personal and informal.
- Do not penalise if the candidate does not use full sentences.
- 'Dear Diary' is acceptable, but not essential.
- There must be a clear difference between the two parts of the entry regarding the thoughts and feelings before and after the announcement.

[20]

3.3 DIRECTIONS

- Directions can be given in point or paragraph form.
- Directions should be concise and clear.
- Language must be simple and informal, but not slang.
- Complete sentences are not required.
- Directions should be given in a logical order.
- A specific starting point and destination must be given.
- At least three turns into streets/roads
- At least two landmarks, such as prominent buildings and shops in an urban area OR bridges and land features in a rural area
- Approximate distances between the various points along the route.

NOTE: Do NOT award marks for illustrations.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

	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 (32 MARKS)	<u>26–32</u> -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, presentable essay.	<u>22½–25½</u> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	<u>19½–22</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & very good 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.
LANGUAGE, STYLE & EDITING (12 MARKS)	<u>10–12</u> -Critical awareness of impact of language. -Language, punctuation effectively used. Uses figurative language. -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.
STRUCTURE (6 MARKS)	<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.

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

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

	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%
	<u>16–20</u>	<u>14–15½</u>	<u>12–13½</u>	<u>10–11½</u>	<u>8–9½</u>	<u>6–7½</u>	<u>0–5½</u>
CONTENT, PLANNING & FORMAT (20 MARKS)	<ul style="list-style-type: none"> -Specialized 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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.
LANGUAGE, STYLE & EDITING (10 MARKS)	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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.

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

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

	Code 7: Outstanding 80–100%	Code 6: Meritorious 70– 9%	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 (13 MARKS)	<u>10½–13</u> -Specialised knowledge of requirements of text. -Disciplined writing – learner maintains thorough focus, no digressions. -Text fully coherent in content & ideas, and all details support topic. -Evidence of planning &/or drafting has produced a virtually flawless, presentable text. -Has applied all the necessary rules of format.	<u>9½–10</u> -Good knowledge of requirements of 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.	<u>8–9</u> -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support topic. -Evidence of planning &/or drafting has produced a presentable and good text. -Has applied most of the necessary rules of format.	<u>6½–7½</u> -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas and some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	<u>5½–6</u> -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas and has basic details which support the topic. -Evidence of planning &/or drafting that has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of the format – some critical oversights.	<u>4–5</u> -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, and has few details which support topic. -Planning/drafting inadequate. Text not well presented. -Has vaguely applied the necessary rules of format.	<u>0–3½</u> -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas and too few details to support the topic. -Planning and drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format.
LANGUAGE, STYLE & EDITING (7 MARKS)	<u>6–7</u> -Text is grammatically accurate and well constructed. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading and editing. -Length correct.	<u>5–5½</u> -Text is well constructed and accurate. -Vocabulary is mostly appropriate to purpose, audience and context. -Style, tone and register mostly appropriate. -Text largely error-free following proof-reading, editing. -Length correct.	<u>4½</u> -Text is well constructed and easy to read. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct.	<u>3½–4</u> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for purpose, audience & context. -Style, tone and register adequately appropriate. -Text still contains few errors following proofreading, editing. -Length almost correct.	<u>3</u> -Text is basically constructed. Several errors. -Vocabulary is limited and not very suitable for purpose, audience and context. -Lapses in style, tone and register. -Text contains several errors following proof-reading, editing. -Length – too long/short.	<u>2½</u> -Text is poorly constructed and difficult to follow. -Vocabulary requires some remediation and not suitable for purpose, audience and context. -Style, tone and register inappropriate. -Text error-ridden despite proofreading, editing. -Length – too long/short.	<u>0–2</u> -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.

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