



Province of the
EASTERN CAPE
EDUCATION

NATIONAL SENIOR CERTIFICATE

GRADE 12

SEPTEMBER 2011

ENGLISH FIRST ADDITIONAL LANGUAGE P3 MARKING GUIDELINE

MARKS: 100

This marking guideline consists of 12 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used in conjunction with the attached English FAL Assessment Rubrics for SECTIONS A, B and C.

NOTE: All pieces of writing should be read at least TWICE during assessment, once for content and once for language respectively. Errors have to be indicated in your second reading.

SECTION A: ESSAY

QUESTION 1

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to write on ONE topic only.
- The ideas listed below the topics are only some of the ways in which the topics can be interpreted. Full credit must be given for the candidates' 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 50 mark assessment grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
 - 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 SOUTH AFRICA'S 2011 LOCAL GOVERNMENT ELECTIONS

- Narrative/Descriptive/Reflective/Discursive
- The following may be explored, among others:
 - Voters' enthusiasm or lack of it.
 - Voter turnout/apathy towards elections.
 - Highlights/lowlights of the election.
 - Narration of something/incident(s) that occurred during the election.
 - Description of events/people at a particular polling station.
 - Description of voters' attitudes, appearance, ...
- LO3 AS1 SS2, 4, 6, 8
- LO3 AS2 SS1, 4, 5, 6
- LO3 AS3 SS2, 4, 6, 7, 8
- LO4 AS2 SS4, 5, 9, 10, 11
- LO4 AS3 SS1

OR

[50]

1.2 SHOULD LEARNERS BRING THEIR CELL PHONES TO SCHOOL?

- Argumentative/Discursive
- The following may be included, among others:
 - Advantages/disadvantages of learners bringing cell phones to school.
 - The impact on learning, ethics and discipline.
 - The need for access to communication tools.
- LO3 AS1 SS2, 4, 8
- LO3 AS2 SS1, 4, 5, 6
- LO3 AS3 SS3, 4, 5, 7, 8
- LO4 AS2 SS4, 5, 9, 10, 11
- LO4 AS3 SS1

[50]**OR****1.3 THE EMPTY SPACE I HAVE INSIDE OF ME.**

- Narrative/Descriptive/Reflective.
- The following may be explored, among others:
 - An incident that happened and created a void.
 - Feelings triggered by the void.
 - Responses to the emptiness felt.
 - Possible solutions being considered.
- LO3 AS1 SS4, 8
- LO3 AS2 SS1, 2, 3, 4, 5
- LO3 AS3 SS2, 3, 4, 5
- LO4 AS1 SS5, 9

[50]**OR****1.4 GLOBAL WARMING IS A PROBLEM WE CAN SOLVE.**

- Descriptive/Narrative/Discursive.
- The following may be explored, among others:
 - The possible causes of global warming.
 - The effect.
 - How humans, animals, the environment are affected.
 - Possible solutions.
- LO3 AS1 SS2, 4, 8
- LO3 AS2 SS1, 2, 4, 5, 6
- LO3 AS3 SS2, 3, 5, 8
- LO4 AS2 SS5, 9, 10

[50]**OR**

1.5 MY MOMENT OF GREAT JOY.

- Narrative/Descriptive/Reflective.
 - The following may be explored, among others:
 - Must be written in the first person.
 - An incident that brought joyful moment.
 - Emotions/feelings that moment triggered.
 - How joyful moment changed one's life.
 - Possible lessons from the joyful experience.
 - Contribution by someone towards joyful moment.
 - LO3 AS1 SS2, 4, 8
 - LO3 AS2 SS1, 2, 3, 4, 5
 - LO3 AS3 SS2, 5, 7, 8
 - LO4 AS2 SS2, 4, 5, 9, 10
- [50]**

OR

1.6 A TRULY UNBELIEVABLE ACHIEVEMENT.

- Narrative/Descriptive/Reflective.
 - The following may be explored, among others:
 - An incident describing achievement of unique character.
 - Things that made the achievement unique.
 - Efforts that contributed towards the success of the achievement.
 - Challenges en-route to finally achieving something unbelievable.
 - Mention must be made of what the unbelievable achievement was.
 - LO3 AS1 SS2, 4, 8
 - LO3 AS2 SS3, 4, 5, 6
 - LO3 AS3 SS2, 3, 4, 5
 - LO4 AS1 SS5,
 - LO4 AS2 SS4, 5, 6, 10
- [50]**

OR

1.7 TRUE LOVE CONQUERS ALL.

- Narrative/Descriptive/Reflective/Discursive.
 - The following may be explored, among others:
 - An incident portraying true love.
 - How true love differs from perceived love.
 - Emotions/feelings true love evokes in people.
 - Difficulties/hardships true love endures.
 - The value of true love.
 - LO3 AS1 SS2, 7, 8
 - LO3 AS2 SS4, 5, 6
 - LO3 AS3 SS3, 4, 5, 7
 - LO4 AS1 SS5
 - LO4 AS2 SS4, 5, 6, 9, 10
- [50]**

OR

1.8 1.8.1 ESSAY BASED ON PICTURE.

- Descriptive/Argumentative/Discursive/Reflective/Narrative.
- The following may be explored, among others:
 - Role of women in society.
 - Narrative including woman/girl.
 - Women's perception of themselves.
 - Role of advertisements in economy
 - Beauty and self-image
- LO3 AS1 SS2, 8
- LO3 AS2 SS1, 4, 5, 6
- LO3 AS3 SS1, 2, 3, 4, 5, 6, 7, 8
- LO4 AS2 SS4, 5, 9, 10, 11
- LO4 AS3 SS1

[50]**OR****1.8.2 ESSAY BASED ON PICTURE.**

- Narrative/Descriptive/Discursive/Reflective.
- The following may be explored, among others:
 - Love and family.
 - Challenges facing family life.
 - Unity in the context of family.
 - Marriage and raising family.
 - Narrative about a family.
- LO3 AS1 SS2, 8
- LO3 AS2 SS1, 4, 5, 6
- LO3 AS3 SS1, 2, 3, 4, 5, 6, 7, 8
- LO4 AS2 SS4, 5, 9, 10, 11
- LO4 AS3 SS1

[50]**TOTAL SECTION A: 50**

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****INSTRUCTIONS TO MARKERS (EDUCATORS)**

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 30 mark assessment grid to mark Longer Transactional texts. The texts produced by candidates must be assessed according to the following criteria:
 - 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 SPEECH

- The tone of the speech must be polite, tactful and positive.
- Speech must address audience directly.
- Speaker must praise the teacher.
- Speaker should also point out highlights of teacher's career.
- Anecdote may be sad, humorous, dramatic.
- LO3 AS1 SS2, 4, 8
- LO3 AS2 SS1, 2, 3, 4, 5
- LO3 AS3 SS2, 3, 4, 5, 7, 8
- LO4 AS2 SS5, 6, 9, 10

[30]**OR****2.2 AGENDA AND MINUTES OF MEETING**

- The correct agenda and minute format must be used.
- Tone and register formal
- Agenda and minutes must be complementary.
- Minutes should show how resolutions are arrived at, with names of people making proposals and seconding clearly indicated.
- Minutes must be signed and dated.
- LO3 AS1 SS2, 4, 8
- LO3 AS2 SS1, 2, 4, 6
- LO3 AS3 SS2, 3, 5, 7, 8
- LO4 AS2 SS4, 5, 6, 9, 10, 11

[30]**OR**

2.3 FORMAL LETTER

- Tone and register FORMAL.
- Letter should be addressed to the secretary of your school's SGB.
- Candidates should mention repairs/improvements they feel should be made and give reasons for these.
- The following should be included:
 - Address of sender.
 - Date
 - Sir/Madam, Dear Sir/Madam
 - Address of recipient
 - Appropriate subject line/title
 - Suitable ending
 - Initials and surname of sender printed after signature.
- LO3 AS1 SS2, 4, 7, 8
- LO3 AS2 SS1, 2, 3, 4, 5, 6
- LO3 AS3 SS2, 3, 4, 5, 7, 8
- LO4 AS2 SS3, 4, 5, 6, 9, 10

[30]**OR**

2.4 FRIENDLY LETTER

- Tone and register may be informal.
- The following should be included:
 - Address of sender including date.
 - Appropriate salutation.
 - An introductory paragraph.
 - Suitable ending – ONLY the name and NOT surname should be used at the end of letter.
- The following ideas should be explored:
 - Congratulations to friend for winning prize money.
 - Candidates should offer advice on possible careers and suggest institutions offering these courses.
- LO3 AS1 SS2, 4, 8
- LO3 AS2 SS1, 2, 3, 4, 5, 6
- LO3 AS3 SS2, 3, 4, 5, 6, 7, 8
- LO4 AS2 SS2, 4, 5, 6, 7, 9, 10

[30]**TOTAL SECTION B: 30**

SECTION C: SHORTER TEXT
(TRANSACTIONAL/REFERENCE/INFORMATIONAL)

QUESTION 3

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 20 mark grid to mark the texts.
- The texts produced by the candidates must comply with the following criteria:
 - Content, planning and format = 13 marks
 - Language, style and editing = 7 marks

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

3.1 DIARY ENTRIES

- Language, tone and register may be informal.
- The following must be included:
 - Day, date, month and possibly year.
 - The piece must be in the FIRST PERSON.
- The following may be explored, among others:
 - Good birthday wishes for future.
 - Past memories, milestones achieved in life.
 - Expectations for the future.
- LO3 AS1 SS4, 8
- LO3 AS2 SS1, 2, 6
- LO3 AS3 SS4, 7, 8
- LO4 AS2 SS4, 6, 7, 11

[20]

OR

3.2 POSTCARD

- Language, tone and register may be informal.
 - The following may be explored:
 - Addressing a family member.
 - Pointing out HIGHLIGHTS of a tour.
 - Candidates to fill in address of recipient at appropriate place on postcard and to write message in designated space.
 - LO3 AS1 SS2, 8, 9
 - LO3 AS2 SS1, 2, 4, 5, 6
 - LO3 AS3 SS2, 3, 4, 5, 7, 8
 - LO4 AS2 SS2, 4, 5, 7, 9, 10
- [20]**

OR

3.3 INVITATION CARD

- Language, tone and register formal.
 - The following may be explored:
 - Theme of celebration.
 - Day and date.
 - Venue
 - Dress code on the day.
 - Include RSVP, time of event, any other relevant information.
 - LO3 AS1 SS2, 7, 8, 9
 - LO3 AS2 SS1, 2, 6
 - LO3 AS3 SS2, 3, 7, 8
 - LO4 AS2 SS2, 4, 7, 9, 10
- [20]**

TOTAL SECTION C: 20

GRAND TOTAL: 100

APPENDIX B: ASSESSMENT RUBRICS FOR FIRST ADDITIONAL LANGUAGE**SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50 marks)**

	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>26-32</u>	<u>22½-25½</u>	<u>19½-22</u>	<u>16-19</u>	<u>13-15½</u>	<u>10-12½</u>	<u>0-9½</u>
CONTENT & PLANNING 32 MARKS	-Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, presentable essay.	-Content shows thorough interpretation of topic. -Ideas imaginative, interesting. -Planning &/or drafting has produced a well-crafted & presentable essay.	-Content shows a sound interpretation of the topic. -Ideas interesting, convincing. -Planning &/or drafting has produced a presentable & very good essay.	-Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. -Planning &/or drafting has produced a satisfactorily presented essay.	-Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. -Planning &/or drafting has produced a moderately presentable & coherent essay.	-Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	-Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
	<u>10-12</u>	<u>8½-9½</u>	<u>7½-8</u>	<u>6-7</u>	<u>5-5½</u>	<u>4-4½</u>	<u>0-3½</u>
LANGUAGE, STYLE & EDITING 12 MARKS	-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.	-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.	-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.	-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.	-Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	-Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	-Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
	<u>5-6</u>	<u>4½</u>	<u>4</u>	<u>3-3½</u>	<u>2½</u>	<u>2</u>	<u>0-1½</u>
STRUCTURE 6 MARKS	-Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	-Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	-Several relevant details developed. -Sentences, paragraphs well constructed. -Length almost correct.	-Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length correct.	-Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length - too long/short.	-Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	-Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

SECTION B: RUBRIC FOR AS SESSING LONGER TRANSACTIONAL TEXTS - FIRST ADDITIONAL LANGUAGE (30 marks)

	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.
	<u>8-10</u>	<u>7- 7½</u>	<u>6-6½</u>	<u>5-5½</u>	<u>4-4½</u>	<u>3-3½</u>	<u>0- 2½</u>
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 proof-reading, 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 proof-reading, 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.

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

	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 13 MARKS	<u>10½-13</u> -Specialized 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 proof-reading, 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 proof-reading, 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.