



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2011

ENGLISH HOME LANGUAGE P3

MEMORANDUM

MARKS: 100

This memorandum consists of 9 pages.

INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind.

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context – as well as register, style and tone – especially in SECTIONS B and C.
- Grammar, spelling and punctuation
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction
- Paragraphing
- Interpretation of the topic that will be reflected in the overall content: the introduction, development of ideas, and the conclusion.

SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY**

1.1 POSSIBLE RESPONSES

- Descriptive/narrative/discursive/reflective
 - Words of the title do not need to appear in the essay
- [50]**

1.2 POSSIBLE RESPONSES:

- Narrative/discursive/reflective
 - Struggles/ups and downs of life
 - Triumph over adversity
 - Adversity leading to strengthening of character
 - A lesson learnt through adversity
 - Accepting the challenge of life
- [50]**

1.3 POSSIBLE RESPONSES:

- Focus on *Facebook* or invasion of privacy
 - Discursive/argumentative/reflective
- [50]**

1.4 POSSIBLE RESPONSES:

- Descriptive/narrative/reflective/discursive
 - School memories
 - School influence
 - Importance of education
- [50]**

1.5 POSSIBLE RESPONSES:

- Descriptive/discursive/narrative
 - Can focus on any of the aspects: Africa/influence of man/nature, etc.
- [50]**

1.6 POSSIBLE RESPONSES:

- Discursive/narrative
 - The importance of being yourself
 - A lesson learnt
- [50]**

1.7 1.7.1 POSSIBLE RESPONSES:

- Narrative/argumentative/discursive/descriptive/reflective
 - Importance of voting
 - The improvement or lack thereof in South Africa
 - Narrative about voting
 - Reflection on South Africa since 1994
 - The New South Africa
- [50]**

1.7.2 POSSIBLE RESPONSES

Man on bicycle

- Narrative/discursive/descriptive/reflective
- Balancing aspects of life/school/work/family
- Men vs. women in the business world/political world
- The need to get back to a simpler way of life
- Stress
- Reflection on a period in one's life

[50]

Refer to SECTION A: Rubric for assessing an essay found on page 7 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5
TOTAL	50

1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. Re-read the piece and select the appropriate category for STRUCTURE.

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

2.1 MAGAZINE ARTICLE

- Learners should focus on the positive aspects of developing a positive self-image.
- Ten aspects are required.
- The aspects need not be numbered.

[30]

2.2 LETTER TO THE EDITOR

- Focus is on the positive and negative aspects of the proposed legislation.
- Discussion of whether the proposed law will be effective or not.
- Discussion of whether the proposed new law is necessary.
- Appropriate register and style. [30]

2.3 DIALOGUE

- Dialogue format (line open between each speaker)
- No inverted commas
- Appropriate register for each speaker [30]

2.4 OBITUARY

- Is for publication in newspaper – not a eulogy.
- Focus is on the deceased role model in the community
- Focus on his/her contributions to the community
- Why he/she will be missed by the community [30]

INSTRUCTIONS TO MARKERS

Refer to SECTION B: Rubric for assessing Longer Transactional Texts found on Page 8 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	18
LANGUAGE, STYLE AND EDITING	12
TOTAL	30

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

TOTAL SECTION B: 30

SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/ INFORMATIONAL**QUESTION 3****3.1 ADVERTISEMENT**

- Can promote place, product or service
- Text only
- Use of emotive/persuasive language
- Headline and slogan
- Text needs to connect with illustration [20]

3.2 INSTRUCTIONS

- Need to be relevant to problematic car guards
- Logical and easy to follow
- Each instruction written as a separate point on a new line
- Numbered or bulleted is preferable

[20]

3.3 POSTCARD

- Address is required
- Informal but no slang
- Emotive
- The town/country and prize need to be referred to

[20]

INSTRUCTIONS TO MARKERS

Refer to SECTION C: Rubric for assessing Shorter Transactional/Referential/Informational Texts found on page 9 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	12
LANGUAGE, STYLE AND EDITING	8
TOTAL	20

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

TOTAL SECTION C: 20

GRAND TOTAL: 100

NOTE:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. Therefore, this has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME 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%
CONTENT AND PLANNING 30 MARKS	<u>24 – 30</u> -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a flawlessly presentable essay.	<u>21 – 23½</u> -Content meritorious, original. -Ideas imaginative, interesting. - Planning and/or drafting has produced a well-crafted and presentable essay.	<u>18 – 20½</u> -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning and/or drafting has produced a presentable and good essay.	<u>15 – 17½</u> -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning and/or drafting has produced a satisfactory, presentable essay.	<u>12 – 14½</u> -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning and/or drafting has produced a moderately presentable and coherent essay.	<u>9 – 11½</u> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Essay not well presented.	<u>0 – 8½</u> -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
LANGUAGE, STYLE AND EDITING 15 MARKS	<u>12 – 15</u> -Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading and editing.	<u>10½ – 11½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied and creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<u>9 – 10</u> -Critical awareness of language evident. -Language and punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	<u>7½ – 8½</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 a few errors following proof-reading, editing.	<u>6 – 7</u> -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<u>4½ – 5½</u> -Language and punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0 – 4</u> -Language and punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden and confused following proof-reading, editing.
STRUCTURE 5 MARKS	<u>4 – 5</u> -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	<u>3½</u> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<u>3</u> -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	<u>2½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	<u>2</u> -Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length - too long/short.	<u>1½</u> -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	<u>0 – 1</u> -Off topic. -Sentences, paragraphs muddled, inconsistent. Length – far too long/short.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME 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%
CONTENT, PLANNING AND FORMAT 18 MARKS	<u>14½ – 18</u> -Extensive specialised knowledge of requirements of text. -Disciplined writing – maintains rigorous focus, no digressions. -Total coherence in content and ideas, highly elaborated and all details support topic. -Evidence of planning and/or drafting has produced a flawlessly presentable text. -Highly appropriate format.	<u>13 – 14</u> -Very good knowledge of requirements of text. -Disciplined writing – maintains focus, no digressions. -Coherent in content and ideas, very well elaborated and all details support topic. -Evidence of planning and/or drafting has produced a well crafted and presentable text. -Has applied the necessary rules of format very well.	<u>11 – 12½</u> -Fair knowledge of requirements of text. -Writing – maintains focus, with minor digressions. -Mostly coherent in content and ideas, elaborated and most details support topic. -Evidence of planning and/or drafting has produced a presentable and very good text. -Has applied the necessary rules of format.	<u>9 – 10½</u> -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content and ideas, some details support topic. -Evidence of planning and/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<u>7½ – 8½</u> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content and ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<u>5½ – 7</u> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not always coherent in content and ideas, has few details which support topic. -Inadequate for home language level despite planning and/or drafting. Text not well presented, -Has vaguely applied necessary rules of format – some critical oversights.	<u>0 – 5</u> -No knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not coherent in content and ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
	LANGUAGE, STYLE and EDITING 12 MARKS	<u>10 – 12</u> -Grammatically accurate and brilliantly constructed. -Vocabulary highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Virtually error-free following proof-reading and editing. -Length correct.	<u>8½ – 9½</u> -Very well constructed and accurate. -Vocabulary very appropriate to purpose, audience and context. -Suitable style, tone, register considering demands of task. -Largely error-free following proof-reading and editing. -Length correct.	<u>7½ – 8</u> -Well constructed and easy to read. -Vocabulary appropriate to purpose, audience and context. -Style, tone, register mostly appropriate. -Mostly error-free following proof-reading and editing. -Length correct.	<u>6 – 7</u> -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience and context. -Style, tone, register fairly appropriate. -A few errors following proof-reading and editing. -Length almost correct.	<u>5 – 5½</u> -Basically constructed. Several errors. -Vocabulary limited and not very suitable for purpose, audience and context. -Lapses in style tone and register. -Several errors following proof-reading and editing. -Length – too long/short.	<u>4 – 4½</u> -Poorly constructed and difficult to follow. -Vocabulary requires some remediation and not suitable for purpose, audience and context. -Style, tone and register inappropriate. -Error-ridden despite proof-reading, editing. -Length – too long/short.

**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS -
HOME 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 and FORMAT 12 MARKS	<u>10 – 12</u> -Extensive specialised knowledge of requirements of text. -Exhibits a profound awareness of wider contexts in writing. -Disciplined writing – learner maintains rigorous focus, no digressions. -Total coherence in content and ideas, highly elaborated and all details support topic. -Evidence of planning and/or drafting has produced a flawlessly presentable text. -Has produced a highly appropriate format.	<u>8½ – 9½</u> -Very good knowledge of requirements of text. -Exhibits a broad awareness of wider contexts in writing. -Disciplined writing – learner maintains focus, no digressions. -Text is coherent in content and ideas, very well elaborated and all details support topic. -Evidence of planning and/drafting has produced a well crafted and presentable text. -Has applied the necessary rules of format very well.	<u>7½ – 8</u> -Fair knowledge of requirements of text. -Exhibits a general awareness of wider contexts in writing tasks. -Writing – learner maintains focus, with minor digressions. -Text is mostly coherent in content and ideas, elaborated and most details support topic. -Evidence of planning and/or drafting has produced a presentable and very good text. -Has applied the necessary rules of format.	<u>6 – 7</u> -Adequate knowledge of requirements of text. -Exhibits some awareness of wider context in writing tasks Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content and ideas, some details support topic. -Evidence of planning and/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<u>5 – 5½</u> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Exhibits rather limited knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content and ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<u>4 – 4½</u> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Exhibits a limited knowledge of wider contexts in writing tasks -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content and ideas, has few details which support topic. -Inadequate for home language level despite planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format	<u>0 – 3½</u> -No knowledge of requirements of text. -Exhibits no knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning obscure in places. -Text not coherent in content and ideas, has few details which support topic. -Inadequate planning/drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE and EDITING 8 MARKS	<u>6½ – 8</u> -Text grammatically accurate and brilliantly constructed. -Vocabulary is highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Text virtually error free following proof reading. -Length correct.	<u>6</u> -Text very well constructed and accurate. -Vocabulary very appropriate to purpose, audience and context. -Suitable style, tone and register considering demands of task. -Text largely error-free following proof-reading and editing. -Length correct.	<u>5½</u> -Text well constructed and easy to read. -Vocabulary appropriate to purpose, audience and context. -Style, tone, register mostly appropriate. -Text mostly error-free following proof-reading and editing. -Length correct.	<u>4 – 4½</u> -Text adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience and context. -Style, tone, register fairly appropriate. -Text still contains few errors following proof-reading and editing. -Length almost correct.	<u>3½</u> -Text is basically constructed. Several errors. -Vocabulary limited and not very suitable for purpose, audience and context. -Lapses in style, tone and register. -Text contains several errors following proof-reading and editing. -Length – too long/short.	<u>2½ – 3</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 very difficult to follow. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and register do not correspond with topic. -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.