



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2011**

**ENGLISH HOME LANGUAGE P3**

**MEMORANDUM**

**MARKS: 100**

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This memorandum consists of 9 pages.

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**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.

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
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)**

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
	<b><u>24 – 30</u></b>	<b><u>21 – 23½</u></b>	<b><u>18 – 20½</u></b>	<b><u>15 – 17½</u></b>	<b><u>12 – 14½</u></b>	<b><u>9 – 11½</u></b>	<b><u>0 – 8½</u></b>
<b>CONTENT AND PLANNING  30 MARKS</b>	-Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a flawlessly presentable essay.	-Content meritorious, original. -Ideas imaginative, interesting. -Planning and/or drafting has produced a well-crafted and presentable essay.	-Content sound, reasonably coherent. -Ideas interesting, convincing. -Planning and/or drafting has produced a presentable and good essay.	-Content appropriate, adequately coherent. -Ideas interesting, adequately original. -Planning and/or drafting has produced a satisfactory, presentable essay.	-Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. -Planning and/or drafting has produced a moderately presentable and coherent essay.	-Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Essay not well presented.	-Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
	<b><u>12 – 15</u></b>	<b><u>10½ – 11½</u></b>	<b><u>9 – 10</u></b>	<b><u>7½ – 8½</u></b>	<b><u>6 – 7</u></b>	<b><u>4½ – 5½</u></b>	<b><u>0 – 4</u></b>
<b>LANGUAGE, STYLE AND EDITING  15 MARKS</b>	-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.	-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.	-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.	-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.	-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.	-Language and punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	-Language and punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden and confused following proof-reading, editing.
	<b><u>4 – 5</u></b>	<b><u>3½</u></b>	<b><u>3</u></b>	<b><u>2½</u></b>	<b><u>2</u></b>	<b><u>1½</u></b>	<b><u>0 – 1</u></b>
<b>STRUCTURE  5 MARKS</b>	-Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly 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 correct.	-Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	-Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length – too long/short.	-Sometimes off topic but general line of thought can be followed. -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 ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks)**

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
	<b><u>14½ – 18</u></b>	<b><u>13 – 14</u></b>	<b><u>11 – 12½</u></b>	<b><u>9 – 10½</u></b>	<b><u>7½ – 8½</u></b>	<b><u>5½ – 7</u></b>	<b><u>0 – 5</u></b>
<b>CONTENT, PLANNING AND FORMAT  18 MARKS</b>	<ul style="list-style-type: none"> <li>-Extensive specialised knowledge of requirements of text.</li> <li>-Disciplined writing – maintains rigorous focus, no digressions.</li> <li>-Total coherence in content and ideas, highly elaborated and all details support topic.</li> <li>-Evidence of planning and/or drafting has produced a flawlessly presentable text.</li> <li>-Highly appropriate format.</li> </ul>	<ul style="list-style-type: none"> <li>-Very good knowledge of requirements of text.</li> <li>-Disciplined writing – maintains focus, no digressions.</li> <li>-Coherent in content and ideas, very well elaborated and all details support topic.</li> <li>-Evidence of planning and/or drafting has produced a well crafted and presentable text.</li> <li>-Has applied the necessary rules of format very well.</li> </ul>	<ul style="list-style-type: none"> <li>-Fair knowledge of requirements of text.</li> <li>-Writing – maintains focus, with minor digressions.</li> <li>-Mostly coherent in content and ideas, elaborated and most details support topic.</li> <li>-Evidence of planning and/or drafting has produced a presentable and very good text.</li> <li>-Has applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Writing – digresses but does not impede overall meaning.</li> <li>-Adequately coherent in content and ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced a satisfactorily presented text.</li> <li>-Has applied an adequate idea of requirements of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus.</li> <li>-Writing – digresses, meaning vague in places.</li> <li>-Moderately coherent in content and ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced a moderately presentable and coherent text.</li> <li>-Has a moderate idea of requirements of format – some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of text. Response to writing task reveals a limited focus.</li> <li>-Writing – digresses, meaning obscure in places.</li> <li>-Not always coherent in content and ideas, has few details which support topic.</li> <li>-Inadequate for home language level despite planning and/or drafting. Text not well presented.</li> <li>-Has vaguely applied necessary rules of format – some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-No knowledge of requirements of text. Response to writing task reveals a limited focus.</li> <li>-Writing – digresses, meaning obscure in places.</li> <li>-Not coherent in content and ideas, has few details which support topic.</li> <li>-Inadequate planning/ drafting. Poorly presented text.</li> <li>-Has not applied necessary rules of format.</li> </ul>
	<b><u>10 – 12</u></b>	<b><u>8½ – 9½</u></b>	<b><u>7½ – 8</u></b>	<b><u>6 – 7</u></b>	<b><u>5 – 5½</u></b>	<b><u>4 – 4½</u></b>	<b><u>0 – 3½</u></b>
<b>LANGUAGE, STYLE and EDITING  12 MARKS</b>	<ul style="list-style-type: none"> <li>-Grammatically accurate and brilliantly constructed.</li> <li>-Vocabulary highly appropriate to purpose, audience and context.</li> <li>-Style, tone, register highly appropriate.</li> <li>-Virtually error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Very well constructed and accurate.</li> <li>-Vocabulary very appropriate to purpose, audience and context.</li> <li>-Suitable style, tone, register considering demands of task.</li> <li>-Largely error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Well constructed and easy to read.</li> <li>-Vocabulary appropriate to purpose, audience and context.</li> <li>-Style, tone, register mostly appropriate.</li> <li>-Mostly error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary adequate for purpose, audience and context.</li> <li>-Style, tone, register fairly appropriate.</li> <li>-A few errors following proof-reading and editing.</li> <li>-Length almost correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Basically constructed. Several errors.</li> <li>-Vocabulary limited and not very suitable for purpose, audience and context.</li> <li>-Lapses in style tone and register.</li> <li>-Several errors following proof-reading and editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Poorly constructed and difficult to follow.</li> <li>-Vocabulary requires some remediation and not suitable for purpose, audience and context.</li> <li>-Style, tone and register inappropriate.</li> <li>-Error-ridden despite proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Poorly constructed and very difficult to follow.</li> <li>-Vocabulary requires serious remediation and not suitable for purpose.</li> <li>-Style, tone and register do not correspond with topic</li> <li>-Error-ridden and confused following proof-reading, editing.</li> <li>-Length – far too long/short.</li> </ul>



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

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
	<b><u>10 – 12</u></b>	<b><u>8½ – 9½</u></b>	<b><u>7½ – 8</u></b>	<b><u>6 – 7</u></b>	<b><u>5 – 5½</u></b>	<b><u>4 – 4½</u></b>	<b><u>0 – 3½</u></b>
<b>CONTENT, PLANNING and FORMAT  12 MARKS</b>	<ul style="list-style-type: none"> <li>-Extensive specialised knowledge of requirements of text.</li> <li>-Exhibits a profound awareness of wider contexts in writing.</li> <li>-Disciplined writing – learner maintains rigorous focus, no digressions.</li> <li>-Total coherence in content and ideas, highly elaborated and all details support topic.</li> <li>-Evidence of planning and/or drafting has produced a flawlessly presentable text.</li> <li>-Has produced a highly appropriate format.</li> </ul>	<ul style="list-style-type: none"> <li>-Very good knowledge of requirements of text.</li> <li>-Exhibits a broad awareness of wider contexts in writing.</li> <li>-Disciplined writing – learner maintains focus, no digressions.</li> <li>-Text is coherent in content and ideas, very well elaborated and all details support topic.</li> <li>-Evidence of planning and/drafting has produced a well crafted and presentable text.</li> <li>-Has applied the necessary rules of format very well.</li> </ul>	<ul style="list-style-type: none"> <li>-Fair knowledge of requirements of text.</li> <li>-Exhibits a general awareness of wider contexts in writing tasks.</li> <li>-Writing – learner maintains focus, with minor digressions.</li> <li>-Text is mostly coherent in content and ideas, elaborated and most details support topic.</li> <li>-Evidence of planning and/or drafting has produced a satisfactory presented text.</li> <li>-Has applied the necessary rules of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Adequate knowledge of requirements of text.</li> <li>-Exhibits some awareness of wider context in writing tasks</li> <li>-Writing – learner digresses but does not impede overall meaning.</li> <li>-Text adequately coherent in content and ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced a satisfactorily presented text.</li> <li>-Has applied an adequate idea of requirements of format.</li> </ul>	<ul style="list-style-type: none"> <li>-Moderate knowledge of requirements of text.</li> <li>Response to writing task reveals a narrow focus.</li> <li>-Exhibits rather limited knowledge of wider contexts in writing tasks.</li> <li>-Writing – learner digresses, meaning vague in places.</li> <li>-Text moderately coherent in content and ideas, some details support topic.</li> <li>-Evidence of planning and/or drafting has produced a moderately presentable and coherent text.</li> <li>-Has a moderate idea of requirements of format – some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>-Elementary knowledge of requirements of text.</li> <li>Response to writing task reveals a limited focus.</li> <li>-Exhibits a limited knowledge of wider contexts in writing tasks</li> <li>-Writing – learner digresses, meaning obscure in places.</li> <li>-Text not always coherent in content and ideas, has few details which support topic.</li> <li>-Inadequate planning/ drafting. Poorly presented text.</li> <li>-Has not applied necessary rules of format</li> </ul>	<ul style="list-style-type: none"> <li>-No knowledge of requirements of text.</li> <li>-Exhibits no knowledge of wider contexts in writing tasks.</li> <li>-Writing – learner digresses, meaning obscure in places.</li> <li>-Text not coherent in content and ideas, has few details which support topic.</li> <li>-Inadequate planning/ drafting. Poorly presented text.</li> <li>-Has not applied necessary rules of format</li> </ul>
	<b><u>6½ – 8</u></b>	<b><u>6</u></b>	<b><u>5½</u></b>	<b><u>4 – 4½</u></b>	<b><u>3½</u></b>	<b><u>2½ – 3</u></b>	<b><u>0 – 2</u></b>
<b>LANGUAGE, STYLE and EDITING  8 MARKS</b>	<ul style="list-style-type: none"> <li>-Text grammatically accurate and brilliantly constructed.</li> <li>- Vocabulary is highly appropriate to purpose, audience and context.</li> <li>-Style, tone, register highly appropriate.</li> <li>-Text virtually error free following proof reading.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text very well constructed and accurate.</li> <li>-Vocabulary very appropriate to purpose, audience and context.</li> <li>-Suitable style, tone and register considering demands of task.</li> <li>-Text largely error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text well constructed and easy to read.</li> <li>-Vocabulary appropriate to purpose, audience and context.</li> <li>-Style, tone, register mostly appropriate.</li> <li>-Text mostly error-free following proof-reading and editing.</li> <li>-Length correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text adequately constructed. Errors do not impede flow.</li> <li>-Vocabulary adequate for purpose, audience and context.</li> <li>-Style, tone, register fairly appropriate.</li> <li>-Text still contains few errors following proof-reading and editing.</li> <li>-Length almost correct.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is basically constructed. Several errors.</li> <li>-Vocabulary limited and not very suitable for purpose, audience and context.</li> <li>-Lapses in style, tone and register.</li> <li>-Text contains several errors following proof-reading and editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is poorly constructed and difficult to follow.</li> <li>-Vocabulary requires some remediation and not suitable for purpose, audience and context.</li> <li>-Style, tone and register inappropriate.</li> <li>-Text error-ridden despite proof-reading, editing.</li> <li>-Length – too long/short.</li> </ul>	<ul style="list-style-type: none"> <li>-Text is poorly constructed and very difficult to follow.</li> <li>-Vocabulary requires serious remediation and not suitable for purpose.</li> <li>-Style, tone and register do not correspond with topic.</li> <li>-Text error-ridden and confused following proof-reading, editing.</li> <li>-Length – far too long/short.</li> </ul>