



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2012

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MARKING GUIDELINE**

MARKS: 100

This marking guideline consists of 10 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 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 MY MOMENT OF PAIN AND REGRET

- Narrative/Descriptive/Reflective essay
- The following must be considered:
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** leads to experience of pain and regret.
 - If **descriptive**, there must be a **vivid description** of an experience/incident.
 - If **reflective**, there must be a **personal account of thought processes and feelings** connected to pain and regret.

[50]

OR

1.2 ARE RURAL AREAS (SMALL TOWNS AND VILLAGES) LOSING TOO MANY YOUNG PEOPLE TO LARGE TOWNS AND CITIES? 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]

OR

1.3 THE DREAM I WANT TO PURSUE.

- Descriptive/Reflective essay
- The following must be considered:
 - If **descriptive**, there must be a clear description of what the dream is and how candidate intends to pursue/achieve the dream.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** about a dream/achievement the candidate wants to pursue/realise.

[50]

OR

1.4 IN DEFENCE OF WOMEN AND CHILDREN.

- Descriptive/Discursive/Reflective essay
 - If **descriptive**, there must be a **vivid description** of an experience/incident connected to defending women and children.
 - If **discursive**, the essay must offer a balanced view of **both sides** of the argument. Opposing **views** must be presented **impartially**.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** relating to the reason(s) for the defence of women and children.

[50]

OR

1.5 MY FAVOURITE SPORT AND WHY I LIKE IT

- Descriptive/Narrative/Reflective essay
 - If **descriptive**, there must be a **vivid description** of the candidate's favourite sport and motivation for favouring this sport.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place relative to the favourite sport and subsequent preference for the sport. There must be logical sequence of tense.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** triggered by the strong appeal to this sport.

[50]

OR

1.6 WHAT FREEDOM MEANS TO ME.

- Narrative/Descriptive/Reflective essay.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** illustrates the topic. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of what freedom entails on a personal level.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** evoked by the topic. [50]

OR

1.7 MY LOVE, MY LIFE.

- Narrative/Descriptive/Reflective essay.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** illustrates the topic. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of what freedom entails on a personal level.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** evoked by the topic. [50]

OR

1.8 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**: [50]

- 1.8.1
- social interpretations: e.g. sport and entertainment/building relationships/pursuing dreams/sport and healthy bodies etc.
 - economic interpretations: financial benefits/sport as an industry creating jobs/money pumped into sport, etc.
 - a more literal interpretation might include: rugby/rules of the game/sport injuries, etc.
 - Personal interpretation: favourite sport/favourite rugby team/favourite rugby player/a memorable game, etc.

OR

- 1.8.2
- social interpretations: benefits, disadvantages of cell phones/technology/dangers, benefits of social networking, etc.
 - economic interpretations: benefits of modern technology
 - a more literal interpretation might include: cell phone preferences, etc.

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 rubric to mark longer transactional pieces. The pieces 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 FORMAL LETTER

- Letter should be addressed to The Director.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Address of recipient
 - Greeting/Salutation
 - Subject line
 - Suitable ending
- The following information should be included in the letter, **among others**:
 - The candidate should give thanks to company.
 - A clear indication about benefits computers have for school.

[30]**OR****2.2 DIALOGUE**

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.
 - No inverted commas to be used.
- The following ideas may be explored, **among others**:
 - Changes to proposed school uniform must be clear.
 - Positive and/or negative opinions about the uniform changes may be expressed.

[30]**OR**

2.3 FRIENDLY LETTER

- Letter should be addressed to a friend in another village/town/city.
- Tone and register of the letter may 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 candidate should express opinion about friend's behaviour.
 - The candidate must also advise friend about possible consequences of his/her behaviour.

[30]

OR

2.4 REVIEW

- Review must be on a book.
- May be a setwork/prescribed book.
- Tone and register should be semi-formal/formal.
- The following aspects of format must be included:
 - Title of book.
 - Author
 - Theme
 - Setting
 - Characters
 - Plot (ending not to be revealed)
 - Recommendation.

[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 candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 20 mark rubric 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 INSTRUCTIONS

- The contents of the instructions should relate to preparations for a tour.
- Instructions should be given in a logical sequence.
- The instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and informative.
- Complete sentences are not necessary.

[20]

OR

3.2 DIARY ENTRY

- Tone and register may be informal, colloquial.
- The following should be included:
 - Reflection on matric dance that has taken place OR
 - Indication of expectations for matric dance yet to take place.
 - Date, day of entry.

[20]

OR

3.3 FILING IN A FORM

- Language, tone and register should be formal.
- Candidates must use the Application for a Bursary form provided in Addendum A.
- Candidates must complete ALL DETAILS requested on the form.
- Candidates must detach the form and hand it in with the rest of their answers.

[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%
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 proof-reading, editing.	<u>4-4½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0-3½</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, 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 almost correct.	<u>3-3½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length 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.

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%
CONTENT, PLANNING & FORMAT 20 MARKS	<u>16-20</u> -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.	<u>14-15½</u> -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.	<u>12-13½</u> -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.	<u>10-11½</u> -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.	<u>8-9½</u> -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.	<u>6-7½</u> -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.	<u>0-5½</u> -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	<u>8-10</u> -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.	<u>7-7½</u> -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.	<u>6-6½</u> -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.	<u>5-5½</u> -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.	<u>4-4½</u> -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.	<u>3-3½</u> -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.	<u>0-2½</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.

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS -

	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.