

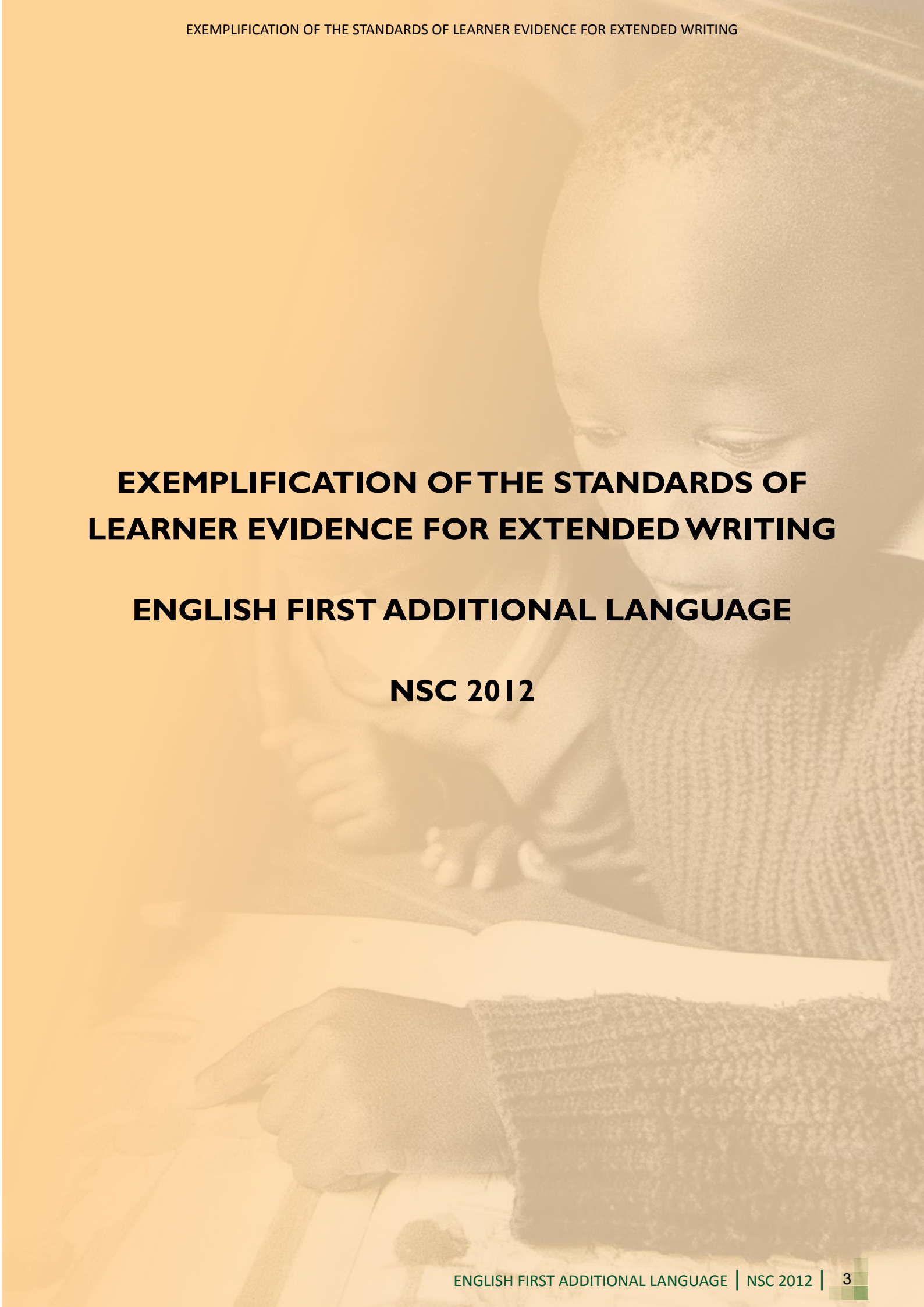
EXEMPLIFICATION OF THE STANDARDS OF LEARNER EVIDENCE FOR EXTENDED WRITING

ENGLISH FIRST ADDITIONAL LANGUAGE
NSC 2012



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

A young child is shown from the chest up, looking down at an open book. A hand is pointing to a page in the book. The background is a soft, warm orange color. The text is centered on the page.

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FOREWORD



I am pleased to release this publication on the Exemplification of the Standards of Learner Evidence for Extended Writing in Grade 12 English FAL. Providing to learners exemplars of test questions has proven to be of immense value in making explicit to teachers and learners the expected standard of the question paper. However, there has not been much emphasis on the provision of exemplars of the learner responses to specific type of questions. This initiative therefore completes the provision of exemplars in terms of addressing the dual components of the assessment process i.e. the question and the desired learner response.

There has been much criticism relating to the standard of assessment and the Department of Basic Education has embarked on various initiatives to address this concern. The streamlining of the curriculum and the development of the Curriculum and Assessment Policy Statement (CAPS), has ensured that the assessment requirements are clearly outlined so that they could be uniformly applied by all teachers. Exemplification has been internationally acknowledged as one of the most appropriate mechanism to demonstrate to teachers and learners the assessment standards.

This initiative is extremely helpful in that the learner responses are extracted directly from the learner scripts presented in the 2012 National Senior Certificate examination. This implies that the learner responses were presented under examination conditions and therefore sets achievable targets of what learners can present as an acceptable response in an examination. This publication is also of added value to the learner in that it not only provides, examples of good learner performance, but also provides learner evidence that is scored at the different levels of the seven point scale. In each of these selected pieces, there is a clear motivation explaining the relevant grade that is awarded. Therefore, learners are able to distinguish an excellent response from that which is mediocre or poor. This publication will therefore also be of significance to teachers in assisting them in the process of marking learner evidence and the determination of the appropriate grade.

This publication must be utilised in conjunction with the Diagnostic Report that was released earlier in the year. The Diagnostic Report identifies the areas of weakness and this publication is one of the initiatives in the constitution of the remedial programme. I am hoping that teachers will consciously incorporate this publication as another key resource in the 2013 subject specific intervention strategies and also provide the Department with constructive feedback on the usefulness of this tool.

I am therefore confident that this initiative together with the range of other interventions will ensure an improvement in learner performance and thereby ensure that our learners are better equipped to face the demands of post school education and training and the world of work.

A handwritten signature in black ink, appearing to read 'Am Motshekga'.

MRS AM MOTSHEKGA, MP
 MINISTER OF BASIC EDUCATION
 18 March 2013

1. Introduction

In South Africa, the National Senior Certificate Examination (NSC) is a high-stakes examination which attracts intensive public scrutiny and critical feedback. The NSC benchmarks what is expected of learners exiting the Further Education and Training (FET) band. Learners who emerge from the FET band must be able to demonstrate the central tenets of critical thinking and problem solving required by the curriculum. These requisite knowledge and skills must be demonstrated under examination conditions and the evidence must be appropriately assessed. This process of assessment is based on standards which are illusive and therefore attempts to describe a standard are not effective in clarifying the standard. It is only through the provision of exemplars of questions and the learner responses to these questions that a greater level of confidence can be brought to the assessment process.

An exemplar-based approach is a useful evidence-based strategy to enhance teaching and learning. Recent stakeholder feedback on the challenges experienced with the National Curriculum Statement revealed that some teachers and learners were grappling with learning outcomes and assessment standards, in particular how to effectively demonstrate the outcomes and measure the assessment standards. With the exemplification of the standards of learner performance, the expectation of the curriculum in terms of learner outcomes and assessment becomes concrete, measurable and realistic.

This publication of learner performance contains excellent responses, in order to exemplify outstanding performance. It also includes learner responses that have been evaluated as mediocre or poor, in terms of the seven points scale. All the responses include accompanying and appropriate comments from the review panel. Common errors were identified and included in order to prevent learners from repeating poor levels of performance in extended writing.

2. Purpose of the publication

The purpose of this publication is to:

- (a) Provide learners and teachers with actual examples of Grade 12 learner responses (to specific questions) that constitute the appropriate or inappropriate standard;
- (b) Assist teachers in the correct rating of learner performance and to highlight the criteria used to make such judgements;
- (c) Provide a benchmark for good learner performance that will serve as a standard, which both learners and educators can aspire to;
- (d) Demonstrate evidence of academic progression from lower order thinking to higher order thinking;
- (e) Show the connection between what learners are expected to know and what they are able to do, and how their work can be assessed and categorised accurately using the seven levels of achievement;
- (f) Identify and acknowledge outstanding learner performance in the country and share such good practices amongst FET learners and teachers.

3. Scope and Methodology

This publication focuses on learner performance at the Grade 12 level in the 2012 National Senior Certificate examination. It utilises candidate's actual responses to essay and paragraph type questions. The nine provinces were requested to provide samples of evidence of learner performance, focussing on three categories of performance, excellent, mediocre and poor performance.

A team of subject experts from the national examining panel reviewed the samples received from provinces. Their responsibility was to confirm the performance level of the selected learners' responses and also validate the accuracy of the marking. The team of subject experts therefore selected the appropriate short essays and paragraph responses, covering the necessary categories that were considered important. The responses of learners were typed but no other changes or alterations were effected in respect of language expression, presentation or grammar.

The marking was reviewed and verified by a review panel consisting of two members of the national examining panel and the internal moderator. In cases where there were comments and remarks made by markers to the learners responses, these were retained and additional and more appropriate comments were added where necessary. These comments are included in the margin on the right of the short essay or paragraph response. The comments describe the extent to which learners attempted to address the questions through an appropriate structuring and a cognitive sequencing of ideas and the development of a line of argument and sustaining it with sufficient and relevant information. Paragraphing skills were assessed by tracking how paragraphs were organised by learners to advance their respective arguments.

The grade and the mark awarded to each piece of learner evidence is clearly indicated at the end of the learner response and a set of general comments are also included at the end. The specific and the general comments provide the motivation for the grade/mark awarded.

4. General findings

Areas of strength

- (a) Some candidates were able to develop their own point of view and sustain an argument confidently.
- (b) In excellent learner responses, there was evidence of a clear understanding of paragraph structure, sentence structure and the logical progression of paragraphs.
- (c) Candidates were disciplined in their writing and stayed focused on the requirements of the question.
- (d) Excellent candidates demonstrated knowledge and skills required by shorter and longer texts for extended writing purposes.
- (e) Grammar and vocabulary in the context of extended writing was evident. Exemplary learner responses showed that learners were able to proofread and edit their responses by ensuring the correct register (correct choice of vocabulary and grammar) was used for good effect.
- (f) Candidates who were exemplary had a wide vocabulary, good control of grammar, spelling and punctuation, and had a critical understanding of the effect of their writing on the reader, produced very refreshing interpretations of topics.

Areas requiring more work

- (a) Candidates show poor insight into topics requiring a specific written response.
- (b) Candidates demonstrated poor writing skills when answering various types of essays (descriptive, persuasive, and argumentative).
- (c) Poor planning and lack of evidence of proofreading and editing contributed to the poor quality of learner responses.
- (d) Paragraphing conventions were not followed and this affected the logic and coherence of a learner's response. Candidates were unable to introduce (from the topic sentence) and sustain the main idea in each paragraph. They were unable to link paragraphs effectively.
- (e) Candidates struggled with the writing of effective introductions and conclusions. They were unclear about the purpose and content for each of these parts of an essay.
- (f) Basic language skills were lacking as learners were unable to construct simple and compound sentences. They did not have an adequate range of vocabulary to respond to the question, nor were they able to use logical connectors, pronouns to connect ideas in paragraphs.
- (g) Poor sentence structure was affected by candidates' inability to use the correct punctuation marks appropriately in their writing.
- (h) Repetition of ideas was common as candidates lacked the vocabulary and skill to hold different ideas together to create meaning.
- (i) Frequent use of colloquial language in a formal piece of writing was widely observed.
- (j) Poor knowledge of the format and structure in transactional writing texts was evident. Candidates did not know when to use the correct tense in writing an information report, explain procedures or provide an explanation.
- (k) Candidates were unable to adhere to the required length of the written texts (essay or short pieces).

5. Suggested use of these Exemplars by Educators and Learners

It is anticipated that educators will use these exemplars in the teaching and learning in the classroom to show learners what constitutes a good essay or paragraph response or why certain learner responses are deficient. It is also expected that educators will use these exemplars as a guide in the marking process, providing a benchmark of the grade boundaries. It is anticipated that these exemplars will assist in establishing consistency in the awarding of marks at the schooling level which will translate into building consistency across the province and nationally. They will also provide learners with examples of good essays and paragraph responses that would guide them in the writing of their own essays and paragraph responses. The comments provided on each of these responses, will be useful in guiding learners in distinguishing good responses from poor responses. However, caution must be taken to ensure that learners in future examinations do not reproduce these responses slavishly.

6. Presentation of samples of learner responses**ENGLISH FIRST ADDITIONAL LANGUAGE PAPER 3: RESPONSES FROM LEARNERS – NSC 2012**

Below is a selection of actual learners' responses to the questions from English First Additional Language Paper 3 from the 2012 NSC Examination. Learners' responses from SECTION A (Essays) will be commented on first, with SECTION B (Longer Transactional Texts) and SECTION C (Shorter Text – Transactional/Referential/Informational) following.

SECTION A: ESSAY (50)

Candidate	Actual Responses	Comments
1	<p>1.8.1 Time is the only constant</p> <p>It is not money that makes the world go round. Money can only get you from point A to B, but mastering time can get you anywhere. In fact, the world revolves around time.</p> <p>He who masters time, masters the world. In the same respect, it is in the most cases, acceptable that a man who values his time tends to be more productive in all that he does. The rule is simple; value and respect your time. It is as easy as a pie. You do not necessarily need to be a rocket scientist to know how to master time. No, it is just a matter of being tactical – it takes you only to know what you want to achieve each day to be a master of time.</p> <p>There is a saying of the world that outlines that the time wasted is never regained. This clause is true all dimensions – there are no different angles to this one. To be correct, it stands to not be corrected. To make life easy for yourself, you need only to be a time manageable sensitive being. Time management is associated with setting measurable goals for yourself, having a personal commitment, and a mission statement.</p> <p>It is these essentials that will bind you to be conscious of time management. To be reluctant to lead a life propelled by time management is to refuse attracting prosperity.</p> <p>The legend of punctuality bears in it same of the most painful consequences of not adhering to punctuality. Many have missed their so-called “once in a life time opportunities” due to being repellent to punctuality. Punctuality is very vital, especially in situations where first impressions must come in. It is better to be a few minutes early, than to be late. “The early bird catches the fattest worm”.</p> <p>When all has been said and done, the only friend time trusts the most is planning. If you fail to plan, you simply disappoint time. As they say, “to fail to plan is to plan to fail.” It is best to make yourself a favour and indulge in planning. It makes life a whole lot easier for you. The very same planning gives rise to time management, mastering time and punctuality. All these combined together, will yield a very ‘productive and effective life.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The content in this essay shows impressive insight into the topic. • The register is appropriate in context. • There is a substantial range of ideas, which are well developed. • Paragraphing is very well structured. • The essay is too long. 	<p>The introduction is thought-provoking and mature.</p> <p>Effective, balancing/Contrasting of concepts.</p> <p>Candidate develops the topic coherently.</p> <p>Some errors of punctuation.</p> <p>Some clichéd expression, but accurately used.</p> <p>A new idea is developed in this paragraph. It follows coherently from what precedes it.</p> <p>There are some lapses in expression, e.g. ‘saying of the world’.</p> <p>Ideas and expression partly garbled, e.g. ‘repellent to punctuality’.</p> <p>The concluding paragraph has impact.</p> <p>Some striking expression.</p> <p>New ideas are introduced, and they are coherently linked to the concluding idea, although it can be argued that the true conclusion lacks substance as it is dismissed in just one sentence.</p>
<p>Mark: 47/50 (94%)</p>		<p>(Level 7)</p>

Candidate	Actual Responses	Comments
2	<p>1.1 I am an old desk in a classroom and this is my story...</p> <p>The excitement was bubbling inside me as they softly placed me on the wooden floors of the mathematics classroom. Like a flower that begins its life in spring, my life also began. As proud as a peacock I stood on my place, waiting to live out my purpose.</p> <p>The years that went by, started to take its toll on my appearance. I was covered in the artwork of bored hands. My framework moaned and cracked under the heavy bodies that rested on me. Although I was getting older, I remained strong and brave. I remember the soft prayers, shaking hands and even a few tears that dripped on me when tests were written. Sometimes I wished I could give a helping hand because of all the knowledge I build up over the years. Every year I grew fond of the children that worked on me, the worst part was saying farewell to them...</p> <p>Except for all the equations, a few love letters were also written on me. It was heartbreaking to see when a letter of rejection found its way back to the writer. The best part always was when the teacher would take us to be cleaned and waxed I felt like a million dollars afterwards. Time waits for no man, nothing stayed the same for a long time. The children changed, seasons changed and I was growing old. No one likes an old desk, they preferred new desks that didn't make cracking sounds and weren't covered in graffiti.</p> <p>Although the clock is almost going to strike twelve and I'm going to be forgotten, my life was well spent. My appearance tells the story of an old desk that gave its life to serve the children of our nation.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The content shows an impressive insight into the topic. • The ideas are highly imaginative, thought-provoking and mature. • The candidate displays a critical awareness of the impact of language. • The candidate has included figurative language effectively. • There is a coherent development of the topic. • Vivid details are provided throughout the essay. • There are few lapses in language that do not impede the flow of ideas. • The length is in accordance with the requirement of SECTION A <p>Mark: 40/50 (80%) (Level 7)</p>	<p>An interesting and captivating introduction.</p> <p>The figurative nature of the paragraph enhances the essay.</p> <p>Minor language errors do not impede the flow of ideas.</p> <p>Development of a set of new ideas, using an imaginative approach.</p> <p>Vivid and fresh descriptions.</p> <p>The ellipsis is used effectively.</p> <p>Development of three ideas linked to experiences.</p> <p>There is some lapse in spelling.</p> <p>Inappropriate use of contractions is evident.</p> <p>An effective conclusion that wraps up the essay.</p>

Candidate	Actual Responses	Comments
3	<p>1.2 Write a story that includes the following words:</p> <p>Suddenly there was absolute silence ...</p> <p>Suddenly there was absolute silence, my name was called next. We were in the school's auditorium and it was the public speaking competition. It was my time to deliver my speech, my knees were shaking like tree leaves being blown from side to side.</p> <p>It was now or never, this is how I rendered my speech.</p> <p>The highest and most horrible thing in life, are neither the ones that are heard off, nor the ones they seen or talked about. They are the ones that are lived through.</p> <p>Ladies and gentleman, boys and girls you are all about to experience a day in the life a street kid.</p> <p>I am what I am today not because of my choices. My parents died decades ago leaving me the streets as my only guardians.</p> <p>I shiver in the cold dawn of a Monday morning and at this time I am thinking to myself, from which rubbish dump will I scaveng from today. Slowly but surely the horizon turns orange as the sun rises. Barely clothed and bare footed my pipe mates and I move on the dew covered grass into the town.</p> <p>Our first destination is the Wimpy resuarant outlet, and this is were I get my breakfast and of course from the rubbish dump, whilst other people sit in comfort of their own homes eating bacon and eggs.</p> <p>Seven o'clock is one of the crucial periods of my day, this is when I get my lunch. My aggression, speed and aggility will determine if I get my lunch because at this time most of the shops are open and the shop owners would still be sleepy. The school children would be making their way to school. I will steal from them all.</p> <p>I have scars all over my body, scars that bear witness to the bread and money that I have stolen. I have a wound on my left thigh that reminds me of the car radio I tried to steal. But all these scars are nothing compared to the one big scar that I have in my heart, the one that hurts so much thinking what kind of life would I be living if my parents were still alive.</p> <p>Survival of the fittest, that's what happens in the streets. The weak are eliminated by the harsh conditions. With all this pain, suffering and misery I drown myself in glue, as this would shortly bring the joy and laughter that I long for.</p> <p>Quickly the sun draws near and sets, creating a common phenomonen in town. As the cold wind blows in, leading to the rise of fires and depreciation of cardboard boxes. This is how we seek shelter and warmth.</p> <p>My pipe mates and I move back to our pipes. In there is my only newspaperblanket and a cooking guide margazine that I stole from one of the book shops. I stole it because it was full of the good food that I long to eat some day.</p>	<p>A very interesting introduction. Links with the topic immediately.</p> <p>This paragraph is a good introduction to the speech.</p> <p>Few language errors. Fairly effective flourish.</p> <p>Good use of figurative language.</p> <p>Very important concept.</p> <p>Development of idea from the previous paragraph.</p> <p>Effective figurative details.</p> <p>Development of a new idea, linking with the previous paragraph. Some is spelling errors.</p> <p>Effective contrasting of lifestyles. Effective variation of sentence-length. Energetic and vivid writing</p> <p>Candidate uses figurative language effectively. The candidate uses words and ideas that should succeed in eliciting the reader's sympathy. Strong closing sentence.</p> <p>Very effective expression and imagery.</p> <p>Candidate is able to sustain the reader's interest.</p> <p>Successful imagery.</p> <p>Like a number of other details in this composition, 'My pipe mates' is strikingly effective.</p>

Candidate	Actual Responses	Comments
3	<p>I am a parasite to the people, yet parasites feed off me, is that fair? I wonder why the government and rich people never take care of us. But instead the government takes its money and gives it to old and lazy people and careless girls who have children randomly.</p> <p>I go through all this in a single day, yet you hear people complaining that life is difficult</p> <p>I thank you. That was the end of my speech, the crowd stood on thier feet claping hands and even others wiping tears from their eyes. That was the greasted feeling ever</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The content in this essay shows an impressive insight into the topic. • The register is appropriate and in context. • There is a substantial range of ideas, which are well developed. • Paragraphing is very well structured. <p>Mark: 42/50 (84%) (Level 5)</p>	<p>A new idea is developed.</p> <p>Very striking opening idea.</p> <p>Thought-provoking socio-political comment. Adequate conclusion.</p> <p>Some clumsy language.</p>
4	<p>1.2 Write a story that includes the following words:</p> <p>Suddenly there was absolute silence ...</p> <p>It is warmer than I remembered it to be this time of the day and year. sunrays shine friendlier upon my face and my feet seem lighter than last time I walked here. Today, exactly a year ago, life felt empty and unmendable. Yet now I feel stronger. It doesn't hurt anymore.</p> <p>Autumn, one of four sisters, come to visit so that her sister, summer could spend her time elsewhere. Most people say Autumn is their favourite of the four sisters. because her eyes are of hazel and fires burn in them. They loved the way she throws her head of red curls back in laughter. Others say her warm personality hypnotizes you.</p> <p>I loved Autumn too. I loved wearing woollen scarves and navy jackets during her stay. I loved that when she sighs, even the trees obey her commands and drop their leaves in unison. I loved bursts of laughter like yellow paint splattering from cosy coffeeshops. and the way dry, yellowed leaves crackle under my feet. She was a divine beauty. I loved it all, until this day, one year ago...</p> <p>Walking alongside him silence made it clear that it was the end. The Autumn winds were dry and my scarf was wrapped too tightly around my neck. Irritated, we kicked dry leaves out of the way. Birds chirped happily and freely and I envied their joy. His blank, black eyes looked over to me. 'sorry," he said.</p> <p>suddenly there was absolute silence.</p> <p>I couldn't hear my speeding heart or his rhythmic breathing. He wasn't sorry at all. I couldn't say anything. I couldn't scream about my swelling anger. He shrugged and felt me standing alone between the mocking bright leaves and unspoken angry and walked away towards the dull, gray buildings. I cried.</p> <p>Time heals everything. It doesn't hurt anymore.</p>	

Candidate	Actual Responses	Comments
4	<p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The content of this essay is outstanding; however, the frequent lapses in language lead to the awarding of a Code 5 mark for language, style and editing. • The expression is appropriate for the topic. • The candidate is able to use figurative language most appropriately. • Paragraphs are used effectively, with carefully crafted variations. <p>Mark: 44/50 (88%) (Level 7)</p>	
5	<p>1.4 Things I would like to achieve by the time I turn 30 years old.</p> <p>As one is at a point where growing up and becoming the adult I can be is a neccesaty, it is a safe to conclude that goals have been set for the near future. The limit for these goals is the age of 30.</p> <p>Due to the infinite love for Mathematics and Science, one of the most important goals is to become a qualified Mechanical Engineer. I wish to obtain this through on engineering course from the University of Witwaterstrand. The thought of using the two basic subjects in order to create efficient systems like car engines and hydraulic power systems pleases me. To have a job that will enable one to do so, will be a satisfactory goal I would love to achieve soon.</p> <p>Personal goals that I have set, include having a family of five children. I grew up in a house of six children. We were all happy and one could never feel alone. This is what I would like my child to feel as they grow up. My goal is to begin having a family soon after a year after finding a secured and stable job by the age of 25. One must begin early in order to be genetically safe and happy as I learn.</p> <p>One would also like to travel to India, Italy or France before the age of 30 to experience their rich, fascinating and unique cultures. For me, travelling is the best way to learn how to appreciate what you have and what else you can learn.</p> <p>In conclusion these are the things I would like to achieve by the time I turn 30 years old because I am at a point where I know what I want and how to get them. Through patience and time.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The candidate maintains clear focus throughout the essay. • The content of the essay shows an adequate interpretation of the topic. • Expression, as well as control of the technical aspects of language, is somewhat simplistic and of uneven quality. • Several relevant ideas have been developed. • Length is correct. <p>Mark: 30/50 (80%) (Level 5)</p>	<p>The idea expressed in the introduction is muddled.</p> <p>Poor sentence structure.</p> <p>The last sentence does not provide insight into the next paragraph.</p> <p>In the opening sentence of this paragraph, the distancing from a first-person consciousness is distracting.</p> <p>The main idea is, however, developed.</p> <p>The language is in general appropriate.</p> <p>Uneven control of language. Problems with syntax.</p> <p>The main idea is well developed and sustained.</p> <p>A new, fairly well-developed idea.</p> <p>The conclusion is satisfactory to an extent.</p> <p>However, the concluding sentence-fragment is vague.</p>

Candidate	Actual Responses	Comments
6	<p>1.5 Today young people are influenced more by their friends than by their parents. Do you agree?</p> <p>Many young people in nowadays are being pushed to do things by their friends than their parents. In other words they prefer to take advices from their friends than their parents. This has lead to many young people having no bright future at all. I agree.</p> <p>I agree. There have been many talkings made by the government, of schools, in churchs, in different communities discussing about finding ways of solving this disaster of the young people, but nothing seems to change. It like Crying over the split milk. Friends seems to have that important part in their lives than their parents. It a pity because many of them because when they open their eyes at last they cry back to parents.</p> <p>Many young ones even prefer to escape to go and stay with their friends. This is because the parents know the life very well they know the difficulties and challenges of life so they don't want the children to fell where they have fell before. The young ones don't get this and prefer the other way round which is real not good but they see them good only because there is friends around them.</p> <p>Many young people are gangsters, prostitute, smokers, some even drop school many of these are being influenced by friends because there is no such parent that can tell his/her own child to participate in all this unless he/she is mental disturbed. So many young people are influenced more by their friends than by their parents. When the young ones made their beds they can't face the difficulties of laying in it.</p> <p>The parents must talk to their children. Try to be their friends at an earlier age so that they can know the true friend, I think this could be the solution because the other ones seems not to be successful.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • Although the language, style and editing are moderate and at times rather weak, the content is adequate for the purpose. There are no digressions from the topic. • Each paragraph is linked to the purpose of the essay. • The ideas are ordinary and lack depth. • The choice of words is sometimes inaccurate or elementary. • Some necessary points have been developed. • Length is correct. <p>Mark: 25/50 (50%) (Level 4)</p>	<p>The idea expressed in the introduction is muddled.</p> <p>Poor sentence structure.</p> <p>The introduction is not captivating.</p> <p>A new idea is developed.</p> <p>The language is highly flawed. Among other errors, words have been used incorrectly.</p> <p>A new idea is developed.</p> <p>Poor expression is used.</p> <p>Sentences are muddled.</p> <p>Further substantiation is provided – good.</p> <p>There are numerous language errors.</p> <p>The conclusion is muddled.</p> <p>The concluding sentence is vague.</p>

Candidate	Actual Responses	Comments
7	<p>1.5 Today young people are influenced more by their friends than by their parents. Do you agree?</p> <p>I do agree about this statement because it happens everywhere especially South Africa, many children are influenced more by their friends than their parents.</p> <p>Some children who do not have a home or food to eat because of the bad influence that comes from their friend. This bad influence comes up with peer-pressure. You see friends are different some friends are good some are not good.</p> <p>So for young people that are influenced by their friends it is caused by their backgrounds or their families you see some families who spoil their children and some families that cannot spoil their families so that what makes most of the young people to be always in jail because they steal or do bad things so that he can be equally as the other children is.</p> <p>The other thing that makes young people to be influenced by the other children than their families is called a fame or it's all about being cool just like e.g. the one is this thing that is called IZikhothane this thing puts a lot of pressure to the younger people because some young people that are coming from a good background some who do not come from a good background.</p> <p>You see this thing that is called IZikhothane it makes most of the young people to feel like that their parents are useless because they cannot do as other parents do so that time there is a friend that is going to influence them to do bad things that will make them to be cool and to bring fame so they end up in jail or in the street because they steal or do something dangerous to the other people.</p> <p>So the only thing that makes young people to be influenced by their friends than their parents is a peer pressure that is called fame and to be cool.</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • This essay does not display the skills required in argumentative writing. • The content lacks coherence and is not clear. • A few points are repeated throughout the essay. • The evidence provided to support the argument is elementary. • The essay is riddled with language errors. • There is no evidence of proofreading and editing. • Length of essay is almost correct. <p>Mark: 19/50(38%) (Level 2)</p>	<p>The candidate clearly indicates a specific viewpoint. However, the main idea/ argument is not presented clearly enough. The introduction contains several spelling and grammatical errors.</p> <p>The first argument is weak: the statement is not logical (bad peer pressure causes a lack of home and food). Grammatical errors include poor sentence construction, spelling errors and one instance of colloquial language.</p> <p>The argument is not clear.</p> <p>There is no evidence of development in the argument.</p> <p>The main idea is repeated.</p> <p>There are several language errors which adversely affect coherence and the communication of meaning.</p> <p>The ideas lack coherence.</p> <p>Colloquial language is used.</p> <p>Incorrect tenses are used.</p> <p>In general, language is very weak.</p> <p>Poor development of argument.</p> <p>The paragraph lacks coherence.</p> <p>Little (if any) development of the candidate's basic idea</p> <p>The use of colloquial language continues.</p> <p>The conclusion does not sum up the essay in a convincing manner.</p>

SECTION B: LONGER TRANSACTINAL TEXT(30)

Candidate	Actual Responses	Comments
1	<p>2.1 An international company is offering a limited number of bursaries to Grade 12 learners for further studies.</p> <p>Write a letter to The Manager: Human Resources of this company, applying for one of these bursaries. Mention the career you want to study towards and state clearly why you deserve the bursary.</p> <p style="text-align: right;">19 Beryl Court 24 Pretoria street Troyeville 2094 26 November 2012</p> <p>The Manager: Human Resources 207 Meckinson drive Atlantna 2301</p> <p>Dear Sir/Madam</p> <p>Re: Request for a bursary</p> <p>I am writing this letter to plead for financial assistance from your company. It is my intention to further my studies and venture into the field of Medicine and Surgery.</p> <p>I come from a financially disadvantaged background and will not be able to afford the university tuition. I am a very intelligent, hardworking and ambitious young lady who stops at nothing to achieve her goals. I strongly believe that given the opportunity, I could be an asset to the country.</p> <p>From a tender age I have been fascinated by the healing powers of medicine as well as the extraordinary human anatomy. I enjoy working with people and I am always ready to give a helping hand.</p> <p>I hope that my request will be met with your favourable consideration.</p> <p>Yours sincerely</p> <p>Yolanda Ndebele</p> <p>Signature</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • For the most part, the candidate understands the relevant conventions of the formal letter. • The text is fully coherent in content and ideas. • The vocabulary used is appropriate to the purpose, audience and context. • Style, tone and register are in general appropriate. • The length is correct. <p>Mark: 26/30 (52%) (Level 7)</p>	<p>Correct format has been used.</p> <p>Failure to capitalise initial letter of 'street'.</p> <p>Name of company omitted.</p> <p>Failure to capitalise initial letter of 'drive'.</p> <p>Correct salutation used.</p> <p>The purpose of the letter is clearly stated. 'I am writing this letter' is common but redundant.</p> <p>The candidate provides strong motivation.</p> <p>Generally persuasive vocabulary used.</p> <p>The use of 'lady' is a stylistic error: 'young woman' should be preferred.</p> <p>Well-considered further details reinforce the idea expressed in the previous paragraph.</p> <p>A reasonably effective concluding sentence.</p> <p>Very formal letter; so 'Yours faithfully' ought to be used.</p> <p>Signature should be above the neat writing of the name.</p>

Candidate	Actual Responses	Comments
2	<p>2.1 An international company is offering a limited number of bursaries to Grade 12 learners for further studies.</p> <p>Write a letter to The Manager: Human Resources of this company, applying for one of these bursaries. Mention the career you want to study towards and state clearly why you deserve the bursary.</p> <p style="text-align: right;">271 Cambridge Street Bloemfontein 9823 26 November 2012</p> <p>The Manager: Human Resources Global Enterprises 32 Seventh Avenue Johannesburg 9220</p> <p>Dear Mr Woodcomb</p> <p>APPLICATION FOR A BURSARY FOR TERTIARY STUDIES.</p> <p>I am writing this letter as a response to the advertisement on your official website.</p> <p>Ever since I can remember I have wanted to become a medical practitioner. This has motivated me to achieve a high academic standard in school and to always work hard.</p> <p>I would appreciate it if you could help me make this dream a reality. My parents have been great supporters throughout my school career. Unfortunately my father has lost his job recently and therefore we are left with an uncertain financial future.</p> <p>You can find attached my curriculum vitae and a testimonial from headmaster at Princeton High, Mr George Farrel.</p> <p>I would like to end this letter with insurance that I will be very grateful to Global Enterprises if you give me the chance to follow my dream.</p> <p>Yours faithfully</p> <p>Signature</p> <p>M. Odendaal</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The candidate understands the specific conventions that apply to this genre of text. • The text is fully coherent in content and ideas. • The vocabulary used is appropriate to the purpose, audience and context. • There is an appropriate use of style, tone and register. • Although there are spelling errors, the flow of ideas is not impeded. • The length is correct. <p>Mark: 24/30(48%) (Level 7)</p>	<p>Correct format has been used.</p> <p>Failure to capitalise initial letter of 'street'.</p> <p>Name of company omitted.</p> <p>Failure to capitalise initial letter of 'drive'.</p> <p>Correct salutation used.</p> <p>The purpose of the letter is clearly stated. 'I am writing this letter' is common but redundant.</p> <p>The candidate provides strong motivation.</p> <p>Generally persuasive vocabulary used.</p> <p>The use of 'lady' is a stylistic error: 'young woman' should be preferred.</p> <p>Well-considered further details reinforce the idea expressed in the previous paragraph.</p> <p>A reasonably effective concluding sentence.</p> <p>Very formal letter; so 'Yours faithfully' ought to be used.</p> <p>Signature should be above the neat writing of the name.</p>

Candidate	Actual Responses	Comments
	<p>3.1 You have been asked to invite guests to your school's prize-giving function. A former principal of the school will be the guest speaker.</p> <p>Write out the invitation card you will send to the guests.</p> <p>NOTE: Do not include illustrations or drawings.</p> <p>To: Lebogang</p> <p>They are invited the friend in the date of 25.12.2012 at Kgonyane to celebrate School. They speak to come to School is tata is the small functions friend. place come to School for kgonanyane friend.</p> <p>Time: 09:H00 A M</p> <p>Date: 25.12.12</p> <p>Vanue. kgononyaneSauaney</p> <p style="text-align: right;">Welcome Modisa</p> <p style="text-align: center;">(words 10 line)</p> <p>GENERAL COMMENTS:</p> <ul style="list-style-type: none"> • The candidate displays a poor knowledge of the requirements of the text. • Control of language is very poor. • Meaning is obscure. • There is no evidence of proofreading and planning. • The text is poorly constructed and muddled. • The length is far too short. <p>Mark: 4/20(20%) (Level 1)</p>	<p>The purpose of the invitation is unclear.</p> <p>It lacks a coherent structure.</p> <p>The identity of the guest speaker is unclear.</p> <p>Poor control of language leads to incoherent sentences.</p>

7. Hints for developing an essay/paragraph/extended writing

Hints on creative writing texts

Writing and presenting combine THREE elements:

1. Using the writing process;
2. Learning and applying knowledge of the structures and features of different text types;
3. Learning and applying knowledge of paragraph and sentence structure and punctuation.

Implement the THREE elements by doing the following:

- (a) The candidate must be encouraged to read the question more than once and to constantly refer to the question when planning the essay. This is to ensure that the candidate does not digress from the requirements of the question/topic.
- (b) Teachers must ensure that the candidate is able to differentiate between the different types of texts and know what the rules for each are. This will ensure that there are no lapses in structure and deviation from the question.
- (c) The candidate must be provided with adequate classroom practice in planning and pre-writing. He/She must gain confidence and skill, analysing the structure and language features of a particular type of text.
- (d) The candidate requires practice in developing paragraphing skills. There must be evidence in his/her writing of the development of different ideas in each paragraph to prevent repetition.
- (e) The candidate must be encouraged to adhere to all rules of grammar and sentence structure through any creative writing piece.
- (f) The candidate is expected to plan effectively and construct a creative writing text with valid main ideas in sequenced paragraphs.
- (g) The teacher should ensure that the candidate has practice in writing a range of texts during the year. There should be a balance of experience in writing short and long texts for different writing purposes: cognitive, academic, creative, personal/interpersonal and work related.
- (h) The range of texts that the candidate should be taught to write in Grades 10–12 is clearly unpacked and described in the Curriculum Assessment Policy Statement for English First Additional Language.

Hints on essay writing

- (a) The candidate must be given the opportunity in the classroom to practice and demonstrate basic skills of drafting, revising, editing, proofreading and presentation of a particular type of essay.
- (b) Since this question paper carries the most marks out of the three question papers in the First Additional Languages, it is imperative that the candidate is thoroughly prepared to respond to essay type questions with confidence.
- (c) The assessment rubric for this question paper is made up of:
 - o Content – This aspect of the assessment focuses on whether a candidate was able to write creatively without deviating from the question.
 - o Language – This aspect of assessment focuses on the way in which sentences are constructed,

the use of punctuation marks, diction (words), tenses, spelling and grammar. This aspect basically encompasses all aspects of language that the candidate has studied over the years. Words that do not fit on a line must not be split at the end of the line and continued on the next line. The candidate must ensure he/she writes words in full and refrain from splitting words or using colloquial sms (short messaging system) language.

- o Structure – This aspect of assessment focuses on the structure of the paragraph. A paragraph should ideally be 6 to 8 lines in length; however, this also depends on the size of the candidate's handwriting and the spacing used between words. The candidate must also remember to leave a line after each paragraph.

The candidate should be reminded of the following basic structure when practising essay writing skills:

Introduction

The introduction is a very important component of any creative writing text. There must be an introduction that grabs the interest of the reader/marker. The impact and relevance of the introduction is vital, especially in longer pieces such as essays when the intention of the writer is clearly stated in this opening paragraph.

Body

The candidate should select the relevant content to answer the question and develop it in this part of the essay. The body of an essay must be able to sustain the reader's interest. The content must be organised in sequential paragraphs that must relate to one another and to the introduction. The use of figurative language is encouraged as it enhances the quality of the writing (provided it is used in the text appropriately).

Conclusion

The conclusion must be an effective summary of what the candidate is trying to express/defend/ describe. It should tie up the ideas expressed in the entire text. Again, the candidate must be encouraged to revisit the question to ensure that the conclusion is in harmony with the topic and ties up all loose ends.

All components of English taught must come together in this question paper. At Grade 12 level, candidates are expected to use figurative language as a form of expression in creative writing texts. Collective nouns, idioms, similes, metaphors, personification and other figurative devices can be used to powerful effect in creative writing texts. Candidates should be discouraged from restricting these literary devices to the Literature question paper only. Paper 3 is the only question paper that gives candidates the freedom to create and use their own selection of appropriate literary devices to enhance their creative and essay-writing skills.

ANNEXURE A: LEVEL DESCRIPTORS

The various achievement levels and their corresponding percentage bands are as shown in the table below.

ACHIEVEMENT LEVEL/ RATING CODE	DESCRIPTION OF COMPETENCE	PERCENTAGE
7	Outstanding achievement	80–100
6	Meritorious achievement	70–79
5	Substantial achievement	60–69
4	Adequate achievement	50–59
3	Moderate achievement	40–49
2	Elementary achievement	30–39
1	Not achieved	0–29

ANNEXURE B: MEMORANDUM

For the purposes of this resource, the relevant answers have been extracted from the **OFFICIAL MEMORANDUM: ENGLISH FIRST ADDITIONAL LANGUAGE**

(PAPER 3) (NSC 2012).

SECTION A: ESSAY**QUESTION 1**

1.1	<p>I am an old desk in a classroom and this is my story ...</p> <p>Narrative/Descriptive/Reflective</p> <ul style="list-style-type: none"> • If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending. • If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear. • If reflective, the essay should convey emotional reactions and feelings experienced by the writer. 	[50]
1.2	<p>Write an essay that includes the following words:</p> <p>Suddenly there was absolute silence ...</p> <p>NOTE: The words given in the topic MUST be included somewhere in the essay.</p> <p>Narrative/Descriptive</p> <ul style="list-style-type: none"> • If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending. It must become clear what caused the silence. • If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear. 	[50]
1.4	<p>Things I would like to achieve by the time I turn 30 years old</p> <p>Reflective/Descriptive</p> <ul style="list-style-type: none"> • If reflective, the essay must reflect dreams or aspirations and convey feelings or emotions. • If descriptive, it must describe the aspirations/goals in detail. 	[50]
1.5	<p>Today young people are influenced more by their friends than by their parents. Do you agree?</p> <p>Argumentative/Reflective</p> <ul style="list-style-type: none"> • If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion. • If reflective, the writer must still take a stance for or against the topic. <p>The essay must convey a personal response to the issue.</p>	[50]
1.8	<p>Interpretation of pictures</p> <ul style="list-style-type: none"> • The candidate may interpret the pictures in any way. • The candidate may choose to write ANY type of essay. • The interpretation must be linked to the picture. • The candidate should give the essay a suitable title. • The candidate may write in any appropriate tense. 	

1.8.1	<p>Picture: Watch</p> <p>The candidate may interpret the picture in the following ways, among others:</p> <ul style="list-style-type: none"> • Literal interpretations: Punctuality, fashion, oversleeping, etc. • Figurative interpretations: The passage of time, turning back time, keeping up with the times, history, time is money, etc. 	[50]
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SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

2.1	<p>FORMAL LETTER</p> <p>Applying for a bursary</p> <ul style="list-style-type: none"> • The letter should be addressed to The Manager: Human Resources. • The tone and register of the letter should be formal. • The following aspects of format should be included: <ul style="list-style-type: none"> o Address of sender o Date o Address of recipient o Greeting/Salutation o Subject line o Suitable ending o Signature and name of sender • The candidate must give details on his/her intended career. • The candidate must motivate why he/she deserves the bursary. 	[30]
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2.2	<p>OBITUARY</p> <p>A well-known person in the community has passed away.</p> <ul style="list-style-type: none"> • The tone of the obituary must be gentle/euphemistic/tactful. • The name and surname of the deceased must be mentioned. • The cause of death may be mentioned. • Details of the person's contribution to charity and community involvement must be mentioned. • Details of funeral service and other arrangements are optional. 	[30]
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SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

3.1	<p>FORMAL INVITATION</p> <p>Prize-giving function</p> <ul style="list-style-type: none"> • The following aspects of format must be included: <ul style="list-style-type: none"> o Date, venue and time o Type of function should be clear o Mention of the guest speaker should be made • Language should be formal and suited to the context. • Full sentences are not necessary 	[20]
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3.2	DIARY ENTRIES The candidate's feelings about the examinations <ul style="list-style-type: none">• Each entry should be dated• The diary should be written in the first person• The tone must reflect suitable emotions such as anxiety and relief• Full sentences are not necessary	[20]
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3.3	DIRECTIONS Directions to your house <ul style="list-style-type: none">• The directions may be in point or paragraph form.• Complete sentences are not necessary.• Directions must be in the correct sequence, including at least one reference to distance, a turn and a landmark as mentioned in the question.• No marks are awarded for sketches or maps.	[20]
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ANNEXURE C: RUBRICS

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)	<p>26–32</p> <ul style="list-style-type: none"> -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, excellent essay. 	<p>22½ – 25½</p> <ul style="list-style-type: none"> -Content shows good interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & very good essay. 	<p>19½–22</p> <ul style="list-style-type: none"> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a satisfactorily presented essay. 	<p>16–19</p> <ul style="list-style-type: none"> -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactory presented essay. 	<p>13–15½</p> <ul style="list-style-type: none"> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay. 	<p>10–12½</p> <ul style="list-style-type: none"> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented. 	<p>0–9½</p> <ul style="list-style-type: none"> -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING (12 MARKS)	<p>10–12</p> <ul style="list-style-type: none"> -Critical awareness of impact of language. -Language, punctuation effectively used. -Figurative language used. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing. 	<p>8½–9½</p> <ul style="list-style-type: none"> -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. 	<p>7½–8</p> <ul style="list-style-type: none"> -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. 	<p>6–7</p> <ul style="list-style-type: none"> -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. 	<p>5–5½</p> <ul style="list-style-type: none"> -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. 	<p>4–4½</p> <ul style="list-style-type: none"> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing. 	<p>0–3½</p> <ul style="list-style-type: none"> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proofreading, editing.
STRUCTURE (6 MARKS)	<p>5–6</p> <ul style="list-style-type: none"> -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic. 	<p>4½</p> <ul style="list-style-type: none"> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct. 	<p>4</p> <ul style="list-style-type: none"> -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct. 	<p>3–3½</p> <ul style="list-style-type: none"> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct. 	<p>2½</p> <ul style="list-style-type: none"> -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length – too long/short. 	<p>2</p> <ul style="list-style-type: none"> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short. 	<p>0–1½</p> <ul style="list-style-type: none"> -Off topic. -Sentences, paragraphs muddled, inconsistent. -Length – far too long/short.

	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%
<p align="center">CONTENT, PLANNING & FORMAT (20 MARKS)</p>	<p>16–20</p> <ul style="list-style-type: none"> -Specialised knowledge of requirements of the text. -Disciplined writing – learner maintains thorough focus, no digressions. -Text fully coherent in content & ideas & all details support the topic. -Evidence of planning &/or drafting has produced a virtually flawlessly presentable text. -Has applied all the necessary rules of format/outstanding. 	<p>14–15½</p> <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. 	<p>12–13½</p> <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. 	<p>10–11½</p> <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. 	<p>8–9½</p> <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. 	<p>6–7½</p> <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. 	<p>0–5½</p> <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.
	<p align="center">LANGUAGE, STYLE & EDITING (10 MARKS)</p>	<p>8–10</p> <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. 	<p>7–7½</p> <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. 	<p>6–6½</p> <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. 	<p>5–5½</p> <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. 	<p>4–4½</p> <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. 	<p>3–3½</p> <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.

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

	Code 7: Outstanding 80 – 100% 10½–13	Code 6: Meritorious 70–79% 9½–10	Code 5: Substantial 60–69% 8–9	Code 4: Adequate 50–59% 6½–7½	Code 3: Moderate 40–49% 5½–6	Code 2: Elementary 30–39% 4–5	Code 1: Not achieved 0–29% 0–3½
CONTENT, PLANNING & FORMAT (13 MARKS)	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -Fair knowledge of requirements of 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. 	<ul style="list-style-type: none"> -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. 	<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 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. 	<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 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. 	<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 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)	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<ul style="list-style-type: none"> -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. 	<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.

ANNEXURE D: QUESTIONNAIRE

EXEMPLIFICATION OF THE STANDARDS OF LEARNER PERFORMANCE

ENGLISH FIRST ADDITIONAL LANGUAGE (PAPER 3)

User Response/Feedback

Dear teachers, subject advisors, curriculum planners, education service delivery partners

For us to continue to improve the range and quality of teaching and learning resources for teachers and learners in the FET phase, we need your constructive feedback.

Please complete the questionnaire below at your earliest convenience and return to the DBE by post or facsimile.

Postal address: Dr MD Ramoroka
Chief Directorate: National Assessment and Public Examinations
The Department of Basic Education
222 Struben Street
PRETORIA
0001

Fax number: 086 746 0781

QUESTIONNAIRE

1. List the information included in this resource that was **MOST** useful to you.

2. List the information included in this resource that was **NOT** relevant or useful to you.

3. What did you think of the focus areas covered in this resource?

[Tick (√) the relevant block.]

FOCUS AREA	EXCELLENT	GOOD	SATISFACTORY	NEEDS IMPROVEMENT
(a) The selection and range of learner responses				
(b) The accuracy of the panel's comments for each learner response				
(c) General findings in your subject area				
(d) Hints on essay/ paragraph writing				
(e) Annexures, e.g. Matrices/Rubrics, to support and extend the exemplification				
(f) The marking standard demonstrated in the exemplification				

4. What are your suggestions for improving this resource to ensure its value in the classroom?

5. Should this resource include a wider variety of extended writing examples?

[Tick (√) the relevant block.]

Yes		No	
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Reasons: _____

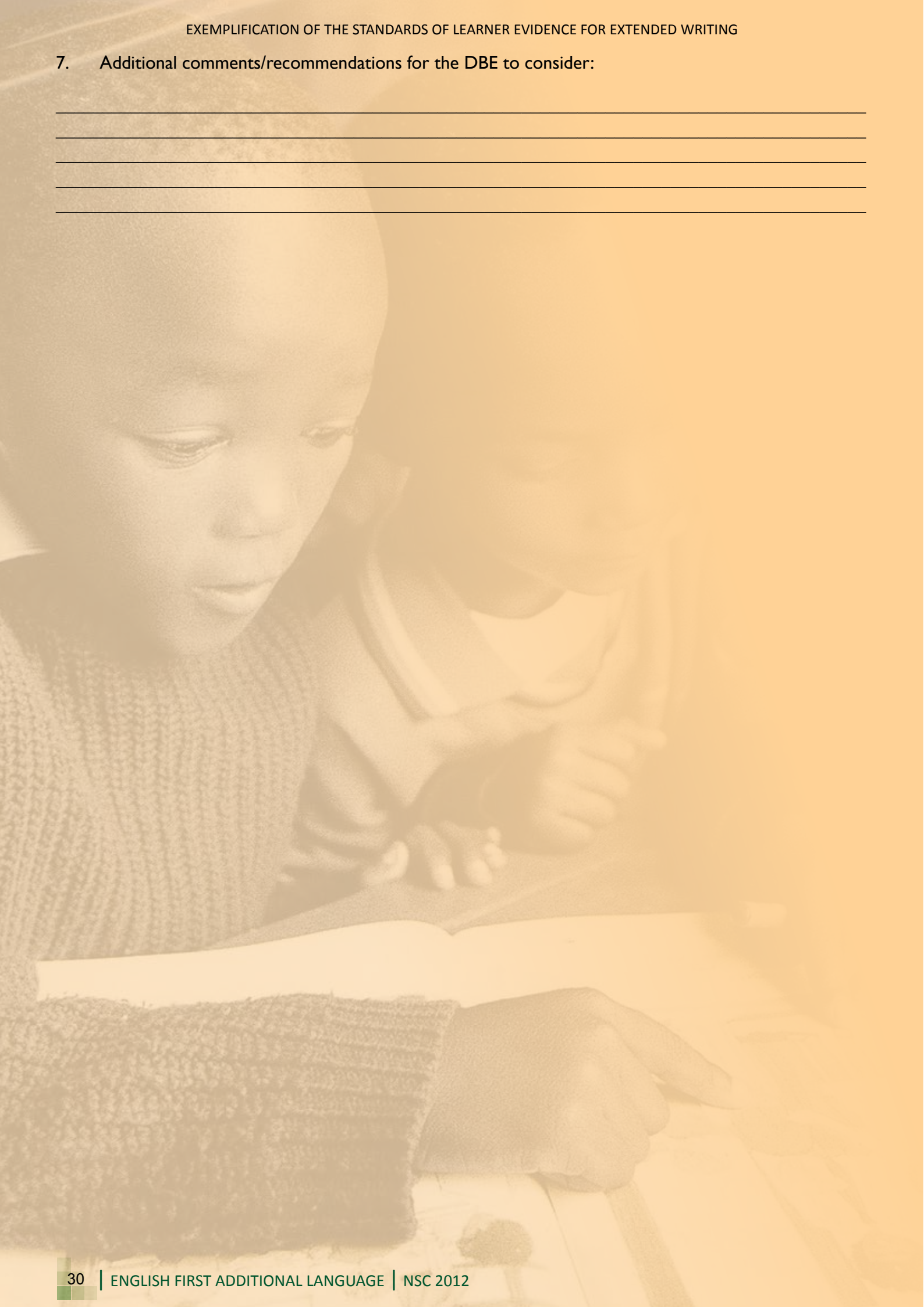
6. Should this resource be developed for other NSC subjects?

[Tick (√) the relevant block.]

Yes		No	
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Reasons: _____

7. Additional comments/recommendations for the DBE to consider:





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