



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2013

**ENGLISH HOME LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 9 pages.

INFORMATION FOR THE MARKER

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

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

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

1.1 POSSIBLE RESPONSES

- Descriptive/narrative/discursive/reflective
- Literal or figurative interpretation
- Encouragement/motivation/incitement
- Being positive
- An exciting/significant event
- A challenge

[50]

1.2 POSSIBLE RESPONSES:

- Narrative/discursive/argumentative/reflective
- Materialism
- General comment on society
- Lack of appreciation
- Keeping up with the Jones's
- Learning to appreciate simpler things in life
- Temptation

[50]

1.3 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/argumentative
- Living in the moment
- Appreciating all aspects of life
- Being influenced by people and events

[50]

1.4 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/argumentative
- Being prepared to take a risk
- Making use of opportunity
- Determining your own happiness
- The importance of recognising and seizing opportunities
- The consequences of not seizing opportunities
- A sense of loss

[50]

1.5 POSSIBLE RESPONSES:

- Narrative/reflective/argumentative
- Looking after each other
- Man's inhumanity
- Praising humane people
- Recognition of contributions made by various people **[50]**

1.6 POSSIBLE RESPONSES:

- Discursive/narrative/reflective
- Prejudice
- The importance of acknowledging our flaws
- No one is perfect
- The need to show greater understanding **[50]**

1.7 1.7.1 POSSIBLE RESPONSES:

- Narrative/argumentative/discursive/reflective/descriptive
- Stability/remaining steadfast
- Guidance/direction
- Expanding one's horizons
- Light in the darkness
- Encouragement **[50]**

1.7.2 POSSIBLE RESPONSES

- Narrative/reflective/discursive
- Restrictions (family/school/society, etc.)
- Desire to break free
- Keeping things/feelings hidden
- Distrust **[50]**

TOTAL SECTION A: 50

INSTRUCTIONS TO MARKERS

Refer to SECTION A: Rubric for Assessing an Essay found on page 8 of this memorandum.

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

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

SECTION B: TRANSACTIONAL TEXTS**2.1 INTERVIEW**

- Dialogue format
- Reasons people bully others
- Consequences of bullying
- Advice to bullies and those being bullied
- Appropriate register **[25]**

2.2 LETTER OF COMPLAINT

- Formal letter
- Formal register
- Stating of problem; expression of frustration; expectations **[25]**

2.3 REPORT

- Formal report
- The involvement of the various role-players
- Survey conducted
- Findings and recommendations **[25]**

2.4 SPEECH

- Motivational/inspirational
- You are not defined by your actions
- There is always the possibility of improvement
- Remaining positive
- Some colloquialisms are acceptable **[25]**

2.5 NEWSPAPER ARTICLE

- Must mention the cause/campaign/event
- Importance of awareness/involvement
- Motivational language
- Appeal made to learners **[25]**

2.6 DIALOGUE

- Motivation in favour of a gap year versus parent's opinion
- Persuasive language
- Passionate motivation/appeal
- Possible resolution but not essential **[25]**

2.7 LETTER OF APPLICATION

- Motivation of suitability: character and community involvement
- Reasons for applying
- Formal language
- Persuasive language

[25]

INSTRUCTIONS TO MARKERS

Refer to SECTION B: Rubric for Assessing Texts found on page 9 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	15
LANGUAGE, STYLE AND EDITING	10
TOTAL	25

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. If the learner has used **incorrect format**, decide on a mark for **content** then drop slightly within that category or drop to the next category. (The seriousness of the transgression will determine the extent of the penalty.)

NOTE:

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

TOTAL SECTION B: 50
GRAND TOTAL: 100

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (50 marks)

	Code 7: Outstanding 80 – 100%	Code 6: Meritorious 70 – 79%	Code 5: Substantial 60 – 69%	Code 4: Adequate 50 – 59%	Code 3: Moderate 40 – 49%	Code 2: Elementary 30 – 39%	Code 1: Not achieved 0 – 29%
CONTENT AND PLANNING 30 MARKS	<u>24 – 30</u> -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a flawlessly presentable essay.	<u>21 – 23½</u> -Content meritorious, original. -Ideas imaginative, interesting. - Planning and/or drafting has produced a well-crafted & presentable essay.	<u>18 – 20½</u> -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning and/or drafting has produced a presentable and good essay.	<u>15 – 17½</u> -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning and/or drafting has produced a satisfactory, presentable essay.	<u>12 – 14½</u> -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning and/or drafting has produced a moderately presentable & coherent essay.	<u>9 – 11½</u> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Essay not well presented.	<u>0 – 8½</u> -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
LANGUAGE, STYLE and EDITING 15 MARKS	<u>12 – 15</u> - Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. - Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading and editing.	<u>10½ – 11½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied and creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<u>9 – 10</u> -Critical awareness of language evident. - Language and punctuation mostly correct. - Choice of words suited to text. - Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	<u>7½ – 8½</u> -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	<u>6 – 7</u> -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<u>4½ – 5½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0 – 4</u> -Language and punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden and confused following proof-reading, editing.
STRUCTURE 5 MARKS	<u>4 – 5</u> -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	<u>3½</u> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<u>3</u> -Several relevant details developed. -Sentences, paragraphs well-constructed. -Length correct.	<u>2½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	<u>2</u> -Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length – too long/short.	<u>1½</u> -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length – too long/short.	<u>0 – 1</u> -Off topic. -Sentences, paragraphs muddled, inconsistent. Length – far too long/short.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks)

	Code 7: Outstanding 80 – 100%	Code 6: Meritorious 70 – 79%	Code 5: Substantial 60 – 69%	Code 4: Adequate 50 – 59%	Code 3: Moderate 40 – 49%	Code 2: Elementary 30 – 39%	Code 1: Not achieved 0 – 29%
CONTENT, PLANNING AND FORMAT 15 MARKS 60%	<u>12 – 15</u> -Extensive specialised knowledge of requirements of text. -Disciplined writing – maintains rigorous focus, no digressions. -Total coherence in content and ideas, highly elaborated and all details support topic. -Evidence of planning and/or drafting has produced a flawlessly presentable text. -Highly appropriate format.	<u>10½ – 11</u> - Very good knowledge of requirements of text. -Disciplined writing – maintains focus, no digressions. -Coherent in content and ideas, very well elaborated and all details support topic. -Evidence of planning and /or drafting has produced a well-crafted and presentable text. -Has applied the necessary rules of format very well.	<u>09 – 10</u> -Fair knowledge of requirements of text. -Writing – maintains focus, with minor digressions. -Mostly coherent in content and ideas, elaborated and most details support topic. -Evidence of planning and/or drafting has produced a presentable and very good text. -Has applied the necessary rules of format.	<u>7½ – 8½</u> -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content and ideas, some details support topic. -Evidence of planning and /or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	<u>6 – 7</u> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content and ideas, some details support topic. -Evidence of planning and /or drafting has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<u>4½ – 5½</u> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not always coherent in content and ideas, has few details which support topic. -Inadequate for home language level despite planning and /or drafting. Text not well presented, -Has vaguely applied necessary rules of format – some critical oversights.	<u>0 – 4</u> -No knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not coherent in content and ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE and EDITING 10 MARKS 40%	<u>08 – 10</u> -Grammatically accurate and brilliantly constructed. -Vocabulary highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Virtually error-free following proof-reading and editing. -Length correct.	<u>7 – 7½</u> -Very well constructed & accurate. -Vocabulary very appropriate to purpose, audience and context. -Suitable style, tone, register considering demands of task. -Largely error-free following proof-reading & editing. -Length correct.	<u>7½ – 8</u> -Well constructed and easy to read. -Vocabulary appropriate to purpose, audience and context. -Style, tone, register mostly appropriate. -Mostly error-free following proof-reading and editing. -Length correct.	<u>6 – 7</u> -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience and context. -Style, tone, register fairly appropriate. -A few errors following proof-reading and editing. -Length almost correct.	<u>5 – 5½</u> -Basically constructed. Several errors. -Vocabulary limited and not very suitable for purpose, audience and context. -Lapses in style tone and register. -Several errors following proof-reading and editing. -Length – too long/short.	<u>4 – 4½</u> -Poorly constructed and difficult to follow. -Vocabulary requires some remediation and not suitable for purpose, audience and context. -Style, tone and register inappropriate. -Error-ridden despite proof-reading, editing. -Length – too long/short.	<u>0 – 3½</u> -Poorly constructed and very difficult to follow. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and register do not correspond with topic -Error-ridden and confused following proof-reading, editing. -Length – far too long/short.