



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2013

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 10 pages.

INSTRUCTIONS AND INFORMATION

This marking guideline 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 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 assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
 - 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 GOSSIP DESTROYS PEOPLE'S LIVES.

- Narrative/Descriptive/Reflective/Discursive.
- Candidates may write about one person, or more than one.
- The following must be considered:
 - If **narrative**, a story with a **strong storyline** must be evident in which a **series of events** leads to life/lives being destroyed by gossip.
 - If **descriptive**, there must be a **vivid description** of an experience(s)/incident(s) involving gossip destroying life/lives.
 - If **reflective**, there must be a **personal account of thought processes and feelings** surrounding the destruction of life as a result of gossip.

[50]

OR

1.2 “THEN I REALISED I HAD SUCCEEDED WHERE OTHERS HAD FAILED.”

NOTE: The words in the topic MUST be included somewhere in the essay.

- Narrative/Descriptive/Reflective essay.
- The following must be included:
 - If **narrative**, a story with a **strong storyline** must be evident in which a **series of events** leads to or results in the candidate achieving success where others had failed. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of events/situations which resulted in the achievement of success where others had failed.
 - If **reflective**, there must be a **personal account of thought processes** relating to the achievement of success where others had failed.

[50]

OR

1.3 THE NEW SOUTH AFRICA HAS FAILED THE POOR PEOPLE. DO YOU AGREE?

- Argumentative essay
- The following must be considered:
 - Essay must offer **one distinct opinion**; therefore the essay must either be **for** or **against** the topic given.
 - Candidates may either argue that the new South Africa has failed the poor or that this is not the case.
 - The idea of failure **or** the opposite must be evident.
 - There should be clear defence/motivation/argument of the position taken.

[50]

OR

1.4 WHAT I WOULD DO IF I WERE GIVEN A SECOND CHANCE.

- Narrative/Descriptive essay/Reflective essay
- The following must be considered:
 - Somewhere in the essay there must be an indication of what happened/went wrong the first time.
 - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** takes place relating to what the candidate would do given a second chance. There must be a logical sequence of tense.
 - If **descriptive**, there must be a vivid description of what the candidate would do given a second chance.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** about what the candidate would do given a second chance.

[50]

OR

1.5 AS I LOOKED AT HIS/HER WOUNDED BODY ...

- Narrative/Descriptive/Reflective essay.
- The following must be considered:
 - If **narrative**, a story with a **strong storyline** must be evident in which a **series of events** results in the person being wounded. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of the circumstances surrounding the wounded body.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** evoked by the sight of the wounded body.

[50]**OR****1.6 IS ABORTION JUST A MATTER OF PERSONAL CHOICE? DISCUSS YOUR VIEWS.**

- Discursive essay
- The following must be considered:
 - The essay must offer a balanced view of **both sides** of the argument.
 - Opposing **views** must be presented **impartially**.

[50]**OR****1.7 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**:

- 1.7.1
- Social interpretations: e.g. poor housing/poor living conditions, poverty and homelessness etc.
 - A more literal approach might include poor socio-economic conditions/a life of poverty/life in a squatter camp/living in crowded conditions/unemployment, etc.

OR

- 1.7.2
- Literal interpretation: usefulness of trees/forests/global warming/preservation of the environment/aesthetic appreciation of nature/agricultural issues, etc.
 - Abstract interpretation: forestry/land as an economic commodity/political issues relating to land/memories evoked by the picture, etc.

[50]**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 assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
 - 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 FRIENDLY LETTER

- Letter should be addressed to a friend in another school in another town/village.
- 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 should be included in the letter, **among others**:
 - The nature of the discrimination should be mentioned in the letter.
 - The candidate should **comfort and support the friend**.
 - The candidate should offer **advice** on how to deal with the situation.

[30]**OR****2.2 FORMAL LETTER**

- Letter should be addressed to the chairperson of the SGB (School Governing Body).
- Tone and register 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 should be included in the letter, **among others**:
 - Explanation about how learners can benefit from being exposed to music/sport/excursions/educational tours.

[30]**OR**

2.3 DIALOGUE

NOTE:

- The correct dialogue format must be used:
 - The names of 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 should be used.
- The following ideas may be explored, **among others**:
 - The misconduct committed must be clear.
 - The stance taken by the principal must be clear.
 - The learner's response may be either positive or negative.
 - Positive or negative conclusion must be evident.

[30]

OR

2.4 NEWSPAPER ARTICLE

- The heading must be relevant to the article.
- The style should be personal, speaking directly to the reader.
- The article should stimulate interest.
- Paragraphs should not be too long, encouraging easy reading.
- Consider the following:
 - A discussion of the **cause** of youth problems such as unemployment, involvement in crime etc.
 - Candidates must also **offer solutions** to the problems.

[30]

TOTAL SECTION B: 30

SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/ 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 assessment rubric to mark the responses to this section. The texts produced by the candidates must be assessed according to the following criteria, as set out in the assessment rubric:
 - Content, planning and format = 13 marks
 - Language, style and editing = 7 marks

NOTE: No penalties may be imposed as the rubric itself imposes penalties.

3.1 E-MAIL

- Tone and register should be formal.
- Candidates should use the e-mail form provided in ANNEXURE A.
- The e-mail should address the guest speaker.
- The contents of the e-mail should relate to the following:
 - **Thanking** the guest speaker for motivating learners.
 - What the learners gained from the speech.

[20]**OR****3.2 INSTRUCTIONS**

- The contents of the instructions should focus on listing seven **safety measures** learners can take to avoid being targeted by criminals on their way to and from school.
- Numbers or bullets may be used to indicate each new instruction.
- Candidates may also choose to write each instruction on a new line or leave lines open between instructions.
- The language should be clear and instructive.
- Complete sentences are not necessary.
- Candidates are required to list seven instructions.

[20]**OR****3.3 DIARY ENTRY**

- Tone and register may be informal, colloquial, but no slang.
- Complete sentences are not necessary.
- The following should be included:
 - Date, day of entry.
 - **Reflection** on either a **pleasant** or an **unpleasant** weekend.

[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 AND PLANNING 32 MARKS	<u>26 – 32</u> -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a virtually flawless, presentable essay.	<u>22½ – 25½</u> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning and/or drafting has produced a well-crafted and presentable essay.	<u>19½ – 22</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning and/or drafting has produced a presentable and very good essay.	<u>16 – 19</u> -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning and/or drafting has produced a satisfactorily presented essay.	<u>13 – 15½</u> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning and/or drafting has produced a moderately presentable and 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 AND 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 and editing.	<u>8½ – 9½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied and 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 and 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 and 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 and punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0 – 3½</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 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 ASSESSING 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 AND FORMAT 20 MARKS	<u>16 – 20</u> -Specialised knowledge of requirements of the text. -Disciplined writing – maintains thorough focus, no digressions. -Text fully coherent in content and ideas and all detail support the topic. -Evidence of planning and/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 and 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 and ideas, and details support the topic. -Evidence of planning and/or drafting has produced a presentable and 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 and ideas and some details support the topic. -Evidence of planning and/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 and ideas and has basic details which support the 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>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 and ideas, and has few details which support the topic. -Inadequate planning and/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 and ideas, too few details to support topic. -Planning/ drafting non- existent. Poorly presented text. -Has not applied the necessary rules of format.
LANGUAGE, STYLE AND EDITING 10 MARKS	<u>8 – 10</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, editing. -Length correct.	<u>7 – 7½</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>6 – 6½</u> -Text is well constructed and easy to read. -Vocabulary is appropriate to purpose, audience and 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 and 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 and not very suitable for the purpose, audience and context. -Lapses in style, -Text contains several errors following proof-reading, editing. -Length – too long/short.	<u>3 – 3½</u> -Text is poorly constructed and difficult to follow. -Vocabulary requires 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 – 2½</u> -Text is poorly constructed and muddled. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and register do not correspond with topic -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.

**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS
FIRST ADDITIONAL LANGUAGE (20 marks)**

	Code 7: Outstanding 80 – 100%	Code 6: Meritorious 70 – 79%	Code 5: Substantial 60 – 69%	Code 4: Adequate 50 – 59%	Code 3: Moderate 40 – 49%	Code 2: Elementary 30 – 39%	Code 1: Not achieved 0 – 29%
	<u>10½ – 13</u>	<u>9½ – 10</u>	<u>8 – 9</u>	<u>6½ – 7½</u>	<u>5½ – 6</u>	<u>4 – 5</u>	<u>0 – 3½</u>
CONTENT, PLANNING AND 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 and ideas, and all details support topic. -Evidence of planning and/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 and ideas with all details supporting the topic. -Evidence of planning and/or drafting has produced a well-crafted and presentable text. -Has applied the necessary rules of format. 	<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 and ideas, and details support topic. -Evidence of planning and/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 and ideas and some details support topic. -Evidence of planning and/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 and ideas and has basic details which support the topic. -Evidence of planning and/or drafting that has produced a moderately presentable and 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 and 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 and 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.
	<u>6 – 7</u>	<u>5 – 5½</u>	<u>4½</u>	<u>3½ – 4</u>	<u>3</u>	<u>2½</u>	<u>0 – 2</u>
LANGUAGE, STYLE AND 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 and context. -Style, tone and register adequately appropriate. -Text still contains few errors following proof-reading, 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 proof-reading, editing. -Length – too long/short. 	<ul style="list-style-type: none"> -Text is poorly constructed and muddled. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and register do not correspond with topic -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.