



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 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 SECTIONS B and C.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, development of ideas and the conclusion.

SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY****QUESTION 1****1.1 POSSIBLE RESPONSES**

- Descriptive/narrative/discursive/reflective
- Literal or figurative interpretation
- The impression a person, place or event has made
- Narrative essay based on discovery of footprints
- Descriptive essay of a scene where footprints are visible
- LO3 AS1, 2, 3

[50]**1.2 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Being positive
- Looking to the future
- Strengthening of resolve
- A significant experience
- Accepting the challenge of life
- LO3 AS1, 2, 3

[50]**1.3 POSSIBLE RESPONSES:**

- Narrative/discursive/descriptive/argumentative
- The importance of accepting yourself/being true to yourself
- Seizing all opportunities
- Determining your own happiness
- LO3 AS1, 2, 3

[50]**1.4 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive
- Words could appear somewhere in the essay
- A lost opportunity
- The importance of living in the moment
- The importance of recognising and seizing opportunities
- The consequences of not seizing opportunities
- A sense of loss
- LO3 AS1, 2, 3

[50]**1.5 POSSIBLE RESPONSES:**

- Narrative/reflective/argumentative
- Recognition of contributions made by various people
- The influence people can have on our lives and our decisions
- The importance of lessons learnt
- LO3 AS1, 2, 3

[50]

1.6 POSSIBLE RESPONSES:

- Discursive/narrative/reflective/argumentative
- Can agree/disagree with the judge's opinion
- Discussion of what troubles the youth or what is positive about the youth
- An incident that illustrates or negates the judge's words
- The importance of being responsible and making a contribution
- The contribution that the youth have made/can make
- LO3 AS1, 2, 3

[50]

1.7 1.7.1 POSSIBLE RESPONSES:

- Narrative/argumentative/discursive/reflective/descriptive
- Taking a chance/being impulsive
- The importance (or not) of travel
- The importance (or not) of taking a chance/risk
- Expanding one's horizons
- The desire to break free/experience freedom
- Encouragement
- LO3 AS1, 2, 3

[50]

1.7.2 POSSIBLE RESPONSES

- Narrative/reflective/discursive
- Hypocrisy
- The importance of being honest
- Situations where it may be necessary to be dishonest/hypocritical
- Consequences of dishonesty/hypocrisy
- Appearance versus. reality
- Deception and its consequences
- Distrust
- LO3 AS1, 2, 3

[50]

INSTRUCTIONS TO MARKERS

Refer to SECTION A: Rubric for Assessing an Essay found on page 7 of this memorandum.

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

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

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****2.1 REVIEW**

- Continuation of futuristic genre
- Should pursue the idea of lack of individual freedom
- Appropriate register
- End with an opinion/recommendation (or not) of the novel
- LO3 AS1, 2, 3

[30]**2.2 NEWSPAPER ARTICLE**

- Target market is learners: register can be informal, but not slang
- The importance of being productive/making a difference as a leader
- The realisation that being a prefect is not simply a title
- Too many learners regard the announcement of the position as the important factor and lose sight of the demands of the position
- The demands of being a leader
- LO3 AS1,2,3

[30]**2.3 INTERVIEW**

- Reflect the goals of the organisation
- The involvement of the various role-players
- The importance of the work done
- The effect on the lives of the children
- How other people can become involved
- LO3 AS1, 2, 3

[30]**2.4 LETTER TO THE EDITOR**

- Is for publication in a national magazine
- Express an opinion on beauty competitions for young children
- The advantages/the dangers of exposing children to the publicity
- The effect on the child's development
- LO3 AS1, 2, 3

[30]**TOTAL SECTION B: 30****INSTRUCTIONS TO MARKERS**

Refer to SECTION B: Rubric for Assessing Longer Transactional Texts found on page 8 of this memorandum.

| CRITERIA USED FOR ASSESSMENT | |
|-------------------------------------|--------------|
| CRITERIA | MARKS |
| CONTENT, PLANNING and FORMAT | 18 |
| LANGUAGE, STYLE and EDITING | 12 |
| TOTAL | 30 |

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

**SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/
INFORMATIONAL**

QUESTION 3

3.1 ADVERTISEMENT

- Focus on a business that will appeal to the target market
- Use of advertising techniques
- Use of emotive language
- LO3 AS1, 2, 3

[20]

3.2 INSTRUCTIONS

- Point-form is preferable
- Focus is on positive advice
- Focus is on coping with malicious rumours
- LO3 AS1, 2, 3

[20]

3.3 POSTER

- Focus is on combating pollution
- Effective heading
- Methods to counteract pollution
- Some emotive language
- LO3 AS1, 2, 3

[20]

INSTRUCTIONS TO MARKERS

Refer to SECTION C: Rubric for Assessing Shorter
Transactional/Referential/Informational Texts found on
page 9 of this memorandum.

| CRITERIA USED FOR ASSESSMENT | |
|-------------------------------------|--------------|
| CRITERIA | MARKS |
| CONTENT, PLANNING and FORMAT | 12 |
| LANGUAGE, STYLE and EDITING | 8 |
| TOTAL | 20 |

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

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

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

| | 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 30 MARKS | <u>24-30</u> -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable essay. | <u>21-23½</u> -Content meritorious, original. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay. | <u>18-20½</u> -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & good essay. | <u>15-17½</u> -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning &/or drafting has produced a satisfactory, presentable essay. | <u>12-14½</u> -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning &/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 & 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 & editing. | <u>10½-11½</u> -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied & 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 & 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 & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & 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 & FORMAT 18 MARKS | <p><u>14½-18</u></p> <ul style="list-style-type: none"> -Extensive specialized knowledge of requirements of text. -Disciplined writing – maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Highly appropriate format. | <p><u>13-14</u></p> <ul style="list-style-type: none"> -Very good knowledge of requirements of text. -Disciplined writing – maintains focus, no digressions. -Coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/or drafting has produced a well-crafted & presentable text. -Has applied the necessary rules of format very well. | <p><u>11-12½</u></p> <ul style="list-style-type: none"> -Fair knowledge of requirements of text. -Writing – maintains focus, with minor digressions. -Mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format. | <p><u>9-10½</u></p> <ul style="list-style-type: none"> -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format. | <p><u>7½-8½</u></p> <ul style="list-style-type: none"> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support 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><u>5½-7</u></p> <ul style="list-style-type: none"> -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 & ideas, has few details which support topic. -Inadequate for home language level despite planning &/or drafting. Text not well presented, -Has vaguely applied necessary rules of format – some critical oversights. | <p><u>0-5</u></p> <ul style="list-style-type: none"> -No knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not coherent in content & ideas, has few details which support topic. -Inadequate planning/drafting. Poorly presented text. -Has not applied necessary rules of format. |
| LANGUAGE, STYLE & EDITING 12 MARKS | <p><u>10-12</u></p> <ul style="list-style-type: none"> -Grammatically accurate & brilliantly constructed. -Vocabulary highly appropriate to purpose, audience & context. -Style, tone, register highly appropriate. -Virtually error-free following proof-reading & editing. -Length correct. | <p><u>8½-9½</u></p> <ul style="list-style-type: none"> -Very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone, register considering demands of task. -Largely error-free following proof-reading & editing. -Length correct. | <p><u>7½-8</u></p> <ul style="list-style-type: none"> -Well constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Mostly error-free following proof-reading & editing. -Length correct. | <p><u>6-7</u></p> <ul style="list-style-type: none"> -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -A few errors following proof-reading & editing. -Length almost correct. | <p><u>5-5½</u></p> <ul style="list-style-type: none"> -Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style tone & register. -Several errors following proof-reading & editing. -Length – too long/short. | <p><u>4-4½</u></p> <ul style="list-style-type: none"> -Poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Error-ridden despite proof-reading, editing. -Length – too long/short. | <p><u>0-3½</u></p> <ul style="list-style-type: none"> -Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic -Error-ridden and confused following proof-reading, editing. -Length – far too long/short. |

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS - HOME 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% |
|---|---|---|---|--|--|--|--|
| <p align="center">CONTENT, PLANNING & FORMAT</p> <p align="center">12 MARKS</p> | <p align="center"><u>10-12</u></p> <ul style="list-style-type: none"> -Extensive specialized knowledge of requirements of text. -Exhibits a profound awareness of wider contexts in writing. -Disciplined writing – learner maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Has produced a highly appropriate format. | <p align="center"><u>8½-9½</u></p> <ul style="list-style-type: none"> -Very good knowledge of requirements of text. -Exhibits a broad awareness of wider contexts in writing. -Disciplined writing – learner maintains focus, no digressions. -Text is coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/drafting has produced a well-crafted & presentable text. -Has applied the necessary rules of format very well. | <p align="center"><u>7½-8</u></p> <ul style="list-style-type: none"> -Fair knowledge of requirements of text. -Exhibits a general awareness of wider contexts in writing tasks. -Writing – learner maintains focus, with minor digressions. -Text is mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format. | <p align="center"><u>6-7</u></p> <ul style="list-style-type: none"> -Adequate knowledge of requirements of text. -Exhibits some awareness of wider context in writing tasks Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format. | <p align="center"><u>5-5½</u></p> <ul style="list-style-type: none"> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Exhibits rather limited knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas, some details support 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 align="center"><u>4-4½</u></p> <ul style="list-style-type: none"> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Exhibits a limited knowledge of wider contexts in writing tasks -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, has few details which support topic. -Inadequate for home language level despite planning &/or drafting. Text not well presented. -Has vaguely applied necessary rules of format. | <p align="center"><u>0-3½</u></p> <ul style="list-style-type: none"> -No knowledge of requirements of text. -Exhibits no knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning obscure in places. -Text not coherent in content & ideas, has few details which support topic. -Inadequate planning/drafting. Poorly presented text. -Has not applied necessary rules of format. |
| <p align="center">LANGUAGE, STYLE & EDITING</p> <p align="center">8 MARKS</p> | <p align="center"><u>6½-8</u></p> <ul style="list-style-type: none"> -Text grammatically accurate and brilliantly constructed. -Vocabulary is highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Text virtually error free following proof reading. -Length correct. | <p align="center"><u>6</u></p> <ul style="list-style-type: none"> -Text very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone & register considering demands of task. -Text largely error-free following proof-reading & editing. -Length correct. | <p align="center"><u>5½</u></p> <ul style="list-style-type: none"> -Text well-constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Text mostly error-free following proof-reading & editing. -Length correct. | <p align="center"><u>4-4½</u></p> <ul style="list-style-type: none"> -Text adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -Text still contains few errors following proof-reading & editing. -Length almost correct. | <p align="center"><u>3½</u></p> <ul style="list-style-type: none"> -Text is basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style, tone & register. -Text contains several errors following proof-reading & editing. -Length – too long/short. | <p align="center"><u>2½-3</u></p> <ul style="list-style-type: none"> -Text is poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short. | <p align="center"><u>0-2</u></p> <ul style="list-style-type: none"> -Text is poorly constructed & very difficult to follow. -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. |