



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2014

**ENGLISH HOME LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 8 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
- Figurative interpretation
- Description of personality/life/experiences
- Narrative essay based on an event that led to this realisation
- The importance of being adventurous/spontaneous
- The need to eliminate boredom

[50]**1.2 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective
- Being positive/ambitious
- Looking to the future
- Seizing opportunities
- Accepting the challenge of life
- Determining your own happiness

[50]**1.3 POSSIBLE RESPONSES:**

- Descriptive/narrative/discursive/reflective
- Description of an event/moment/day/experience
- The influence of a particular experience
- Seizing all opportunities

[50]**1.4 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive
- The importance of habits/the problems with clinging to habits
- How certain things become habits
- Irritating/constructive habits
- How our habits influence our lives/decisions

[50]**1.5 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive/descriptive
- Descriptive essay of a trip/scenery
- Narrative of an important/influential/a major event

[50]

1.6 POSSIBLE RESPONSES:

- Discursive/narrative/reflective
- Can agree or disagree with the topic
- An incident that illustrates or negates the topic

[50]**1.7 1.7.1 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- The importance of balance in life/nature/opinions/actions
- The difficulty of maintaining balance
- Harmony in one's life/nature/opinions/actions
- Factors that disturb balance/harmony

[50]**1.7.2 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Taking a chance/being impulsive
- The puzzle that is life/trying to make sense of life
- The difficulty of fitting things into our lives/making place for important things/people

[50]**TOTAL SECTION A: 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.

SECTION B: TRANSACTIONAL TEXTS

Learners are instructed to answer **TWO** questions.

QUESTION 2**2.1 INFORMAL LETTER**

- Praising a friend for his/her courage
- Expressing empathy
- Advice on how to proceed
- Appropriate register
- Correct format

[25]**2.2 CV AND COVERING LETTER**

- Must include appropriate CV
- Covering letter to be informative and persuasive
- Must cover all details of the advertisement
- Formal register
- Correct format

[25]**2.3 MAGAZINE ARTICLE**

- Focus is on developing and maintaining lasting friendship
- Should not merely be a description of friendship
- Suitable title
- Appropriate register: school magazine

[25]**2.4 INTERVIEW**

- For publication in a community newspaper
- Suitable headline and opening paragraph
- Must make reference to the achievement and award
- The importance of the award and its significance should be dealt with
- Appropriate register

[25]**2.5 DIALOGUE**

- Must discuss the change(s) that will result
- Change(s) does/do not have to be radical
- Appropriate register (will depend on with whom the learner is in conversation)

[25]**2.6 FORMAL REPORT**

- Method of investigation
- Outlining of problems
- Suggestions: type of programme and how to implement
- Appropriate register and format

[25]

INSTRUCTIONS TO MARKERS

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

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING	15
LANGUAGE AND STYLE	7
STRUCTURE, FORMAT AND EDITING	3
TOTAL	25

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 AND STYLE.
3. Re-read the piece and select the appropriate category for STRUCTURE, FORMAT AND EDITING.

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 ESSAY (50 marks)

○ Always use the rubric when marking the creative essay (Paper 3, Section A).

○ The marks from 0–50 have been divided into 5 major level descriptors.

○ In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.

○ Structure is not affected by the upper level and lower level division.

ASSESSMENT RUBRIC FOR ESSAY HOME LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 30 MARKS	Upper level	27–30 - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	22–23 - Very well-crafted response. - Fully relevant and interesting. - Ideas with evidence of maturity - Very well organised and coherent (connected) including introduction, body and conclusion/ending.	15–17 - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending	9–11 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	3–5 - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent
		24–26 - Excellent response but lacks the exceptionally striking qualities of the outstanding essay - Mature and intelligent ideas - Skilfully organised and coherent (connected) including introduction, body and conclusion/ending.	18–21 - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	12–14 - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	6–8 - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	0–2 - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled
	Lower level	14–15 - Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Language confident, exceptionally impressive – compelling and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Highly skilfully crafted.	10–11 - Tone, register, style and vocabulary very appropriate to purpose, audience and context. - Language is effective and a consistently appropriate tone is used. - Largely error-free in grammar and spelling. - Very well crafted.	6–7 - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Appropriate use of language to convey meaning. - Tone is appropriate. - Rhetorical devices used to enhance content.	2–3 - Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Very basic use of language. - Tone and diction are inappropriate. - Very limited vocabulary.	0 - Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
		13–12 - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	9–8 - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted	5–4 - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	1–0 - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary.	
LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	14–15 - Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Language confident, exceptionally impressive – compelling and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Highly skilfully crafted.	10–11 - Tone, register, style and vocabulary very appropriate to purpose, audience and context. - Language is effective and a consistently appropriate tone is used. - Largely error-free in grammar and spelling. - Very well crafted.	6–7 - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Appropriate use of language to convey meaning. - Tone is appropriate. - Rhetorical devices used to enhance content.	2–3 - Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Very basic use of language. - Tone and diction are inappropriate. - Very limited vocabulary.	0 - Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13–12 - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	9–8 - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted	5–4 - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	1–0 - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary.	
STRUCTURE Features of text Paragraph development and sentence construction 5 MARKS		5 - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed	4 - Logical development of details - Coherent - Sentences, paragraphs logical, varied	3 - Relevant details developed - Sentences, paragraphs well-constructed Essay still makes some sense	2 - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	1 - Necessary points lacking - Sentences and paragraphs faulty
		40–50	30–39	20–29	10–19	
MARKS RANGE		40–50	30–39	20–29	10–19	0–9

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	12-15	9-11	6-8	4-5	0-3
CONTENT PLANNING AND FORMAT Response and ideas Organisation of ideas for planning Purpose, audience and features/conventions and context 15 MARKS	-Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas. -Highly elaborated and all details support the topic -Appropriate and accurate format	-Very good response demonstrating good knowledge of features of the type of text. -Maintains focus – no digressions. - -Coherent in content and ideas, very well elaborated and details support topic. -Appropriate format with minor inaccuracies.	- Adequate response demonstrating knowledge of features of the type of text. - Not completely focused – some digressions. - Reasonably coherent in content and ideas - Some details support the topic - Generally appropriate format but with some inaccuracies.	-Basic response demonstrating some knowledge of features of the type of text. -Some focus but writing digresses. -Not always coherent in content and ideas. Few details support the topic. -Has vaguely applied necessary rules of format -Some critical oversights.	-Response reveals no knowledge of features of the type of text -Meaning is obscure with major digressions. -Not coherent in content and ideas. Very few details support the topic. -Has not applied necessary rules of format.
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling 10 MARKS	8-10 - Tone, register, style, vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free.	6-7 - Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed - Very good vocabulary - Mostly free of errors	4-5 - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning	2-3 - Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning is obscured.	0-1 - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose -Meaning seriously obscured
MARKS RANGE	20-25	15-19	10-14	5-9	0-4

