



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2015

**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
- Adapting/making compromises
- Achieving an ambition/objective
- Having a sense of purpose

1.2 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
- Recognising/accepting the past
- Nostalgia
- Description of a scene

1.3 POSSIBLE RESPONSES:

- Descriptive/narrative/reflective/discursive
- The influence of a particular person/experience/event
- Embracing all experiences/lessons learnt
- Acceptance

1.4 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/descriptive/argumentative
- Being objective
- Regaining perspective
- Adapting

1.5 POSSIBLE RESPONSES:

- Discursive/narrative/reflective
- Getting your own back/revenge
- Being strong in a situation/standing up for yourself
- Being bold

1.6 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/descriptive/argumentative
- Communication problems
- Difficult relationships
- Lack of involvement

1.7 1.7.1 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive/argumentative
- Learners can focus on any aspect of the illustration
- Growth/development/a journey
- Rat race
- Conformity
- Stop to take stock

1.7.2 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Learners can focus on any aspect of the illustration
- Death/despair
- Positivity in the face of despair
- Coldness/lack of emotion
- Description of scenery

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 AND PLANNING (60%)	30
LANGUAGE, STYLE AND EDITING (30%)	15
STRUCTURE (10%)	5
TOTAL	50

Use the assessment rubric Appendix C to assess candidates' essays.

SECTION B: TRANSACTIONAL TEXTS

Learners are instructed to answer TWO questions.

QUESTION 2**2.1 LETTER TO THE PRESS**

- Commentary on lack of, or not, of manners
- Appropriate formal register
- Correct format

2.2 OBITUARY

- Sincere without being overly sentimental
- Can be slightly informal
- Appropriate register and format

2.3 NEWSPAPER ARTICLE

- Suitable heading
- Focus is on the meaning of happiness and how to attain it
- Register does not have to be strictly formal

2.4 WRITTEN INTERVIEW

- Suitable heading
- Focus on the achievements/life philosophy of the person
- Formal or slightly informal register

2.5 SPEECH

- Motivational
- Must identify the group being addressed
- Slightly informal register

2.6 AGENDA AND MINUTES

- Must cover both aspects of the topic
- References to plans with the grade 8 orientation and the people responsible
- Appropriate format and register

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, PLANNING AND FORMAT (60%)	15
LANGUAGE, STYLE AND EDITING (40%)	10
TOTAL	25

Use the assessment rubric Appendix D to assess candidates' transactional texts.

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: 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	28–30	22–24	16–18	10–12	4–6
		<ul style="list-style-type: none"> - Outstanding/Striking response beyond normal expectations. - Intelligent, thought provoking and mature ideas. - Exceptionally well organised and coherent, including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Very well-crafted response. - Fully relevant and interesting ideas with evidence of maturity. - Very well organised and coherent, including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Satisfactory response. - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent, including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Inconsistently coherent response. - Unclear ideas and unoriginal. - Little evidence of organisation and coherence. 	<ul style="list-style-type: none"> - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Disorganised and incoherent.
	Lower level	25–27	19–21	13–15	7–9	0–3
		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected), including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence, including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence. 	<ul style="list-style-type: none"> - No attempt to respond to the topic. - Completely irrelevant and inappropriate. - Unfocused and muddled.

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS] (continued)

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
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 and 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. - Very skilfully crafted.	11–12 - 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.	8–9 - 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.	5–6 - 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.	0–3 - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Language incomprehensible. - Vocabulary limitations so extreme as to make comprehension impossible.
	Lower level	13 - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	10 - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted.	7 - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	4 - 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 make sense.	2 - Some valid points. - Sentences and paragraphs faulty. - Essay still makes some sense.	0–1 - Necessary points lacking. - Sentences and paragraphs faulty. - Essay lacks sense.
	MARK RANGE	43–50	33–40	23–30	13–20	0–10

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING AND FORMAT	13–15	10–12	7–9	4–6	0–3
Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 15 MARKS	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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	9–10	7–8	5–6	3–4	0–2
Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 10 MARKS	<ul style="list-style-type: none"> - Tone, register, style and vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning obscured. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused. - Vocabulary not suitable for purpose. - Meaning seriously impaired.
MARK RANGE	22–25	17–20	12–15	7–10	0–5