



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2015**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MEMORANDUM**

**MARKS: 100**

---

This memorandum consists of 12 pages.

---

## INSTRUCTIONS AND INFORMATION

This memorandum 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 have to be indicated in your second reading.

### SECTION A: ESSAY

#### QUESTION 1

##### INSTRUCTIONS TO MARKERS:

- 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.
- Use the 50-mark grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  - Content and planning = 30 marks
  - Language, style and editing = 15 marks
  - Structure = 5 marks

**NOTE:** No additional penalties may be imposed as any deviations are addressed by the rubric.

#### 1.1 The pain alcohol abuse causes to family life

Descriptive/Reflective

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

[50]

#### 1.2 A test of character

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong storyline, usually written in the past tense. It must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

[50]

**1.3 We can win the battle against obesity (being overweight) among teenagers in South Africa. Do you agree?**

Argumentative/Reflective

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The writer should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If reflective, the writer must still take a strong stance for or against the topic. The essay must convey a personal response to the above-stated issue.

[50]

**1.4 Denying a problem I had, nearly cost me my life.**

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong storyline, usually written in the past tense. It must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description of how denial of a problem almost cost one one's life.
- If reflective, the essay should convey emotional reactions and feelings regarding how being in denial almost cost one one's life.

[50]

**1.5 Is the choice of a life partner more difficult nowadays than it has ever been the case before? Discuss your views.**

Discursive

- The essay must be objective. It must give a balanced view of both sides of the argument.
- The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly elaborated on, in the essay.

[50]

**1.6 The dark side of the new South Africa**

Descriptive/Narrative/Reflective

- If descriptive, the essay must describe the new South Africa's not so inspiring side.
- If narrative, the essay must have a strong storyline, usually written in the past tense. It must have an interesting ending.
- If reflective, the essay must reflect the grey areas about the new South Africa.

[50]

## 1.7 Interpretation of pictures

- The writer may interpret the picture in any way.
- The writer may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The writer should give the essay a suitable title.
- The writer may write in any appropriate tense.

### 1.7.1 Picture: An aeroplane/jet taking off from an airport

The writer may interpret the picture in the following ways, **among others**:

- Literal interpretation: a journey by aeroplane, an awesome experience, flying, fear of heights etc.
- Figurative interpretations: high flyers, the sky is the limit, destiny, moving to new heights etc.

[50]

### 1.7.2 Picture: A chain broken in the middle part

The writer of the essay may interpret the pictures in the following ways, **among others**:

- Literal interpretations: slavery, being in chains, serving a jail sentence, difficulties in life etc.
- Figurative interpretations: life constraints, captivity, limitations in life, barriers to success etc.

[50]

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2****Instructions to markers:**

- Candidates are required to answer ONE question.
- 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 attached rubric.
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

**NOTE:** No additional penalties may be imposed as any deviations are addressed by the rubric.

**2.1 INTERVIEW**

Interview relating to funding for matric dance

- A dialogue format must be used.
- The dialogue must be between a learner and director of ABC Petroleum.
- The tone must be formal.
- The questions must be probing and to the point.
- The names/title/designation of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker.

**[30]**

**2.2 NEWSPAPER ARTICLE**

Reflection on school life and explaining dreams one hopes to achieve

- The title must capture readers' interest.
- The article must speak directly to the readers.
- The article must also stimulate interest.
- Paragraphs should not be too long to facilitate easy reading.
- The content of the article should relate to reflecting on school life AND explaining dreams candidates hope to achieve.

**[30]**

### 2.3 OBITUARY

- The obituary must be concise.
- The tone should be factual and respectful.
- Include the following information: full names, date of birth and death of the deceased.
- The content of the obituary should relate to the following, among others:
  - Social upliftment programmes, child welfare, funeral arrangements etc.
- The funeral programme should not be included.

**[30]**

### 2.4 FRIENDLY LETTER

- The letter should be addressed to a friend.
- The tone and register should be informal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Greeting/salutation
  - Suitable ending
  - Name of sender
- The following should be included in the letter, among others:
  - Explanation regarding importance of discipline AND obedience to rules as stepping stone to achieving life goals.

**[30]**

**TOTAL SECTION B: 30**

**SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/  
INFORMATIONAL****QUESTION 3****Instructions to markers:**

- Candidates are required to answer ONE question.
- Use the 20-mark assessment rubric to mark the responses in this section. The text should be assessed according to the following criteria as set out in the attached rubric.
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:** No additional penalties may be imposed as any deviations are addressed by the rubric.

**3.1 POSTER**

Fund-raising gala event/dinner:

- Content should include details about fund-raising gala.
- Language should be appropriate to target group.
- Use of persuasive language should be evident.
- The following should be included, among others:
  - Presence of well-known sportsman/woman at the gala.
  - Details about gala.

**[20]****3.2 DIARY ENTRY**

Reflection on feelings after listening to the motivational speaker

- The diary entry should:
  - Be a SINGLE entry
  - Be dated
- The diary should be written in the first person.
- The language should be simple and to the point.
- Full sentences are not necessary.

**[20]**

### 3.3 INSTRUCTIONS

Instructions new principal has given school: maintaining discipline

- Instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and instructive.
- Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- Complete sentences are not necessary.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**

**SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT AND PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	<b>Upper level</b>	<b>28–30</b>	<b>22–24</b>	<b>16–18</b>	<b>10–12</b>	<b>4–6</b>
		<ul style="list-style-type: none"> <li>- Outstanding/Striking response beyond normal expectations.</li> <li>- Intelligent, thought provoking and mature ideas.</li> <li>- Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Very well-crafted response.</li> <li>- Fully relevant and interesting ideas with evidence of maturity.</li> <li>- Very well organised and coherent (connected), including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactory response.</li> <li>- Ideas are reasonably coherent and convincing.</li> <li>- Reasonably organised and coherent, including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently coherent response.</li> <li>- Unclear ideas and unoriginal.</li> <li>- Little evidence of organisation and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>- Totally irrelevant response.</li> <li>- Confused and unfocused ideas.</li> <li>- Vague and repetitive.</li> <li>- Unorganised and incoherent.</li> </ul>
	<b>Lower level</b>	<b>25–27</b>	<b>19–21</b>	<b>13–15</b>	<b>7–9</b>	<b>0–3</b>
		<ul style="list-style-type: none"> <li>- Excellent response but lacks the exceptionally striking qualities of the outstanding essay.</li> <li>- Mature and intelligent ideas.</li> <li>- Skilfully organised and coherent (connected), including introduction, body and conclusion/ending.</li> </ul>	<ul style="list-style-type: none"> <li>- Well-crafted response</li> <li>- Relevant and interesting ideas</li> <li>- Well organised and coherent (connected), including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactory response but some lapses in clarity.</li> <li>- Ideas are fairly coherent and convincing.</li> <li>- Some degree of organisation and coherence, including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Largely irrelevant response.</li> <li>- Ideas tend to be disconnected and confusing.</li> <li>- Hardly any evidence of organisation and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>- No attempt to respond to the topic.</li> <li>- Completely irrelevant and inappropriate.</li> <li>- Unfocused and muddled.</li> </ul>

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling  <b>15 MARKS</b>	<b>14–15</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context.</li> <li>- Language confident, exceptionally impressive.</li> <li>- Compelling and rhetorically effective in tone.</li> <li>- Virtually error-free in grammar and spelling.</li> <li>- Very skilfully crafted.</li> </ul>	<b>11–12</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Language is effective and a consistently appropriate tone is used.</li> <li>- Largely error-free in grammar and spelling.</li> <li>- Very well crafted.</li> </ul>	<b>8–9</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Appropriate use of language to convey meaning.</li> <li>- Tone is appropriate.</li> <li>- Rhetorical devices used to enhance content.</li> </ul>	<b>5–6</b> <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary not appropriate to purpose, audience and context.</li> <li>- Very basic use of language.</li> <li>- Tone and diction are inappropriate.</li> <li>- Very limited vocabulary.</li> </ul>	<b>0–3</b> <ul style="list-style-type: none"> <li>- Language incomprehensible.</li> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Vocabulary limitations so extreme as to make comprehension impossible.</li> </ul>
	<b>13</b> <ul style="list-style-type: none"> <li>- Language excellent and rhetorically effective in tone.</li> <li>- Virtually error-free in grammar and spelling.</li> <li>- Skilfully crafted.</li> </ul>	<b>10</b> <ul style="list-style-type: none"> <li>- Language engaging and generally effective.</li> <li>- Appropriate and effective tone.</li> <li>- Few errors in grammar and spelling.</li> <li>- Well crafted.</li> </ul>	<b>7</b> <ul style="list-style-type: none"> <li>- Adequate use of language with some inconsistencies</li> <li>- Tone generally appropriate and limited use of rhetorical devices.</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>- Inadequate use of language.</li> <li>- Little or no variety in sentence.</li> <li>- Exceptionally limited vocabulary.</li> </ul>	
<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction  <b>5 MARKS</b>	<b>5</b> <ul style="list-style-type: none"> <li>- Excellent development of topic.</li> <li>- Exceptional detail.</li> <li>- Sentences, paragraphs exceptionally well-constructed.</li> </ul>	<b>4</b> <ul style="list-style-type: none"> <li>- Logical development of details.</li> <li>- Coherent.</li> <li>- Sentences, paragraphs logical, varied.</li> </ul>	<b>3</b> <ul style="list-style-type: none"> <li>- Relevant details developed.</li> <li>- Sentences, paragraphs well-constructed.</li> <li>- Essay still makes some sense.</li> </ul>	<b>2</b> <ul style="list-style-type: none"> <li>- Some valid points.</li> <li>- Sentences and paragraphs faulty.</li> <li>- Essay still makes sense.</li> </ul>	<b>0–1</b> <ul style="list-style-type: none"> <li>- Necessary points lacking.</li> <li>- Sentences and paragraphs faulty.</li> <li>- Essay lacks sense.</li> </ul>
<b>MARK RANGE</b>	<b>43–50</b>	<b>33–40</b>	<b>23–30</b>	<b>13–20</b>	<b>0–10</b>

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING AND FORMAT</b>  Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>18 MARKS</b>	<b>15–18</b>  <ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations.</li> <li>- Intelligent and mature ideas.</li> <li>- Extensive knowledge of features of the type of text.</li> <li>- Writing maintains focus.</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic.</li> <li>- Appropriate and accurate format.</li> </ul>	<b>11–14</b>  <ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<b>8–10</b>  <ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions.</li> <li>- Reasonably coherent in content and ideas.</li> <li>- Some details support the topic.</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<b>5–7</b>  <ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Necessary rules of format vaguely applied.</li> <li>- Some critical oversights.</li> </ul>	<b>0–4</b>  <ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text.</li> <li>- Meaning obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few details support the topic.</li> <li>- Necessary rules of format not applied.</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>12 MARKS</b>	<b>10–12</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed.</li> <li>- Virtually error-free.</li> </ul>	<b>8–9</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Generally grammatically accurate and well-constructed.</li> <li>- Very good vocabulary.</li> <li>- Mostly free of errors.</li> </ul>	<b>6–7</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors.</li> <li>- Adequate vocabulary.</li> <li>- Errors do not impede meaning.</li> </ul>	<b>4–5</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Inaccurate grammar with numerous errors.</li> <li>- Limited vocabulary.</li> <li>- Meaning obscured.</li> </ul>	<b>0–3</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused.</li> <li>- Vocabulary not suitable for purpose.</li> <li>- Meaning seriously impaired.</li> </ul>
<b>MARK RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14–17</b>	<b>9–12</b>	<b>0–7</b>

**SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING AND FORMAT</b>  Response and ideas; Organisation of ideas; Features/conventions and context  <b>12 MARKS</b>	<b>10–12</b>  <ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations.</li> <li>- Intelligent and mature ideas.</li> <li>- Extensive knowledge of features of the type of text.</li> <li>- Writing maintains focus.</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic.</li> <li>- Appropriate and accurate format.</li> </ul>	<b>8–9</b>  <ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<b>6–7</b>  <ul style="list-style-type: none"> <li>- Adequate response, demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions.</li> <li>- Reasonably coherent in content and ideas.</li> <li>- Some details support the topic.</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<b>4–5</b>  <ul style="list-style-type: none"> <li>- Basic response, demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Necessary rules of format vaguely applied.</li> <li>- Some critical oversights.</li> </ul>	<b>0–3</b>  <ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text.</li> <li>- Meaning obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few details support the topic.</li> <li>- Necessary rules of format not applied.</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling  <b>8 MARKS</b>	<b>7–8</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed.</li> <li>- Virtually error-free.</li> </ul>	<b>5–6</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Generally grammatically accurate and well-constructed</li> <li>- Very good vocabulary.</li> <li>- Mostly free of errors.</li> </ul>	<b>4</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors.</li> <li>- Adequate vocabulary.</li> <li>- Errors do not impede meaning.</li> </ul>	<b>3</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Inaccurate grammar with numerous errors.</li> <li>- Limited vocabulary.</li> <li>- Meaning obscured.</li> </ul>	<b>0–2</b>  <ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused.</li> <li>- Vocabulary not suitable for purpose.</li> <li>- Meaning seriously impaired.</li> </ul>
<b>MARK RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10–11</b>	<b>7–8</b>	<b>0–5</b>

