



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 |
|---|--------------------|---|---|---|--|---|
| 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 (connected), including introduction, body and conclusion/ending. | <ul style="list-style-type: none"> - 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. | <ul style="list-style-type: none"> - Satisfactory response. - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent, including introduction, body and conclusion/ending. | <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. - Unorganised 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/ending. | <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 – FIRST ADDITIONAL 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 | 14–15 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Language incomprehensible. - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Vocabulary limitations so extreme as to make comprehension impossible. |
| | 13 <ul style="list-style-type: none"> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted. | 10 <ul style="list-style-type: none"> - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted. | 7 <ul style="list-style-type: none"> - Adequate use of language with some inconsistencies - Tone generally appropriate and limited use of rhetorical devices. | 4 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Excellent development of topic. - Exceptional detail. - Sentences, paragraphs exceptionally well-constructed. | 4 <ul style="list-style-type: none"> - Logical development of details. - Coherent. - Sentences, paragraphs logical, varied. | 3 <ul style="list-style-type: none"> - Relevant details developed. - Sentences, paragraphs well-constructed. - Essay still makes some sense. | 2 <ul style="list-style-type: none"> - Some valid points. - Sentences and paragraphs faulty. - Essay still makes sense. | 0–1 <ul style="list-style-type: none"> - 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 LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|--|--|--|---|---|--|
| CONTENT, PLANNING AND FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS | 15–18 <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. | 11–14 <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. | 8–10 <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. | 5–7 <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. - Necessary rules of format vaguely applied. - Some critical oversights. | 0–4 <ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text. - Meaning obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Necessary rules of format not applied. |
| LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS | 10–12 <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. | 8–9 <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. | 6–7 <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. | 4–5 <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. | 0–3 <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 | 25–30 | 19–23 | 14–17 | 9–12 | 0–7 |

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

| Criteria | Exceptional | Skilful | Moderate | Elementary | Inadequate |
|--|--|--|---|--|--|
| CONTENT, PLANNING AND FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS | 10–12 <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. | 8–9 <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. | 6–7 <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. | 4–5 <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. - Necessary rules of format vaguely applied. - Some critical oversights. | 0–3 <ul style="list-style-type: none"> - Response reveals no knowledge of features of the type of text. - Meaning obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Necessary rules of format not applied. |
| LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS | 7–8 <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. | 5–6 <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. | 4 <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. | 3 <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. | 0–2 <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 | 17–20 | 13–15 | 10–11 | 7–8 | 0–5 |

