



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2016**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MEMORANDUM**

**MARKS: 100**

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This memorandum consists of 11 pages.

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## INSTRUCTIONS AND INFORMATION

This memorandum must be used together 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 ways in which the topics could be interpreted. Full credit must be given for the candidates' own interpretation.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content and planning = 30 marks
  - Language, style and editing = 15 marks
  - Structure = 5 marks

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties. If a candidate exceeds the word limit, read up to TEN words above the upper limit and ignore the rest.

#### 1.1 The negative side of South African youth culture

Narrative/Descriptive/Reflective

The following must be considered:

- If narrative, a strong storyline must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an experience/incident.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

#### 1.2 Living positively in challenging times

Narrative/Descriptive/Reflective

The following must be considered:

- If narrative, a strong storyline must be evident in which a series of events leads to a positive outcome. There must be a logical sequence of tense.
- If descriptive, there must be a vivid description of an experience/incident.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.3 **We can escape the cycle of death and disease in South Africa.  
Do you agree?**

Argumentative

The following must be considered:

- The essay must offer **one distinct opinion**, therefore the essay must be either **FOR OR AGAINST** the topic given.
- There should be a clear defence/motivation/argument for the position taken.

[50]

1.4 **What I imagine the world would be like in 30 years**

Descriptive/Reflective

The following must be considered:

- If descriptive, there must be a vivid description of an experience/incident.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.5 **Is the culture of human rights being abused by South Africans?  
Discuss your views.**

Discursive/Reflective

The following must be considered:

- If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented impartially.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

1.6 **Betrayal (being sold out to an enemy) at the hands of a trusted friend**

Descriptive/Narrative/Reflective

The following must be considered:

- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, a strong storyline illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[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: old and torn shoes/boots

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

- Literal interpretation: poverty and deprivation, destitution, being desperate for things etc.
- Figurative interpretations: life experiences, challenges in life, culmination of one's life struggles etc.

[50]

### 1.7.2 Picture: A 'No Entry' road sign

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

- Literal interpretations: ignoring road rules, accidents, how to reduce road fatalities in SA etc.
- Figurative interpretations: constraints, limitations in life, barriers to success, being deprived of opportunities etc.

[50]

**TOTAL SECTION A: 50**

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

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- 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 assessment rubric.
  - Content, planning and format (18 marks).
  - Language, style and editing (12 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 DIALOGUE**

- The tone must be informal
- The following ideas may be explored, **among others**:
  - A brief scenario (context) must be sketched before the speakers start speaking.
  - The names of speakers must appear on the left-hand side of the page.
  - A colon must appear after the name of each speaker.
  - A new line must be used to indicate each speaker.
  - Stage directions (tone of voice, actions etc.) must be written in brackets, if applicable.
- The following ideas may be explored, **among others**:
  - The friend must show regret for his/her actions.
  - He/she must be willing to change his/her behaviour.

**[30]****2.2 AGENDA AND MINUTES OF MEETING**

- The language and register should be appropriate to the audience of the meeting.
- The agenda and minutes should be arranged separately.
- The items in agenda should correlate with those in minutes.
- Minutes should be relevant to the occasion (should address the specific content of the meeting).
- A logical and appropriate arrangement of items should be evident.
- Full sentences are not necessary.

**[30]**

### 2.3 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
- The following information may also be included:
  - Birth place
  - Where the person was living at the time of death
  - Key survivors
  - Biographical information
- Content should include the following, **among others**:
  - Contribution to community's small businesses
  - A tribute must also be paid to the deceased

[30]

### 2.4 FORMAL LETTER

- The letter should be addressed to the bus company.
  - The tone and register should be formal.
  - The following aspects of format should be included:
    - Address of sender
    - Date
    - Address of recipient
    - Greeting
    - Subject line
    - Suitable ending
    - Signature/name of sender
- The following information should be included, **among others**:
- Complaint about damaged luggage
  - Asking for compensation for loss.

[30]

**TOTAL SECTION B: 30**

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

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by the candidates should be assessed according to the following criteria as set out in the assessment rubric.
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**3.1 ADVERTISEMENT**

The following information must be included, **among others**:

- Persuasive language and catchy phrases should be used.
- Provide adequate information regarding the person to be voted for.
- Promises relating to service to be provided may be included.
- An appeal for support should be evident (to become RCL member)
- No marks are awarded for illustrations.

**[20]****3.2 POSTCARD**

- The language (including salutation and ending/conclusion) can be informal and colloquial but should not include slang expression.
- Complete sentences are not required.
- The content must be brief but informative.
- The following details about content should be included, **among others**:
  - Wonderful holiday experiences
- Do not award marks for illustrations

**[20]**

### 3.3 INSTRUCTIONS

- 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.
- Details about content should include the following, **among others**:
  - Tips on how to save water

[20]

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



**SECTION A: RUBRIC FOR ASSESSING ESSAY FIRST ADDITIONAL LANGUAGE [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.

| Criteria   |  | Exceptional   | Skilful   | Moderate   | Elementary  | Inadequate   |  |
|--|--|---|---|--|---|--|--|
| <b>CONTENT AND PLANNING</b><br>(Response and ideas)<br>Organisation of ideas for planning<br>Awareness of purpose, audience and context<br><b>30 MARKS</b> | <b>Upper level</b>   | <b>28–30</b><br>Outstanding/Striking response beyond normal expectations.<br>Intelligent, thought-provoking and mature ideas<br>Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending. | <b>22–24</b><br>Very well-crafted response.<br>Fully relevant and interesting.<br>Ideas with evidence of maturity<br>Very well organised and coherent (connected) including introduction, body and conclusion/ending.   | <b>16–18</b><br>Satisfactory response<br>Ideas are reasonably coherent and convincing.<br>Reasonably organised and coherent including introduction, body and conclusion/ending   | <b>10–12</b><br>Inconsistently coherent response<br>Unclear ideas and unoriginal<br>Little evidence of organisation and coherence.  | <b>4–6</b><br>- Totally irrelevant response.<br>- Confused and unfocused ideas.<br>- Vague and repetitive.<br>- Unorganised and incoherent.  |  |
|  |  | <b>Lower level</b>  | <b>25–27</b><br>Excellent response but lacks the exceptionally striking qualities of the outstanding essay.<br>Mature and intelligent ideas<br>Skilfully organised and coherent (connected) including introduction, body and conclusion/ending.                                     | <b>19–21</b><br>Well-crafted response.<br>Relevant and interesting ideas.<br>Well organised and coherent (connected) including introduction, body and conclusion.  | <b>13–15</b><br>Satisfactory response but some lapses in clarity.<br>Ideas are fairly coherent and convincing.<br>Some degree of organisation and coherence including introduction, body and conclusion.                  | <b>7–9</b><br>Largely irrelevant response.<br>Ideas tend to be disconnected and confusing.<br>Hardly any evidence of organisation and coherence.   | <b>0–3</b><br>- No attempt to respond to the topic<br>- Completely irrelevant and inappropriate<br>- Unfocused and muddled   |
|  | <b>LANGUAGE, STYLE AND EDITING</b><br>Tone, register, style, vocabulary appropriate to purpose/effect and context<br>Word choice;<br>Language use and conventions, punctuation, grammar, spelling<br><b>15 MARKS</b> | <b>Upper level</b>  | <b>14–15</b><br>Tone, register, style, vocabulary highly appropriate to purpose, audience and context<br>Language confident, exceptionally impressive<br>Compelling and rhetorically effective in tone.<br>Virtually error-free in grammar and spelling.<br>Very skilfully crafted. | <b>11–12</b><br>Tone, register, style and vocabulary very appropriate to purpose, audience and context.<br>Language is effective and a consistently appropriate tone is used.<br>Largely error-free in grammar and spelling.<br>Very well crafted. | <b>8–9</b><br>Tone, register, style and vocabulary appropriate to purpose, audience and context.<br>Appropriate use of language to convey meaning.<br>Tone is appropriate.<br>Rhetorical devices used to enhance content. | <b>5–6</b><br>Tone, register, style and vocabulary not appropriate to purpose, audience and context.<br>Very basic use of language.<br>Tone and diction are inappropriate.<br>Very limited vocabulary. | <b>0–3</b><br>- Language incomprehensible<br>- Tone, register, style and vocabulary less appropriate to purpose, audience and context<br>- Vocabulary limitations so extreme as to make comprehension impossible |
|  |  | <b>Lower level</b>  | <b>13</b><br>Language excellent and rhetorically effective in tone.<br>Virtually error-free in grammar and spelling.<br>Skilfully crafted.  | <b>10</b><br>Language engaging and generally effective<br>Appropriate and effective tone.<br>Few errors in grammar and spelling.<br>Well-crafted   | <b>7</b><br>Adequate use of language with some inconsistencies.<br>Tone generally appropriate and limited use of rhetorical devices.  | <b>4</b><br>Inadequate use of language.<br>Little or no variety in sentence.<br>Exceptionally limited vocabulary.  |  |
| <b>STRUCTURE</b><br>Features of text;<br>Paragraph development and sentence construction<br><b>5 MARKS</b>   |  | <b>5</b><br>Excellent development of topic<br>Exceptional detail<br>Sentences, paragraphs exceptionally well-constructed  | <b>4</b><br>Logical development of details<br>Coherent<br>Sentences, paragraphs logical, varied   | <b>3</b><br>Relevant details developed.<br>Sentences, paragraphs well-constructed<br>Essay still makes sense.  | <b>2</b><br>Some valid points<br>Sentences and paragraphs faulty<br>Essay still makes some sense.   | <b>0–1</b><br>- Necessary points lacking<br>- Sentences and paragraphs faulty.<br>- Essay lacks sense.   |  |
| <b>MARKS 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><br><br>Response and ideas:<br>Organisation of ideas for planning:<br>Purpose, audience and features/conventions and context<br><br><b>18 MARKS</b> | <b>15–18</b><br><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><br><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><br><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><br><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><br><ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is 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><br><br>Tone, register, style, purpose/effect; audience and context<br>Language use and conventions;<br>Word choice;<br>Punctuation, spelling<br><br><b>12 MARKS</b>   | <b>10–12</b><br><ul style="list-style-type: none"> <li>- Tone, register, style, 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><br><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><br><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><br><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>MARKS RANGE</b>  |  | <b>25–30</b>   | <b>19–23</b>  | <b>14–17</b>  | <b>9–12</b>  |

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

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