



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 12**

**SEPTEMBER 2016**

**ENGLISH HOME LANGUAGE P3  
MEMORANDUM**

**MARKS: 100**

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This memorandum consists of 7 pages.

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## 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

Refer to SECTION A: Rubric for Assessing an Essay found on page 6 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING	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.

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 7 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	15
LANGUAGE, STYLE AND EDITING	10
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, STYLE AND EDITING.

- NOTE:**
- The points given below each topic serve only as a guide to markers.
  - Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

**SECTION A: ESSAY****QUESTION 1**

Candidates are required to write ONE essay of 400–450 words on ONE of the given topics.

- Candidates may give literal/figurative/philosophical responses.
- Candidates may write in any genre: narrative, descriptive, reflective, argumentative, discursive, or any combination of these.

**1.1 POSSIBLE RESPONSES**

- Descriptive/narrative/reflective
- A memory/walk/scene

**[50]****1.2 POSSIBLE RESPONSES**

- Descriptive/narrative/reflective
- Hobbies/groups/money/donations
- A collection of memories/experiences/objects/souls

**[50]****1.3 POSSIBLE RESPONSES**

- Descriptive/narrative/reflective/argumentative/discursive
- The power of words to influence positively/negatively
- An incident which illustrates the quotation
- Words vs. other powerful forces

**[50]****1.4 POSSIBLE RESPONSES**

- Descriptive/narrative/reflective
- Description of nature/event/moment/day/experience/memory
- The influence of a particular experience
- Stages/phases of life
- Optimism

**[50]****1.5 POSSIBLE RESPONSES**

- Narrative/reflective/discursive
- Meaning of life/importance of happiness
- School system

**[50]****1.6 POSSIBLE RESPONSES**

- Discursive/narrative/reflective/argumentative
- Rebellion/refusal to conform
- Preference for conformity
- Independent thought
- Appreciating differences
- Consequences of not conforming

**[50]**

1.7 **NOTE:** There must be a clear link between the essay and the picture chosen.

1.7.1 **POSSIBLE RESPONSES**

- Narrative/reflective/descriptive
- Journey/adventure
- Nostalgia
- Development/progress
- Speed
- Escape/inability to escape
- Restriction (as suggested by tracks)/limited scope/vision
- Light (or not) at the end of the tunnel

**[50]**

1.7.2 **POSSIBLE RESPONSES**

- Narrative/discursive/reflective/descriptive
- Sunrise/sunset/hope/longing/despair
- Reflection
- Leaving safety/finding safety
- Encountering obstacles

**[50]**

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2**

Learners are instructed to respond to TWO of the topics set. The body of the response should be 180–200 words. The language, register, style and tone must be appropriate to the context.

**2.1 FRIENDLY LETTER**

- Informal register but not slang
- Focus is on gaining powerful insight
- Incident/event leading to the insight must be clear
- Nature of the insight must be clear

**[25]****2.2 FORMAL LETTER TO THE PRESS**

- Formal language
- Support/criticism of the protests and campaigns or a combination
- Opinion must be clear

**[25]****2.3 WRITTEN INTERVIEW**

- Informal language permitted but not slang
- Dialogue format
- Interaction between interviewer and interviewee
- Focus is on how to deal with conflict assertively yet graciously
- Interview should contain advice on assertive conflict management

**[25]****2.4 NEWSPAPER ARTICLE**

- Informal register permitted: for publication in school magazine
- Suitable headline, opening and concluding paragraphs
- Focus is on dealing with school demands in a sensible manner

**[25]****2.5 FORMAL REPORT**

- Focus is on absenteeism at school
- Objective, factual and presented in the third person
- Formal register
- Format: terms of reference, procedure, findings, conclusion, recommendations

**[25]****2.6 CV AND COVERING LETTER**

- Should be correlation between CV and covering letter
- Motivation regarding suitability for apprenticeship and bursary
- Formal register

**[25]**

**TOTAL SECTION B: 50**  
**GRAND TOTAL: 100**

## RUBRIC FOR ASSESSING ESSAY [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>	Upper level	<b>28–30</b> Outstanding/Striking response beyond normal expectations. Intelligent, thought-provoking and mature ideas Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	<b>22–24</b> 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.	<b>16–18</b> - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending	<b>10–12</b> Inconsistently coherent response Unclear ideas and unoriginal Little evidence of organisation and coherence.	<b>4–6</b> -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive - Unorganised and incoherent	
		Lower level	<b>25–27</b> 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.	<b>19–21</b> Well-crafted response. Relevant and interesting ideas. Well organised and coherent (connected) including introduction, body and conclusion.	<b>13–15</b> Satisfactory response but some lapses in clarity. Ideas are fairly coherent and convincing. Some degree of organisation and coherence including introduction, body and conclusion.	<b>7–9</b> Largely irrelevant response. Ideas tend to be disconnected and confusing. Hardly any evidence of organisation and coherence.	<b>0–3</b> -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
	<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>		Upper level	<b>14–15</b> 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.	<b>11–12</b> 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.	<b>8–9</b> 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.	<b>5–6</b> 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.
		Lower level		<b>13</b> Language excellent and rhetorically effective in tone. Virtually error-free in grammar and spelling. Skilfully crafted.	<b>10</b> Language engaging and generally effective Appropriate and effective tone. Few errors in grammar and spelling. Well-crafted	<b>7</b> Adequate use of language with some inconsistencies. Tone generally appropriate and limited use of rhetorical devices.	<b>4</b> Inadequate use of language. Little or no variety in sentence. Exceptionally limited vocabulary.
<b>STRUCTURE</b> <b>Features of text</b> <b>Paragraph development and sentence construction</b>  <b>5 MARKS</b>		<b>5</b> - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed	<b>4</b> -Logical development of details -Coherent -Sentences, paragraphs logical, varied	<b>3</b> -Relevant details developed -Sentences, paragraphs well-constructed Essay still makes sense	<b>2</b> - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	<b>0–1</b> - Necessary points lacking - Sentences and paragraphs faulty	
		MARKS RANGE	<b>40–50</b>	<b>30–39</b>	<b>20–29</b>	<b>10–19</b>	<b>0–9</b>

## ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT PLANNING AND FORMAT</b>	<b>13-15</b>	<b>10-12</b>	<b>7-9</b>	<b>4-6</b>	<b>0-3</b>
Response and ideas Organisation of ideas for planning Purpose, audience and features/ conventions and context  <b>15 MARKS</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>	<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>- Has vaguely applied necessary rules of format</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>- Has not applied necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b>	<b>9-10</b>	<b>7-8</b>	<b>5-6</b>	<b>3-4</b>	<b>0-2</b>
Tone, register, style, purpose/ effect, audience and context Language use and conventions. Word choice Punctuation, spelling  <b>10 MARKS</b>	<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 obscured</li> </ul>
<b>MARKS RANGE</b>	<b>20–25</b>	<b>15–19</b>	<b>10–14</b>	<b>5–9</b>	<b>0–4</b>