



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2010

ENGLISH HOME LANGUAGE PAPER 3

MEMORANDUM

This question paper consists of 6 pages.

INFORMATION FOR THE MARKER

In evaluating a candidate's work, pay careful attention to the following aspects, drawn from the assessment rubric:

1. Interpretation of the topic that will be reflected in the overall content: introduction and conclusion, and development of ideas.
2. Awareness of writing for a specific purpose, audience and context, especially in Sections B and C.
3. Grammar, spelling, and punctuation.
4. Language structures, including an awareness of critical language.
5. Choice of words and idiomatic language.
6. Paragraphing.
7. Register, style and tone, especially in Sections B and C.

GUIDELINES**SECTION B: LONGER TRANSACTIONAL TEXT****2.1 Review**

- Use of more colloquial language (taking into account the audience).
- The text is structured as a review as the candidate assesses the strengths or weaknesses of the album.

2.2 Formal Speech

- The text is structured to be read, as in a speech.
- Must consider the audience to whom the speech is aimed.
- Must address the issue of animal cruelty and how learners can assist the SPCA.

2.3 Informal Letter

- Correct format for informal letter.
- Salutation (Dear...)
- Use of paragraphs: clear indication of the purpose of the letter.
- Correct ending (Yours affectionately, Yours sincerely, Your friend).
- Slang not permissible.

2.4 Editorial

- Candidate's opinion on the issue of discipline.
- Clear argument, points logical and justified.
- Must be a connection with the extract provided.

SECTION C: SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXT

3.1 Diary Entry

- Dates per entry (three separate entries).
- Correct style: can be informal/colloquial.
- Reflective (positive or negative).

3.2 Flyer

- Emphasis on the text.
- All relevant information about the new sport/activity must appear on the flyer.
- Must encourage participation.

3.3 Advertisement

- Text only.
- Emphasis on the use of emotive/persuasive language.
- Headline and slogan.
- Text must connect with illustration.
- Product or service must be original.

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (50 marks)

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
CONTENT & PLANNING 30 MARKS	24-30 -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable essay.	21-23½ -Content meritorious, original. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	18-20½ -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & good essay.	15-17½ -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning &/or drafting has produced a satisfactory, presentable essay.	12-14½ -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning &/or drafting has produced a moderately presentable & coherent essay.	9-11½ -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Essay not well presented.	0-8½ -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING 15 MARKS	12-15 -Critical awareness of impact of language. -Language, punctuation effectively used. -Uses highly appropriate figurative language. -Choice of words exceptional, mature. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	10½-11½ -Critical awareness of impact of language. -Language, punctuation correct; able to use figurative language. -Choice of words varied & creative. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	9-10 -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic. -Mostly error-free following proof-reading, editing.	7½-8½ -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains a few errors following proof-reading, editing.	6-7 -Limited critical language awareness. -Language mediocre, punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	4½-5½ -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	0-4 -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
STRUCTURE 5 MARKS	4-5 -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	3½ -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	3 -Several relevant details developed. -Sentences, paragraphs well constructed. -Length correct.	2½ -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	2 -Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length - too long/short.	1½ -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	0-1 -Off topic. -Sentences, paragraphs muddled, inconsistent. Length – far too long/short.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – HOME LANGUAGE (30 marks)

	Code 7: Outstanding 80-100%	Code 6: Meritorious 70-79%	Code 5: Substantial 60-69%	Code 4: Adequate 50-59%	Code 3: Moderate 40-49%	Code 2: Elementary 30-39%	Code 1: Not achieved 0-29%
CONTENT, PLANNING & FORMAT 18 MARKS	14½-18 -Extensive specialized knowledge of requirements of text. -Disciplined writing – maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Highly appropriate format.	13-14 -Very good knowledge of requirements of text. -Disciplined writing – maintains focus, no digressions. -Coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/or drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format very well.	11-12½ -Fair knowledge of requirements of text. -Writing – maintains focus, with minor digressions. -Mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format.	9-10½ -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format.	7½-8½ -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights.	5½-7 -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not always coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.	0-5 -No knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in places. -Not coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING 12 MARKS	10-12 -Grammatically accurate & brilliantly constructed. -Vocabulary highly appropriate to purpose, audience & context. -Style, tone, register highly appropriate. -Virtually error-free following proof-reading & editing. -Length correct.	8½-9½ -Very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone, register considering demands of task. -Largely error-free following proof-reading & editing. -Length correct.	7½-8 -Well constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Mostly error-free following proof-reading & editing. -Length correct.	6-7 -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -A few errors following proof-reading & editing. -Length almost correct.	5-5½ -Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style tone & register. -Several errors following proof-reading & editing. -Length – too long/short.	4-4½ -Poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Error-ridden despite proof-reading, editing. -Length – too long/short.	0-3½ -Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic -Error-ridden and confused following proof-reading, editing. -Length – far too long/short.

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS - HOME LANGUAGE (20 marks)

	Code 7: Outstanding 80-100% <u>10-12</u>	Code 6: Meritorious 70-79% <u>8½-9½</u>	Code 5: Substantial 60-69% <u>7½-8</u>	Code 4: Adequate 50-59% <u>6-7</u>	Code 3: Moderate 40-49% <u>5½-5</u>	Code 2: Elementary 30-39% <u>4-4½</u>	Code 1: Not achieved 0-29% <u>0-3½</u>
CONTENT, PLANNING & FORMAT 12 MARKS	<ul style="list-style-type: none"> -Extensive specialized knowledge of requirements of text. -Exhibits a profound awareness of wider contexts in writing. -Disciplined writing – learner maintains rigorous focus, no digressions. -Total coherence in content & ideas, highly elaborated & all details support topic. -Evidence of planning &/or drafting has produced a flawlessly presentable text. -Has produced a highly appropriate format. 	<ul style="list-style-type: none"> -Very good knowledge of requirements of text. -Exhibits a broad awareness of wider contexts in writing. -Disciplined writing – learner maintains focus, no digressions. -Text is coherent in content & ideas, very well elaborated & all details support topic. -Evidence of planning &/drafting has produced a well crafted & presentable text. -Has applied the necessary rules of format very well. 	<ul style="list-style-type: none"> -Fair knowledge of requirements of text. -Exhibits a general awareness of wider contexts in writing tasks. -Writing – learner maintains focus, with minor digressions. -Text is mostly coherent in content & ideas, elaborated & most details support topic. -Evidence of planning &/or drafting has produced a presentable & very good text. -Has applied the necessary rules of format. 	<ul style="list-style-type: none"> -Adequate knowledge of requirements of text. -Exhibits some awareness of wider context in writing tasks -Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of requirements of format. 	<ul style="list-style-type: none"> -Moderate knowledge of requirements of text. -Response to writing task reveals a narrow focus. -Exhibits rather limited knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas, some details support topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights. 	<ul style="list-style-type: none"> -Elementary knowledge of requirements of text. -Response to writing task reveals a limited focus. -Exhibits a limited knowledge of wider contexts in writing tasks -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format. 	<ul style="list-style-type: none"> -No knowledge of requirements of text. -Exhibits no knowledge of wider contexts in writing tasks. -Writing – learner digresses, meaning obscure in places. -Text not coherent in content & ideas, has few details which support topic. -Inadequate planning/ drafting. Poorly presented text. -Has not applied necessary rules of format.
LANGUAGE, STYLE & EDITING 8 MARKS	<ul style="list-style-type: none"> -Text grammatically accurate and brilliantly constructed. - Vocabulary is highly appropriate to purpose, audience and context. -Style, tone, register highly appropriate. -Text virtually error free following proof reading. -Length correct. 	<ul style="list-style-type: none"> -Text very well constructed & accurate. -Vocabulary very appropriate to purpose, audience & context. -Suitable style, tone & register considering demands of task. -Text largely error-free following proof-reading & editing. -Length correct. 	<ul style="list-style-type: none"> -Text well constructed & easy to read. -Vocabulary appropriate to purpose, audience & context. -Style, tone, register mostly appropriate. -Text mostly error-free following proof-reading & editing. -Length correct. 	<ul style="list-style-type: none"> -Text adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, tone, register fairly appropriate. -Text still contains few errors following proof-reading & editing. -Length almost correct. 	<ul style="list-style-type: none"> -Text is basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style, tone & register. -Text contains several errors following proof-reading & editing. -Length – too long/short. 	<ul style="list-style-type: none"> -Text is poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short. 	<ul style="list-style-type: none"> -Text is poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style, tone & register do not correspond with topic. -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.