NATIONAL
SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2012

ENGLISH FIRST ADDITIONAL LANGUAGE P3
MEMORANDUM

MARKS: 100

This memorandum consists of 11 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 (EDUCATORS)

- 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 a candidate's own interpretation.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 50 mark assessment grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  o Content and planning (32 marks)
  o Language, style and editing (12 marks)
  o Structure (6 marks)

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

1.1 **IT WAS A TRULY DESERVED AWARD.**

- Narrative/Descriptive/Reflective essay.
- The following must be considered:
  o If **narrative,** a story with a **strong story line** must be evident in which a **series of events** leads to the award being made. There must be a logical sequence of tense.
  o If **descriptive**, there must be a **vivid description** of an experience/incident leading to the award being made.
  o If **reflective**, there must be a **personal account of thought processes and feelings/emotions** surrounding the award being made. **[50]**

OR

1.2   **'I WILL NEVER DO SUCH A THING AGAIN.'**

- **NOTE:** The words in the topic MUST be included somewhere in the essay.
- Narrative/Descriptive/Reflective essay.
- The following must be included:
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** leads to or results in the resolve not to repeat such an action. There must be a logical sequence of tense.
  - If **descriptive**, there must be a **vivid description** of events/ situations which triggered the resolve to avoid repeating such an action.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** surrounding an incident/ event which led to the emphatic resolve of not repeating the action.   **[50]**

OR

1.3   **CLIMATE CHANGE IS A WORLD-WIDE PROBLEM WE CAN SOLVE. DO YOU AGREE?**

- Argumentative essay.
  - The essay must offer **one distinct opinion**; therefore the essay must either be **FOR OR AGAINST** the topic given.
  - Candidates may argue the point of whether or not the climate change problem can be resolved.
  - There should be a clear defence/motivation/argument of the position taken.   **[50]**

OR

1.4   **A LIFE OF POVERTY AND DESPERATION.**

- Narrative/Descriptive/Reflective essay.
- The following must be considered:
  - If **narrative**, a story with a **strong story line** must be evident in which a **series of events** leads to or results in a life of poverty and desperation. There must be a logical sequence of tense.
  - If **descriptive**, there must be a **vivid description** of circumstances/conditions surrounding a life of poverty and desperation.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** evoked by the topic.   **[50]**

OR

1.5   **EARLIER THIS YEAR GOVERNMENT ANNOUNCED ITS INTENTION TO PASS LEGISLATION TO PREVENT PARENTS/GUARDIANS FROM USING CORPORAL PUNISHMENT (SPANKING) AS A MEANS TO DISCIPLINE THEIR CHILDREN. DISCUSS YOUR VIEWS.**

- Discursive essay.
  - o The essay must offer a **balanced view of both sides** of the argument.
  - o The opposing **views** must be presented **impartially.**   **[50]**

OR

1.6   **IT PROVED TO BE A BROKEN DREAM.**

- Narrative/Descriptive/Reflective essay.
- The following must be considered:
  - o If **narrative**, a story with a **strong story line** must be evident in which a **series of events** leads to what turned out to be a broken dream. There must be a logical sequence of tense.
  - o If **descriptive**, there must be a **vivid description** of circumstances leading to a broken dream.
  - o If **reflective**, there must be a **personal account of thought processes and feelings/emotions** triggered by a broken dream.   **[50]**

OR

1.7   **INTERPRETATION OF PICTURES**

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates should give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas may be explored in response to the pictures, **among others:**

1.7.1   o A literal interpretation may include: love/relationships/ celebrating Valentine's Day/challenges facing relationships etc.

o Personal interpretation: love life/togetherness/joy and happiness at being loved/friendship etc.

1.7.2   o Social interpretations: a gun-free society/abundance of weapons in society/crime/crime infested communities etc.

o Personal interpretation: self-defence against crime/security/ responsibility attached to gun ownership etc.

o A more literal interpretation might include: ambition to own a gun/usefulness of guns/guns as dangerous weapons etc.

o Abstract interpretation: feelings of insecurity etc.   **[50]**

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 30 mark assessment grid to mark Longer Transactional texts. The texts produced by candidates must be assessed according to the following criteria:
   o   Content, planning and format (20 marks)
   o   Language, style and editing (10 marks)

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

2.1   **SPEECH**

- Tone, language and register must be appropriate to the audience (the learners at another school).
- The speech must be in paragraph form.
- The tone of the speech should be formal.
- The language and register should be appropriate to the audience.
- The audience should be addressed appropriately, (e.g. learners, fellow pupils ...)
- Consider the following:
   o   The content of the speech should be relevant to the occasion (should be about motivating peers on dreams and ambitions and how to go about trying to achieve them).
   o   Accept different approaches to the presentation of the speech.
   o   A logical and appropriate closure to the speech should be evident.   **[30]**

OR

2.2   **DIALOGUE**

- The correct dialogue format must be used:
   o   The names of the characters on the left-hand side of the page.
   o   A colon after the name of the speaker.
   o   A new line to indicate each new speaker.
   o   Stage directions (tone of voice, actions etc.) in brackets before the spoken words, if applicable.
   o   No inverted commas.
- The following may be explored, **among others**:
   o   A request for the donation of a weekly national newspaper and the reason for the request.
   o   The bookshop owner's response (which may be positive or negative).   **[30]**

OR

2.3   **AGENDA AND MINUTES OF MEETING**

       NOTE:
- The correct format of agenda and minutes must be used.
  - Items must be listed and numbered in the agenda.
  - The recording of minutes must follow the same order as items in the agenda.
  - The minutes should be composed of resolutions/decisions/ recommendations of meeting as well as names of persons making and seconding proposals.
  - The following should also be included: matters arising from minutes of previous meeting, new business etc.
- Consider the following:
  - The content of agenda and minutes should be relevant to the occasion (i.e. problems posed by social networking sites to learning <u>and</u> how to resolve them).
  - A variety of different proposals can be made.
  - A logical and appropriate closure of the meeting. **[30]**

OR

2.4   **LETTER TO THE PRESS**

- The letter should be addressed to the press.
- The tone and register should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Greeting/salutation
  - Subject line.
  - Suitable ending
- The following should be included in the letter, **among others**:
  - An explicit statement about problems caused by lack of service delivery with specific regard to schools.
  - Manner in which these affect education. **[30]**

TOTAL SECTION B: **30**

SECTION C: SHORTER TEXT (TRANSACTIONAL/REFERENCE/ INFORMATIONAL)

QUESTION 3

INSTRUCTIONS TO MARKERS (EDUCATORS)

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 20 mark grid to mark the texts.
- The texts produced by the candidates must comply with the following criteria:
  o Content, planning and format (13 marks)
  o Language, style and editing (7 marks)

 NOTE: No additional penalties may be imposed as the marking grid itself imposes penalties.

3.1   **POSTCARD**

- The language (including the salutation and ending/conclusion) can be informal and colloquial, but should not include slang expressions.
- Address is not necessary.
- Complete sentences are not required.
- The content must be brief but informative.
- The content must include the following:
  o A description of experiences at a holiday resort in a coastal city/town.

  NOTE : Do not award marks for illustrations.   **[20]**

OR

3.2   **INSTRUCTIONS**

- The contents of the instructions should relate to tips on what a friend is expected to do to deliver a good speech.
- Instructions should be given in a logical sequence.
- The instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- The language should be clear and precise.
- Complete sentences are not necessary.   **[20]**

OR

3.3   **DIARY ENTRY**

- The following should be included:
  o Day, date of entry.
- The diary entry should relate to reflection on one day in which almost everything went wrong.
- Complete sentences are not necessary.
- The tone may be informal or colloquial, but no slang.   **[20]**

TOTAL SECTION C: 20

GRAND TOTAL: 100

APPENDIX B: ASSESSMENT RUBRICS FOR FIRST ADDITIONAL LANGUAGE
SECTION A: RUBRIC FOR ASSESSING AN ESSAY – FIRST ADDITIONAL 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 **32 MARKS**	**26 − 32** -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a virtually flawless, presentable essay.	**22½ − 25½** -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	**19½ − 22** -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & very good essay.	**16 − 19** -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily presented essay.	**13 − 15½** -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay.	**10 − 12½** -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	**0 − 9½** -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING **12 MARKS**	**10 − 12** -Critical awareness of impact of language. -Language, punctuation effectively used. Uses figurative language. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof-reading & editing.	**8½ − 9½** -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied & correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	**7½ − 8** -Critical awareness of language evident. -Language & punctuation mostly correct. -Choice of words suited to text. -Style, tone, register suited to topic in most of the essay. -By and large error-free following proof-reading, editing.	**6 − 7** -Some awareness of impact of language. -Language simplistic, punctuation adequate. -Choice of words adequate. -Style, tone, register generally consistent with topic requirements. -Still contains errors following proof-reading, editing.	**5 − 5½** -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	**4 − 4½** -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	**0 − 3½** -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proof-reading, editing.
STRUCTURE **6 MARKS**	**5 − 6** -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	**4½** -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	**4** -Several relevant details developed. -Sentences, paragraphs well-constructed. -Length almost correct.	**3 − 3½** -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length correct.	**2½** -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length - too long/short.	**2** -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	**0 − 1½** -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS − FIRST ADDITIONAL 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 **20 MARKS**	**16 − 20** -Specialised knowledge of requirements of the text. -Disciplined writing – maintains thorough focus, no digressions. -Text fully coherent in content & ideas & all detail support the topic. -Evidence of planning &/or drafting has produced a virtually flawlessly presentable text. -Has applied all the necessary rules of format/outstanding.	**14 − 15½** -Good knowledge of requirements of the text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas, with all details supporting the topic. -Evidence of planning &/or drafting has produced a well-crafted, presentable text. -Has applied the necessary rules of format/meritorious.	**12 − 13½** -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support the topic. -Evidence of planning &/or drafting has produced a presentable & good text. -Has applied most of the necessary rules of format/substantial.	**10 − 11½** -Adequate knowledge of requirements of the text. -Writing – learner digresses from topic but does not impede overall meaning. -Text adequately coherent in content & ideas & some details support the topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	**8 − 9½** -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning is vague in places. -Text moderately coherent in content & ideas and has basic details which support the topic. -Evidence of planning &/or drafting has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of format – some critical oversights.	**6 − 7½** -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning is obscure in places. -Text not always coherent in content & ideas, and has few details which support the topic. -Inadequate planning &/or drafting. Text not well presented, -Has vaguely applied the necessary rules of format.	**0 − 5½** -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas, too few details to support topic. -Planning/ drafting non- existent. Poorly presented text. -Has not applied the necessary rules of format.
LANGUAGE, STYLE & EDITING **10 MARKS**	**8 − 10** -Text is grammatically accurate & well-constructed. -Vocabulary is very appropriate to purpose, audience & context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading, editing. -Length correct.	**7 − 7½** -Text is well constructed & accurate. -Vocabulary is mostly appropriate to purpose, audience & context. -Style, tone and register mostly appropriate -Text largely error-free following proof-reading, editing. -Length correct.	**6 − 6½** -Text is well constructed & easy to read. -Vocabulary is appropriate to purpose, audience & context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct.	**5 − 5½** -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for the purpose, audience & context. -Style, tone, register adequately appropriate. -Text still contains a few errors following proof-reading, editing. -Length almost correct.	**4 − 4½** -Text is basically constructed. Several errors. -Vocabulary is limited & not very suitable for the purpose, audience & context. -Lapses in style, -Text contains several errors following proof-reading, editing. -Length – too long/short.	**3 − 3½** -Text is poorly constructed & difficult to follow. -Vocabulary requires remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short.	**0 − 2½** -Text is poorly constructed and muddled. -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.

**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS −
FIRST ADDITIONAL LANGUAGE (20 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 **13 MARKS**	**10½ − 13** -Specialised knowledge of requirements of text. -Disciplined writing – learner maintains thorough focus, no digressions. -Text fully coherent in content & ideas, and all details support topic. -Evidence of planning &/or drafting has produced a virtually flawless, presentable text. -Has applied all the necessary rules of format**.**	**9½ − 10** -Good knowledge of requirements of text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas with all details supporting the topic. -Evidence of planning &/or drafting has produced a well-crafted & presentable text. -Has applied the necessary rules of format.	**8 − 9** -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support topic. -Evidence of planning &/or drafting has produced a presentable and good text. -Has applied most of the necessary rules of format.	**6½ − 7½** -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas and some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	**5½ − 6** -Moderate knowledge of requirements of the text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning vague in places. -Text moderately coherent in content & ideas and has basic details which support the topic. -Evidence of planning &/or drafting that has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of the format – some critical oversights.	**4 − 5** -Elementary knowledge of requirements of the text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning obscure in places. -Text not always coherent in content & ideas, and has few details which support topic. -Planning/drafting inadequate. Text not well presented, -Has vaguely applied the necessary rules of format.	**0 − 3½** -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas and too few details to support the topic. -Planning and drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format.
LANGUAGE, STYLE & EDITING **7 MARKS**	**6 − 7** -Text is grammatically accurate and well-constructed. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading and editing. -Length correct.	**5 − 5½** -Text is well constructed and accurate. -Vocabulary is mostly appropriate to purpose, audience and context. -Style, tone, register mostly appropriate. -Text largely error-free following proof-reading, editing. -Length correct.	**4½** -Text is well constructed and easy to read. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct.	**3½ − 4** -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for purpose, audience & context. -Style, tone and register adequately appropriate. -Text still contains few errors following proof-reading, editing. -Length almost correct.	**3** -Text is basically constructed. Several errors. -Vocabulary is limited and not very suitable for purpose, audience and context. -Lapses in style, tone and register. -Text contains several errors following proof-reading, editing. -Length – too long/short.	**2½** -Text is poorly constructed and difficult to follow. -Vocabulary requires some remediation and not suitable for purpose, audience and context. -Style, tone and register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short.	**0 − 2** -Text is poorly constructed and muddled. -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.