



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATION

ENGLISH FIRST ADDITIONAL LANGUAGE P3

2015

MEMORANDUM

MARKS: 100

This memorandum consists of 10 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

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.
- Marking must be objective. Give credit for relevant ideas.
- 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.

1.1 That day changed me forever.

- Narrative/Descriptive/Reflective essay
- The following must be considered:
 - If narrative, a strong story line must be evident in which a series of events leads to an 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.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.2 Love is not the only basis for marriage.

- Discursive/Narrative/Reflective/ Descriptive/ Argumentative essay
- The following must be considered:
 - If discursive, opposing views must be presented **without bias**.
 - If narrative, a strong storyline must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - If descriptive, there must be a vivid description of an experience/incident.
 - If argumentative, 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.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]**1.3 The media has a powerful influence on people. Do you agree?**

- Argumentative essay
- 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 An unexpected gift**

- Narrative/Descriptive/ Reflective essay
- The following must be considered:
 - If narrative, a strong storyline must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of the gift.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.5 Do not judge my choices without understanding my reasons.

- Reflective/Narrative essay
- The following must be considered:
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]**1.6 When I heard that song, the memories came flooding back.**

- Reflective/Narrative/Descriptive essay
- The following must be considered:
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of an experience/incident related to the memories the song evokes.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]**1.7 Interpretation of pictures**

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates must 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 Hands holding Earth

- Literal interpretation: e.g. nature, environment, Africa.
- Abstract interpretation: e.g. the relationship between humans and nature, the future of the earth.

[50]**1.7.2 Boy playing with toy car**

- Literal interpretation: e.g. the importance of playtime for children, boys and their toys, cars.
- Abstract interpretation: e.g. the imagination of children, dreams can become reality, toys and gender stereotyping.

[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 FRIENDLY LETTER

- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
 - Name of sender
- The contents should include the candidate's views on the friend's decision to move out of his/her family home and live on his/her own. **[30]**

2.2 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:
 - Birthplace
 - Where the person was living at the time of death
 - Key survivors (spouse, children) and their names
 - Date and time of funeral
 - Biographical information
- A tribute must be paid to the deceased. **[30]**

2.3 BOOK REVIEW

- The review should be written using suitable headings.
- The tone should be appropriate.
- The register and content must be suitable for an educational newspaper.

- The following information should be included in the review, among others:
 - The title and author of the book
 - A discussion of some of the following:
 - Genre/setting/characterisation/plot/style/atmosphere.

- The candidate may give a judgement of the book.
- Accept different formats of the review. **[30]**

2.4 FORMAL INTERVIEW

- The tone must be formal.
- The following aspects of format must be included:
 - Brief scenario/context before the speakers start speaking.
 - The names of the 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 before the spoken words, if applicable.

- The interview must be between the manager/ panel and the applicant.
- It must be clear that it is an interview for the job of a cashier. **[30]**

TOTAL SECTION B: 30

SECTION C: SHORTER TRANSACTIONAL TEXT**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 candidates must 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 INVITATION

- The following should be included, **among others**:
 - Addressee
 - Nature of the party
 - Date
 - Venue
 - Time
 - Dress code
 - RSVP details
 - Sender
- No marks are awarded for illustrations. **[20]**

3.2 POSTCARD

- The language, tone and register must be informal.
- The content must be about the student's experiences in South Africa.
- The format may be quite informal and may include a receiver and a sender.
- No marks are awarded for illustrations. **[20]**

3.3 DIRECTIONS

- The starting point and destination must be specified.
- The directions may be in point or paragraph form.
- Concise and clear sentences must be used.
- The following should be included, **among others**:
 - landmarks
 - distances
 - specific directions
- No marks are awarded for illustrations. **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE**50 MARKS**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	28–30 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	22–24 -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	16–18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	10-12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	4-6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	25–27 -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	19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	13–15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	7–9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0–3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	14–15 -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 -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 -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 -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 -Language incomprehensible -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4 -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 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well construct	4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	3 -Relevant details developed -Sentences, paragraphs well constructed -Essay still makes sense	2 -Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	0–1 -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
<p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p>18 MARKS</p>	<p>15–18</p> <p>-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</p>	<p>11–14</p> <p>-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</p>	<p>8–10</p> <p>-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</p>	<p>5–7</p> <p>-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</p>	<p>0–4</p> <p>-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</p>
<p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>12 MARKS</p>	<p>10–12</p> <p>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free</p>	<p>8–9</p> <p>-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</p>	<p>6–7</p> <p>-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning</p>	<p>4–5</p> <p>-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured</p>	<p>0–3</p> <p>-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</p>
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 & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	10–12 -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 -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 -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 -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 -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 & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7–8 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	5–6 -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 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–2 -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