



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**FEBRUARY/MARCH 2015**

**MEMORANDUM**

**MARKS: 100**

**This memorandum consists of 11 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.
- Full credit must be given for the candidate's 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 attached rubric:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

**NOTE:** No additional penalties may be imposed as any deviations are addressed by the rubric.

**1.1 A case of mistaken identity**

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the speaker.

**[50]**

**1.2 Write a story that includes the following words:****I stared into the distance with tears in my eyes ...****NOTE:** The words given in the topic **MUST** be included somewhere in the essay.

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- It must become clear what caused the tears.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If reflective, the essay should convey emotional reactions and feelings experienced by the speaker.

**[50]****1.3 Beauty**

Descriptive/Narrative/Reflective

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings.

**[50]****1.4 There is more to life than having fun. Do you agree?**

Argumentative/Reflective

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If reflective, the writer must still take a stance for or against the topic. The essay must convey a personal response to the issue.

**[50]****1.5 Today I am wiser than ever before**

Reflective/Descriptive/Narrative

- If reflective, the essay should convey emotional reactions and feelings regarding being wiser.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description of the wiser mood clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. The writer must indicate clearly why he/she feels wiser than before. The essay must have an interesting ending.

**[50]**

1.6 **Your future is not created by others, but by yourself. Discuss this statement.**

Discursive

- The essay must be objective and give a balanced view of both sides of the argument.
- The writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.

**[50]**

1.7 **Interpretation of pictures**

- The candidate may interpret the pictures in any way.
- The candidate may choose to write ANY type of essay.
- The interpretation must be linked to the picture.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.

1.7.1 **Picture: Hands**

- Literal interpretations: relationship between a parent/adult and child, assistance, care being offered to a child.
- Figurative interpretations: protection, mentorship, nurturing, symbolism of hands as being able to do both good and bad.

1.7.2 **Picture: The South African flag**

- Literal interpretations: Our country, South Africa, The South African flag.
- Figurative interpretations: Proudly South African, Reaching new heights in South Africa.

**[50]**

**TOTAL SECTION A: 50**

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

- Candidates are required to answer ONE question.
- 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 attached rubric:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

**NOTE:** NO additional penalties may be imposed as any deviations are addressed by the rubric.

**2.1 FRIENDLY LETTER**

A letter to thank a friend.

- The following aspects of format should be included:
  - Address of sender
  - Date
  - Greeting/Salutation
  - Suitable ending
- The tone and register of the letter should be friendly and informal.
- The candidate must express his/her gratitude.

**[30]****2.2 FORMAL REPORT**

You are not satisfied with the services offered at the public library.

- The report must have the following sub-headings:
  - Investigation
  - Findings
  - Recommendations
- The report must:
  - have a subject line.
  - be addressed to the chief librarian.
  - clearly indicate who the sender is.
- The tone of the report must be formal and polite.

**[30]**

**2.3 MAGAZINE ARTICLE**

An article entitled, “Tips for Teenagers to Stay Fit and Healthy.”

- The article must have a suitable heading.
- Paragraphs should not be too long.
- The article must provide suggestions for the reader to be fit and healthy. **[30]**

**2.4 INTERVIEW**

Interview with a former learner who has achieved great success.

- A context must be provided at the beginning of the interview.
- The dialogue must be between the editor of the school magazine and the former learner.
- The tone and register should be appropriate to the person being interviewed.
- The questions must be probing and to the point.
- The names of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker. **[30]**

**TOTAL SECTION B: 30**

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

- Candidates are required to answer ONE question.
- 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 attached rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:** NO additional penalties may be imposed as any deviations are addressed by the rubric.

**3.1 ADVERTISEMENT**

Extra lessons in English.

- The advertisement should:
  - have a catchy headline to attract the attention of the reader.
  - have the following details: price, time and contact details.
  - create interest and desire in the service.
  - inspire action.
- The target market should be clear.
- The language may be formal or informal but not slang or colloquial.
- Do not award marks for illustrations.

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

A postcard written to your grandmother.

- The postcard should have a greeting/salutation and the name of the sender.
- The tone should be informal.
- Avoid slang or colloquial language.

**[20]****3.3 DIRECTIONS**

Directions to the school.

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- Directions must be in the correct sequence, including reference to distance, turns and landmarks as mentioned in the question.
- No marks are awarded for sketches or maps.

**[20]**

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

**SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	<b>Upper level</b>	<b>28–30</b>	<b>22–24</b>	<b>16–18</b>	<b>10–12</b>	<b>4–6</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	-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	-Satisfactory response - Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	-Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	<b>Lower level</b>	<b>25–27</b>	<b>19–21</b>	<b>13–15</b>	<b>7–9</b>	<b>0–3</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	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	-Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	-Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	-No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled



**SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS] (continued)**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>LANGUAGE, STYLE &amp; 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>	<b>Upper level</b>	<b>14–15</b> -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	<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	<b>0–3</b> -Language incomprehensible -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
	<b>Lower level</b>	<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>  Features of text; Paragraph development and sentence construction  <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 some sense	<b>2</b> -Some valid points -Sentences and paragraphs faulty -Essay still makes sense	<b>0–1</b> -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
<b>MARK 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 &amp; FORMAT</b>  Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>18 MARKS</b>	<b>15–18</b>  -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	<b>11–14</b>  -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	<b>8–10</b>  -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	<b>5–7</b>  -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	<b>0–4</b>  -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
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>12 MARKS</b>	<b>10–12</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	<b>8–9</b>  -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	<b>6–7</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>4–5</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–3</b>  -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
<b>MARK RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14–17</b>	<b>9–12</b>	<b>0–7</b>

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

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<p><b>CONTENT, PLANNING &amp; FORMAT</b></p> <p>Response and ideas; Organisation of ideas; Features/conventions and context</p> <p><b>12 MARKS</b></p>	<p><b>10–12</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>	<p><b>8–9</b></p> <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>	<p><b>6–7</b></p> <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>	<p><b>4–5</b></p> <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>	<p><b>0–3</b></p> <ul style="list-style-type: none"> <li>-Response reveals no knowledge of features of the type of text</li> <li>-Meaning 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>
<p><b>LANGUAGE, STYLE &amp; EDITING</b></p> <p>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p><b>8 MARKS</b></p>	<p><b>7–8</b></p> <ul style="list-style-type: none"> <li>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context</li> <li>-Grammatically accurate and well constructed</li> <li>-Virtually error-free</li> </ul>	<p><b>5–6</b></p> <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>	<p><b>4</b></p> <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>	<p><b>3</b></p> <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>	<p><b>0–2</b></p> <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>MARK RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10–11</b>	<b>7–8</b>	<b>0–5</b>