



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2012

**ENGLISH HOME LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 8 pages.

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 sections B and C.
- 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****QUESTION 1****1.1 POSSIBLE RESPONSES**

- Descriptive/narrative/discursive
- Title could refer to a serious problem in the country/in government/in nature/in a person's life/medical emergency/emotional emergency
- Essay should convey a sense of urgency
- LO3AS1,2,3

[50]**1.2 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective
- Making a difficult decision
- The importance of a particular decision and how its effects impact
- Not being afraid of the future
- Strengthening of resolve
- A lesson learnt
- Accepting the challenge of life
- LO3AS1,2,3

[50]**1.3 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/argumentative
- The importance of accepting yourself/being true to yourself
- Seizing all opportunities
- Determining your own happiness
- LO3AS1,2,3

[50]**1.4 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive/argumentative
- Words could appear somewhere in the essay
- Facing up to a difficult problem/personal problem
- The importance of talking about personal problems instead of bottling them up
- Discussion is better than violence
- OR: Sometimes we need more action and less talking
- LO3AS1,2,3

[50]**1.5 POSSIBLE RESPONSES:**

- Descriptive/narrative/reflective
- Can focus on any of the aspects: end of summer/end of a happy time/life is not static/changes in seasons/facing another stage in life

[50]

1.6 POSSIBLE RESPONSES:

- Discursive/narrative/reflective/argumentative
- Words can hurt/inspire/spur people into action/hate speech/inciting violence
- The importance of being considerate
- An incident where words had important consequences
- LO3AS1,2,3

[50]

1.7 1.7.1 POSSIBLE RESPONSES:

- Narrative/argumentative/discursive/reflective
- The importance of caring for the environment
- Man's influence on the world around him
- Man holds the key to our survival
- The state of the world/Africa/South Africa/local environment
- An environmental disaster
- LO3AS1,2,3

[50]

1.7.2 POSSIBLE RESPONSES

- Narrative/descriptive/reflective/argumentative
- Lack of individuality (faceless/wooden)
- Excess control over people's lives (school/home/country/world)
- The need to break free from restrictions
- Looking forward to breaking free after examinations
- LO3AS1,2,3

[50]

INSTRUCTIONS TO MARKERS

Refer to SECTION A: Rubric for Assessing an Essay found on page 8 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	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.

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2****2.1 DIALOGUE**

- Confrontation and explanation
- Should convey idea of the learner's desperation/emotional trauma
- Appropriate register: colloquial, but NOT slang
- LO3AS1,2,3

[30]**2.2 LETTER OF COMMENDATION**

- Formal letter
- Praising the salesperson
- Stating what the salesperson did that was so impressive
- Formal register and style
- LO3AS1,2,3

[30]**2.3 AGENDA AND MINUTES**

- Focus is on the increase in bullying
- Agenda should reflect the purpose of the meeting
- Minutes should reflect the discussion of the problem
- Possible solutions need to be provided
- Formal style and register
- LO3AS1,2,3

[30]**2.4 NEWSPAPER COLUMN**

- Is for publication in a school newspaper
- Column need not focus only on the letter, but also on social network sites in general
- Possible focus on: advice on dealing with the situation; the need to be discreet; the dangers of social network sites
- Colloquial language acceptable
- LO3AS1,2,3

[30]**TOTAL SECTION B: 30**

INSTRUCTIONS TO MARKERS

Refer to SECTION B: Rubric for Assessing Longer Transactional Texts found on page 9 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	18
LANGUAGE, STYLE AND EDITING	12
TOTAL	30

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. If the learner has used **incorrect format**, decide on a mark for **content** then drop slightly within that category or drop to the next category. (The seriousness of the transgression will determine the extent of the penalty.)

**SECTION C: SHORTER TEXT
TRANSACTIONAL/REFERENTIAL/INFORMATIONAL**

QUESTION 3

3.1 INSTRUCTIONS

- Need to be relevant to coping with life’s problems
- Instructions deal with NOT feeling sorry for oneself
- Each instruction should be written as a separate point on a new line, but do not penalise if the instructions are written as a paragraph
- Numbered or bulleted instructions are preferable
- LO3AS1,2,3

[20]

3.2 POSTER

- Promotion of recycling
- Focus is **not** on pollution
- Heading
- Text only
- Text needs to connect with illustration
- Useful advice on how and what to recycle
- LO3AS1,2,3

[20]

3.3 DIARY

- TWO entries required
- Date for each entry
- Informal language, but no slang
- Emotive language
- The reason for the anger must be clear
- LO3AS1,2,3

[20]

INSTRUCTIONS TO MARKERS

Refer to SECTION C: Rubric for Assessing Shorter Transactional/referential/Informational Texts found on page 10 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	12
LANGUAGE, STYLE AND EDITING	8
TOTAL	20

1. Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
3. If the learner has used **incorrect format**, decide on a mark for **content** then drop slightly within that category or drop to the next category. (The seriousness of the transgression will determine the extent of the penalty.)

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

- NOTE:
- Various formats of transactional/referential/informational texts have been taught/are in current practice. Therefore, this has to be considered when assessing the format.
 - Give credit for appropriateness of format.
 - Look for a logical approach in all writing.

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	<u>24-30</u> -Content outstanding, highly original. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a flawlessly presentable essay.	<u>21-23½</u> -Content meritorious, original. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & presentable essay.	<u>18-20½</u> -Content sound, reasonably coherent. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable & good essay.	<u>15-17½</u> -Content appropriate, adequately coherent. -Ideas interesting, adequately original. - Planning &/or drafting has produced a satisfactory, presentable essay.	<u>12-14½</u> -Content mediocre, ordinary. Gaps in coherence. -Ideas mostly relevant. Limited originality. - Planning &/or drafting has produced a moderately presentable & coherent essay.	<u>9-11½</u> -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate for home language level despite planning/drafting. Essay not well presented.	<u>0-8½</u> -Content largely irrelevant. No coherence. -Ideas tedious, repetitive. -Inadequate planning/drafting. Poorly presented essay.
LANGUAGE, STYLE & EDITING 15 MARKS	<u>12-15</u> -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.	<u>10½-11½</u> -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.	<u>9-10</u> -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.	<u>7½-8½</u> -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.	<u>6-7</u> -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.	<u>4½-5½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<u>0-4</u> -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	<u>4-5</u> -Coherent development of topic. Vivid, exceptional detail. -Sentences, paragraphs brilliantly constructed. -Length in accordance with requirements of topic.	<u>3½</u> -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<u>3</u> -Several relevant details developed. -Sentences, paragraphs well-constructed. -Length correct.	<u>2½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost correct.	<u>2</u> -Most necessary points evident. -Sentences, paragraphs faulty but essay still makes sense. -Length - too long/short.	<u>1½</u> -Sometimes off topic but general line of thought can be followed. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	<u>0-1</u> -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	<u>14½-18</u> -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.	<u>13-14</u> -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.	<u>11-12½</u> -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.	<u>9-10½</u> -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.	<u>7½-8½</u> -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.	<u>5½-7</u> -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 for home language level despite planning &/or drafting. Text not well presented, -Has vaguely applied necessary rules of format – some critical oversights.	<u>0-5</u> -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	<u>10-12</u> -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.	<u>8½-9½</u> -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.	<u>7½-8</u> -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.	<u>6-7</u> -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.	<u>5-5½</u> -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.	<u>4-4½</u> -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.	<u>0-3½</u> -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%	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 12 MARKS	<p align="center"><u>10-12</u></p> <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. 	<p align="center"><u>8½-9½</u></p> <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. 	<p align="center"><u>7½-8</u></p> <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. 	<p align="center"><u>6-7</u></p> <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. 	<p align="center"><u>5-5½</u></p> <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. 	<p align="center"><u>4-4½</u></p> <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 for home language level despite planning &/or drafting. Text not well presented. -Has vaguely applied necessary rules of format. 	<p align="center"><u>0-3½</u></p> <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	<p align="center"><u>6½-8</u></p> <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. 	<p align="center"><u>6</u></p> <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. 	<p align="center"><u>5½</u></p> <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. 	<p align="center"><u>4-4½</u></p> <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. 	<p align="center"><u>3½</u></p> <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. 	<p align="center"><u>2½-3</u></p> <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. 	<p align="center"><u>0-2</u></p> <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.