



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2016**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MEMORANDUM**

**MARKS: 100**

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This memorandum consists of 11 pages.

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**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:**

- 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 the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  - 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 The beauty of Christmas/Diwali/Eidal-Fitr/Rosh Hashanah**

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 a positive 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.

**[50]**

**1.2 At last ...**

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 a positive 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.

**[50]**

### 1.3 The social media is destroying family life. Do you agree?

Argumentative/Reflective essay

The following must be considered:

- The essay must offer **one distinct opinion**; therefore the essay must either be FOR **OR** AGAINST the topic given.
- There should be a clear defence/motivation/argument for the position taken.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

### 1.4 My solution to the drug-abuse problem among the youth

Descriptive/Reflective

The following must be considered:

- 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.

[50]

### 1.5 “Just know, when you truly want success, you’ll never give up on it. No matter how bad the situation may get.” Anonymous

Discuss this statement.

Discursive/Descriptive/Narrative/Reflective essay

The following must be considered:

- If discursive, a balanced view of both sides of the statement must be reflected. Opposing views must be presented **impartially**.
- If descriptive, there must be a vivid description of an incident/experience to illustrate the statement.
- If narrative, a strong story line illustrating the statement must be evident in which a series of events are shown. There must be a logical sequence of tense.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

### 1.6 Moving with the ever changing world

Descriptive/Reflective

- If descriptive, there must be a vivid description of an incident/experience.
- If reflective, there must be a personal account of thought processes and feelings/emotions.

[50]

## 1.7 Interpretation of pictures

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

### 1.7.1 Picture: electricity light globe

- Literal interpretation: electricity problems, service delivery issues, technology etc.
- Figurative interpretations: enlightenment, progress in life, some breakthrough in life etc.

**[50]**

### 1.7.2 Picture: water tap

- Literal interpretations: water supply problems, drought, service delivery issues etc.
- Figurative interpretations: uninspiring life, deprivation, striking needs in life etc.

**[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 any deviations are addressed by the rubric.

**2.1 DIALOGUE**

- The tone must be informal
- The following ideas may be explored, **among others**:
  - A brief scenario (context) must be sketched before the speakers start speaking.
  - The names of 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, if applicable.
- The following ideas may be explored, **among others**:
  - Principal's fact-finding mission regarding an incident of lawlessness

**[30]****2.2 AGENDA AND MINUTES OF MEETING**

- The language and register should be appropriate to the audience of the meeting.
- The agenda and minutes should be arranged separately.
- The items in agenda should correlate with those in minutes.
- Minutes should be relevant to the occasion (should address the specific content of meeting).
- A logical and appropriate arrangement of items should be evident.
- Full sentences are not necessary.

**[30]**

### 2.3 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:
  - Birth place
  - Where the person was living at the time of death
  - Key survivors
  - Biographical information
- Content should include the following, **among others**:
  - Promotion of health care services.
  - A tribute must also be paid to the deceased

[30]

### 2.4 FORMAL LETTER

- The letter should be addressed to the local councillor.
- The tone and register should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient (local councillor)
  - Greeting
  - Subject line
  - Suitable ending
  - Signature
  - Name of sender
- The following information should be included, **among others**:
  - Project outline
  - Explanation on how project will benefit the community.

[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 text should 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 any deviations are addressed by the rubric.

**3.1 ADVERTISEMENT**

- Persuasive language and catchy phrases should be used.
- Provide adequate information about the product being advertised.
- Promises relating to service to be provided may be included.
- An appeal to purchase the product should be made.
- No marks are awarded for illustrations.

**[20]****3.2 DIARY ENTRY**

- There should be ONE entry.
- The entry must bear a date.
- The tone must be personal.
- The following details about content should be included, **among others**:
  - Feelings after the assembly address.

**[20]****3.3 INSTRUCTIONS**

- Instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction.
- The language should be clear and instructive.
- Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- Complete sentences are not necessary.
- Details about content should include the following, **among others**:
  - Tips (pieces of advice) on how to prepare for examination.

**[20]**

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

**SECTION A: RUBRIC FOR ASSESSING ESSAY ADDITIONAL LANGUAGE [50 marks]**

- Always use the rubric when marking the creative essay (Paper 3, Section A).
- The marks from 0–50 have been divided into 5 major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level sub-category with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT AND PLANNING</b> (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context <b>30 MARKS</b>	Upper level	<b>27–30</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.	<b>22–23</b> - 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.	<b>15–17</b> - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending	<b>9–11</b> - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	<b>3–5</b> - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
	Lower level	<b>24–26</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.	<b>18–21</b> - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	<b>12–14</b> - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	<b>6–8</b> - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	<b>0–2</b> - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled
<b>LANGUAGE, STYLE AND 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>	Upper level	<b>14–15</b> - Tone, register, style, 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. - Highly skilfully crafted.	<b>10–11</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>6–7</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>2–3</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</b> - 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	<b>13–12</b> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	<b>9–8</b> - Language engaging and generally effective - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted	<b>5–4</b> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	<b>1–0</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 despite flaws.	<b>1</b> - Necessary points lacking - Sentences and paragraphs faulty

**SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT ADDITIONAL LANGUAGE [30 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	16–18	13–15	9–12	6–8	0–5
<p><b>CONTENT PLANNING AND FORMAT</b></p> <p>(Response and ideas ) Organisation of ideas for planning Purpose, audience and features/conventions and context</p> <p><b>18 MARKS</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>	<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>	<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>	<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>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas. Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<p><b>LANGUAGE, STYLE AND EDITING</b></p> <p>Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling</p> <p><b>12 MARKS</b></p>	<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free.</li> </ul>	<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>	<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>	<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 is obscured.</li> </ul>	<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 obscured</li> </ul>

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	9-12	7-8	5-6	3-4	0-2
<p><b>CONTENT PLANNING AND FORMAT</b></p> <p>(Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context</p> <p><b>12 MARKS</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>	<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>	<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>	<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>- Has vaguely applied necessary rules of format</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas. Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<p><b>LANGUAGE, STYLE AND EDITING</b></p> <p>Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling</p> <p><b>8 MARKS</b></p>	<ul style="list-style-type: none"> <li>- Tone, register, style, vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed</li> <li>- Virtually error-free.</li> </ul>	<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>	<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>	<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 is obscured.</li> </ul>	<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 obscured</li> </ul>