



**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2013**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3  
MEMORANDUM**

**MARKS: 100**

---

This memorandum consists of 12 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 the candidates' 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 grid to mark the essays. The texts produced by candidates must be assessed according to the following criteria:
  - Content and planning = 32 marks
  - Language, style and editing = 12 marks
  - Structure = 6 marks

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

#### 1.1 EMPTY PROMISES

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If **narrative**, a story with a **strong storyline** must be evident in which a **series of events** leads to empty promises.
  - If **descriptive**, there must be a **vivid description** of an experience(s)/incident(s) involving empty promises.
  - If **reflective**, there must be a **personal account of thought processes and feelings** connected to empty promises. **[50]**

OR

## 1.2 “OH! WHAT A DAY”

- **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 a successful/disastrous/wonderful/sorrowful day. There must be a logical sequence of tense.
    - If **descriptive**, there must be a **vivid description** of events/situations which prompted the interjection.
    - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** culminating in the interjection. [50]

OR

## 1.3 HAPPINESS IS A STATE OF MIND. DO YOU AGREE?

- Argumentative essay.
- The following must be considered:
  - Essay must offer **one distinct opinion**; therefore the essay must either be **for** or **against** the topic given.
  - Candidates may argue that happiness is a state of mind or that it is not the case.
  - The idea of happiness being a state of mind or the opposite must be evident.
  - There should be a clear defence/motivation/argument of the position taken. [50]

OR

## 1.4 “SIT DOWN, WE HAVE SOMETHING VERY IMPORTANT TO TELL YOU.” I SAT DOWN AND LISTENED TO MY PARENTS/GUARDIANS. WRITE AN ESSAY ON WHAT YOUR PARENTS/GUARDIANS TOLD YOU. GIVE YOUR ESSAY A SUITABLE TITLE.

- Narrative/Descriptive 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 candidate’s parents/guardians talking to him/her.
  - If **descriptive**, there must be a vivid description of an experience/incident connected to what the candidate may have been told by his/her parents/guardians.
- Essay must be written in the first person/have a first person reference. [50]

OR

**1.5 AS I LOOKED AT HIS/HER COFFIN ...**

- 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** culminate in the topic.  
There must be a logical sequence of tense.
  - If **descriptive**, there must be a **vivid description** of how the candidate felt as he/she looked at a parent/relative/friend's etc. coffin.
  - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** as evoked by the death of a parent/relative/friend etc.

**[50]****OR****1.6 SOUTH AFRICA – A COUNTRY OF MANY OPPORTUNITIES, A COUNTRY TO BE PROUD OF. DISCUSS YOUR VIEWS.**

- Discursive essay
- The following must be considered:
  - The essay must offer a balanced view of **both sides** of argument.  
Opposing **views** must be presented **impartially**.

**[50]****OR****1.7 ESSAY BASED ON PICTURE.**

- 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 Can be literal or figurative interpretation.**

- Social interpretations: e.g. poor environment/poor living conditions, poverty and dirty places/squalor.
- Literal interpretations may include the usefulness of dumping sites, recycling etc.
- Economic interpretations: poor socio-economic conditions/ deprivation/service delivery problems, etc.
- Figurative interpretations: impurity/manifestation of evil etc.
- Personal interpretation: poor economic background, one's destitution etc.

**[50]**

- 1.7.2
- Social interpretations, e.g. religion/religious diversity/beautiful buildings, nature/aesthetic appreciation etc.
  - Economic interpretations: expensive buildings, government's lavish expenditure on buildings etc.
  - A more literal interpretation might include: beautiful churches/places of worship/places to visit.

**[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 rubric to mark longer transactional pieces. The pieces produced by candidates must be assessed according to the following criteria:
  - Content, planning and format = 20 marks
  - Language, style and editing = 10 marks

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

**2.1 FRIENDLY LETTER**

- Letter should be addressed to a friend.
- Tone and register of the letter may be informal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Greeting/salutation
  - Suitable ending
- The following should be included in the letter, **among others**:
  - The type of lost opportunity must be stated.
  - The candidate should comfort his/her friend.
  - The candidate must also advise the friend about other options to consider to develop his/her talents.

**[30]****OR****2.2 FORMAL LETTER**

NOTE:

- Letter should be addressed to the RCL.
- 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**:
  - Expression of dissatisfaction with Sports Committee not organising enough sports activities.
  - Explanation on how such activities would have benefited learners.

**[30]****OR**

### 2.3 DIALOGUE

NOTE:

- The correct dialogue format must be used:
  - The names of characters on the left-hand side of the page.
  - A colon after the name of the speaker.
  - A new line to indicate each new speaker.
  - Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable.
  - No inverted commas should be used.
- The following ideas may be explored, **among others**:
  - An expression of teacher's unhappiness with learner's lack of commitment.
  - Learner's defence/explanation.
  - Positive or negative outcome of the conversation.

[30]

OR

### 2.4 NEWSPAPER ARTICLE

- The heading must be interesting/eye-catching.
- The style should be personal, speaking directly to the reader.
- The article should stimulate interest.
- Paragraphs should not be too long, encouraging easy reading.
- Consider the following:
  - Candidates should write about a visit by a sports personality/singer/ television star to their school
  - Information about the person
  - Reaction of learners to the personality

[30]

**TOTAL SECTION B: 30**

**SECTION C: SHORTER TEXT (TRANSACTIONAL/REFERTIAL/  
INFORMATIONAL)****QUESTION 3****INSTRUCTIONS TO MARKERS (EDUCATORS)**

- Candidates are required to answer ONE question only.
- 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 20 mark rubric to mark the texts. The texts produced by the candidates must comply with the following criteria:
  - Content, planning and format = 13 marks
  - Language, style and editing = 7 marks

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

**3.1 FACSIMILE (FAX)**

- Tone and register should be formal.
- Candidates should use the fax form provided in ANNEXURE A.
- The fax should be addressed to the bus company.
- Candidate must provide a description of the bag and its contents.
- The date and time of the journey should be mentioned.
- Candidate must include his/her contact details.

**[20]****OR****3.2 INSTRUCTIONS**

- The contents of the instructions should relate to giving tips (pieces of advice) on exercising good and sound leadership skills to promote team spirit in a particular sport.
- The 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 informative.
- Complete sentences are not necessary.

**[20]****OR**

3.3 **DIARY ENTRY**

- Tone and register may be informal and colloquial.
- Candidate does not have to write in full sentences.
- The following should be included:
  - Reflection on **wonderful** holiday experiences.
  - Date of day of entry.

**[20]**

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

## SECTION A: RUBRIC FOR ASSESSING AN ESSAY – FIRST ADDITIONAL LANGUAGE (50 marks)

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<b>CONTENT AND PLANNING</b>  <b>32 MARKS</b>	<b><u>26-32</u></b>  -Content shows impressive insight into topic. -Ideas thought-provoking, mature. -Planning and/or drafting has produced a virtually flawless, presentable essay.	<b><u>22½-25½</u></b>  -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning and /or drafting has produced a well-crafted and presentable essay.	<b><u>19½-22</u></b>  -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning and /or drafting has produced a presentable and very good essay.	<b><u>16-19</u></b>  -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning and /or drafting has produced a satisfactorily presented essay.	<b><u>13-15½</u></b>  -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning and /or drafting has produced a moderately presentable and coherent essay.	<b><u>10-12½</u></b>  -Content not always clear, lacks coherence. -Few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<b><u>0-9½</u></b>  -Content irrelevant. No coherence. -Ideas repetitive. -Non-existent planning/drafting. Poorly presented essay.
<b>LANGUAGE, STYLE AND EDITING</b>  <b>12 MARKS</b>	<b><u>10-12</u></b>  -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 and editing.	<b><u>8½-9½</u></b>  -Critical awareness of impact of language. -Language, punctuation correct; able to include figurative language correctly. -Choice of words varied and correctly used. -Style, tone, register appropriately suited to topic. -Largely error-free following proof-reading, editing.	<b><u>7½-8</u></b>  -Critical awareness of language evident. -Language and 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.	<b><u>6-7</u></b>  -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.	<b><u>5-5½</u></b>  -Limited critical language awareness. -Language ordinary and punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proof-reading, editing.	<b><u>4-4½</u></b>  -Language and punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proof-reading, editing.	<b><u>0-3½</u></b>  -Language and punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden and confused following proof-reading, editing.
<b>STRUCTURE</b>  <b>6 MARKS</b>	<b><u>5-6</u></b>  -Coherent development of topic. Vivid detail. -Sentences, paragraphs coherently constructed. -Length in accordance with requirements of topic.	<b><u>4½</u></b>  -Logical development of details. Coherent. -Sentences, paragraphs logical, varied. -Length correct.	<b><u>4</u></b>  -Several relevant details developed. -Sentences, paragraphs well-constructed. -Length almost correct.	<b><u>3-3½</u></b>  -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length correct.	<b><u>2½</u></b>  -Some necessary points evident. -Sentences, paragraphs faulty but ideas can be understood. -Length - too long/short.	<b><u>2</u></b>  -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs constructed at an elementary level. -Length - too long/short.	<b><u>0-1½</u></b>  -Off topic. -Sentences, paragraphs muddled, inconsistent. Length - far too long/short.

## SECTION B: RUBRIC FOR AS SESSING LONGER TRANSACTIONAL TEXTS - FIRST ADDITIONAL LANGUAGE (30 marks)

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<b>CONTENT, PLANNING AND FORMAT  20 MARKS</b>	<b><u>16-20</u></b>  -Specialized knowledge of requirements of the text. -Disciplined writing – maintains thorough focus, no digressions. -Text fully coherent in content and ideas and all detail support the topic. -Evidence of planning and /or drafting has produced a virtually flawlessly presentable text. -Has applied all the necessary rules of format/outstanding.	<b><u>14-15½</u></b>  -Good knowledge of requirements of the text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content and ideas, with all details supporting the topic. -Evidence of planning and /or drafting has produced a well-crafted, presentable text. -Has applied the necessary rules of format/meritorious.	<b><u>12-13½</u></b>  -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content and ideas, and details support the topic. -Evidence of planning and/or drafting has produced a presentable & good text. -Has applied most of the necessary rules of format/substantial.	<b><u>10-11½</u></b>  -Adequate knowledge of requirements of the text. -Writing – learner digresses from topic but does not impede overall meaning. -Text adequately coherent in content and ideas and some details support the topic. -Evidence of planning and/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	<b><u>8-9½</u></b>  -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 and ideas and has basic details which support the topic. -Evidence of planning &/or drafting has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of format – some critical oversights.	<b><u>6-7½</u></b>  -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 and ideas, and has few details which support the topic. -Inadequate planning and/or drafting. Text not well presented, -Has vaguely applied the necessary rules of format.	<b><u>0-5½</u></b>  -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content and ideas, too few details to support topic. -Planning/ drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format.
<b>LANGUAGE, STYLE AND EDITING  10 MARKS</b>	<b><u>8-10</u></b>  -Text is grammatically accurate & well-constructed. -Vocabulary is very appropriate to purpose, audience and context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading, editing. -Length correct.	<b><u>7- 7½</u></b>  -Text is well constructed and accurate. -Vocabulary is mostly appropriate to purpose, audience and context. -Style, tone and register mostly appropriate -Text largely error-free following proof-reading, editing. -Length correct.	<b><u>6-6½</u></b>  -Text is well constructed and easy to read. -Vocabulary is appropriate to purpose, audience and context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct.	<b><u>5-5½</u></b>  -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for the purpose, audience and context. -Style, tone, register adequately appropriate. -Text still contains a few errors following proof-reading, editing. -Length almost correct.	<b><u>4-4½</u></b>  -Text is basically constructed. Several errors. -Vocabulary is limited and not very suitable for the purpose, audience and context. -Lapses in style, -Text contains several errors following proof-reading, editing. -Length – too long/short.	<b><u>3-3½</u></b>  -Text is poorly constructed and difficult to follow. -Vocabulary requires remediation and not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short.	<b><u>0- 2½</u></b>  -Text is poorly constructed and muddled. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and 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)**

	<b>Code 7: Outstanding 80-100%</b>	<b>Code 6: Meritorious 70-79%</b>	<b>Code 5: Substantial 60-69%</b>	<b>Code 4: Adequate 50-59%</b>	<b>Code 3: Moderate 40-49%</b>	<b>Code 2: Elementary 30-39%</b>	<b>Code 1: Not achieved 0-29%</b>
<b>CONTENT, PLANNING AND FORMAT</b>  <b>13 MARKS</b>	<b><u>10½-13</u></b> -Specialized knowledge of requirements of text. -Disciplined writing – learner maintains thorough focus, no digressions. -Text fully coherent in content and ideas, and all details support topic. -Evidence of planning and/or drafting has produced a virtually flawless, presentable text. -Has applied all the necessary rules of format.	<b><u>9½-10</u></b> -Good knowledge of requirements of text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content and ideas with all details supporting the topic. -Evidence of planning and/or drafting has produced a well-crafted and presentable text. -Has applied the necessary rules of format.	<b><u>8-9</u></b> -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content and ideas, and details support topic. -Evidence of planning and/or drafting has produced a presentable and good text. -Has applied most of the necessary rules of format.	<b><u>6½-7½</u></b> -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content and ideas and some details support topic. -Evidence of planning and/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	<b><u>5½-6</u></b> -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 and ideas and has basic details which support the topic. -Evidence of planning and/or drafting that has produced a moderately presentable and coherent text. -Has a moderate idea of requirements of the format – some critical oversights.	<b><u>4-5</u></b> -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 and ideas, and has few details which support topic. -Planning/drafting inadequate. Text not well presented, -Has vaguely applied the necessary rules of format.	<b><u>0-3½</u></b> -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content and 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.
<b>LANGUAGE, STYLE AND EDITING</b>  <b>7 MARKS</b>	<b><u>6-7</u></b> -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.	<b><u>5-5½</u></b> -Text is well constructed and accurate. -Vocabulary is mostly appropriate to purpose, audience and context. -Style, tone and register mostly appropriate. -Text largely error-free following proof-reading, editing. -Length correct.	<b><u>4½</u></b> -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.	<b><u>3½-4</u></b> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for purpose, audience and context. -Style, tone and register adequately appropriate. -Text still contains few errors following proof-reading, editing. -Length almost correct.	<b><u>3</u></b> -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.	<b><u>2½</u></b> -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.	<b><u>0-2</u></b> -Text is poorly constructed and muddled. -Vocabulary requires serious remediation and not suitable for purpose. -Style, tone and register do not correspond with topic -Text error-ridden and confused following proof-reading, editing. -Length – far too long/short.