



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2012

**ENGLISH FIRST ADDITIONAL LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 11 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 a candidate's 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 assessment 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 IT WAS A TRULY DESERVED AWARD.

- 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** leads to the award being made. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of an experience/incident leading to the award being made.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** surrounding the award being made.

[50]

OR

1.2 'I WILL NEVER DO SUCH A THING AGAIN.'

- **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 or results in the resolve not to repeat such an action. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of events/situations which triggered the resolve to avoid repeating such an action.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** surrounding an incident/event which led to the emphatic resolve of not repeating the action.

[50]

OR

1.3 CLIMATE CHANGE IS A WORLD-WIDE PROBLEM WE CAN SOLVE. DO YOU AGREE?

- Argumentative essay.
 - The essay must offer **one distinct opinion**; therefore the essay must either be **FOR OR AGAINST** the topic given.
 - Candidates may argue the point of whether or not the climate change problem can be resolved.
 - There should be a clear defence/motivation/argument of the position taken.

[50]

OR

1.4 A LIFE OF POVERTY AND DESPERATION.

- 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** leads to or results in a life of poverty and desperation. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of circumstances/conditions surrounding a life of poverty and desperation.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** evoked by the topic.

[50]

OR

1.5 **EARLIER THIS YEAR GOVERNMENT ANNOUNCED ITS INTENTION TO PASS LEGISLATION TO PREVENT PARENTS/GUARDIANS FROM USING CORPORAL PUNISHMENT (SPANKING) AS A MEANS TO DISCIPLINE THEIR CHILDREN. DISCUSS YOUR VIEWS.**

- Discursive essay.
 - The essay must offer a **balanced view of both sides** of the argument.
 - The opposing **views** must be presented **impartially**.

[50]

OR

1.6 **IT PROVED TO BE A BROKEN DREAM.**

- 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** leads to what turned out to be a broken dream. There must be a logical sequence of tense.
 - If **descriptive**, there must be a **vivid description** of circumstances leading to a broken dream.
 - If **reflective**, there must be a **personal account of thought processes and feelings/emotions** triggered by a broken dream.

[50]

OR

1.7 **INTERPRETATION OF PICTURES**

- 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
- A literal interpretation may include: love/relationships/celebrating Valentine's Day/challenges facing relationships etc.
 - Personal interpretation: love life/togetherness/joy and happiness at being loved/friendship etc.

- 1.7.2
- Social interpretations: a gun-free society/abundance of weapons in society/crime/crime infested communities etc.
 - Personal interpretation: self-defence against crime/security/responsibility attached to gun ownership etc.
 - A more literal interpretation might include: ambition to own a gun/usefulness of guns/guns as dangerous weapons etc.
 - Abstract interpretation: feelings of insecurity etc.

[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 assessment grid to mark Longer Transactional texts. The texts 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 SPEECH

- Tone, language and register must be appropriate to the audience (the learners at another school).
- The speech must be in paragraph form.
- The tone of the speech should be formal.
- The language and register should be appropriate to the audience.
- The audience should be addressed appropriately, (e.g. learners, fellow pupils ...)
- Consider the following:
 - The content of the speech should be relevant to the occasion (should be about motivating peers on dreams and ambitions and how to go about trying to achieve them).
 - Accept different approaches to the presentation of the speech.
 - A logical and appropriate closure to the speech should be evident.

[30]**OR****2.2 DIALOGUE**

- The correct dialogue format must be used:
 - The names of the 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.
- The following may be explored, **among others**:
 - A request for the donation of a weekly national newspaper and the reason for the request.
 - The bookshop owner's response (which may be positive or negative).

[30]

OR

2.3 AGENDA AND MINUTES OF MEETING

NOTE:

- The correct format of agenda and minutes must be used.
 - Items must be listed and numbered in the agenda.
 - The recording of minutes must follow the same order as items in the agenda.
 - The minutes should be composed of resolutions/decisions/ recommendations of meeting as well as names of persons making and seconding proposals.
 - The following should also be included: matters arising from minutes of previous meeting, new business etc.
- Consider the following:
 - The content of agenda and minutes should be relevant to the occasion (i.e. problems posed by social networking sites to learning and how to resolve them).
 - A variety of different proposals can be made.
 - A logical and appropriate closure of the meeting.

[30]

OR

2.4 LETTER TO THE PRESS

- The letter should be addressed to the press.
- The 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**:
 - An explicit statement about problems caused by lack of service delivery with specific regard to schools.
 - Manner in which these affect education.

[30]

TOTAL SECTION B: 30

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

- Candidates are required to answer ONE question only.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas, even if they are not listed below the topics.
- Use the 20 mark grid 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 POSTCARD

- The language (including the salutation and ending/conclusion) can be informal and colloquial, but should not include slang expressions.
- Address is not necessary.
- Complete sentences are not required.
- The content must be brief but informative.
- The content must include the following:
 - A description of experiences at a holiday resort in a coastal city/town.

NOTE : Do not award marks for illustrations.

[20]

OR

3.2 INSTRUCTIONS

- The contents of the instructions should relate to tips on what a friend is expected to do to deliver a good speech.
- Instructions should be given in a logical sequence.
- The instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- The language should be clear and precise.
- Complete sentences are not necessary.

[20]

OR

3.3 DIARY ENTRY

- The following should be included:
 - Day, date of entry.
- The diary entry should relate to reflection on one day in which almost everything went wrong.
- Complete sentences are not necessary.
- The tone may be informal or colloquial, but no slang. **[20]**

TOTAL SECTION C: 20

GRAND TOTAL: 100

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

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL 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 20 MARKS	<u>16 – 20</u> -Specialised knowledge of requirements of the text. -Disciplined writing – maintains thorough focus, no digressions. -Text fully coherent in content & ideas & all detail support the topic. -Evidence of planning &/or drafting has produced a virtually flawlessly presentable text. -Has applied all the necessary rules of format/outstanding.	<u>14 – 15½</u> -Good knowledge of requirements of the text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas, with all details supporting the topic. -Evidence of planning &/or drafting has produced a well-crafted, presentable text. -Has applied the necessary rules of format/meritorious.	<u>12 – 13½</u> -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support the topic. -Evidence of planning &/or drafting has produced a presentable & good text. -Has applied most of the necessary rules of format/substantial.	<u>10 – 11½</u> -Adequate knowledge of requirements of the text. -Writing – learner digresses from topic but does not impede overall meaning. -Text adequately coherent in content & ideas & some details support the topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	<u>8 – 9½</u> -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 & ideas and has basic details which support the 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>6 – 7½</u> -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 & ideas, and has few details which support the topic. -Inadequate planning &/or drafting. Text not well presented, -Has vaguely applied the necessary rules of format.	<u>0 – 5½</u> -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & ideas, too few details to support topic. -Planning/ drafting non-existent. Poorly presented text. -Has not applied the necessary rules of format.
LANGUAGE, STYLE & EDITING 10 MARKS	<u>8 – 10</u> -Text is grammatically accurate & well-constructed. -Vocabulary is very appropriate to purpose, audience & context. -Style, tone, register very appropriate. -Text virtually error-free following proof-reading, editing. -Length correct.	<u>7 – 7½</u> -Text is well constructed & accurate. -Vocabulary is mostly appropriate to purpose, audience & context. -Style, tone and register mostly appropriate -Text largely error-free following proof-reading, editing. -Length correct.	<u>6 – 6½</u> -Text is well constructed & easy to read. -Vocabulary is appropriate to purpose, audience & context. -Style, tone, register generally appropriate. -Text mostly error-free following proof-reading, editing. -Length correct.	<u>5 – 5½</u> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for the purpose, audience & context. -Style, tone, register adequately appropriate. -Text still contains a few errors following proof-reading, editing. -Length almost correct.	<u>4 – 4½</u> -Text is basically constructed. Several errors. -Vocabulary is limited & not very suitable for the purpose, audience & context. -Lapses in style, -Text contains several errors following proof-reading, editing. -Length – too long/short.	<u>3 – 3½</u> -Text is poorly constructed & difficult to follow. -Vocabulary requires remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proof-reading, editing. -Length – too long/short.	<u>0 – 2½</u> -Text is poorly constructed and muddled. -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.

**SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS –
FIRST ADDITIONAL 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 13 MARKS	<u>10½ – 13</u> -Specialised knowledge of requirements of text. -Disciplined writing – learner maintains thorough focus, no digressions. -Text fully coherent in content & ideas, and all details support topic. -Evidence of planning &/or drafting has produced a virtually flawless, presentable text. -Has applied all the necessary rules of format.	<u>9½ – 10</u> -Good knowledge of requirements of text. -Disciplined writing – learner maintains focus, hardly any digressions. -Text is coherent in content & ideas with all details supporting the topic. -Evidence of planning &/or drafting has produced a well-crafted & presentable text. -Has applied the necessary rules of format.	<u>8 – 9</u> -Fair knowledge of requirements of the text. -Writing – learner maintains focus, with minor digressions. -Text is coherent in content & ideas, and details support topic. -Evidence of planning &/or drafting has produced a presentable and good text. -Has applied most of the necessary rules of format.	<u>6½ – 7½</u> -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Text adequately coherent in content & ideas and some details support topic. -Evidence of planning &/or drafting has produced a satisfactorily presented text. -Has applied an adequate idea of the requirements of format.	<u>5½ – 6</u> -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 & ideas and has basic details which support the topic. -Evidence of planning &/or drafting that has produced a moderately presentable & coherent text. -Has a moderate idea of requirements of the format – some critical oversights.	<u>4 – 5</u> -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 & ideas, and has few details which support topic. -Planning/drafting inadequate. Text not well presented, -Has vaguely applied the necessary rules of format.	<u>0 – 3½</u> -No knowledge of requirements of the text. -Writing – learner digresses, meaning is obscure in places. -Text not coherent in content & 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.
LANGUAGE, STYLE & EDITING 7 MARKS	<u>6 – 7</u> -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.	<u>5 – 5½</u> -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.	<u>4½</u> -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.	<u>3½ – 4</u> -Text is adequately constructed. Errors do not impede flow. -Vocabulary is adequate for purpose, audience & context. -Style, tone and register adequately appropriate. -Text still contains few errors following proof-reading, editing. -Length almost correct.	<u>3</u> -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.	<u>2½</u> -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.	<u>0 – 2</u> -Text is poorly constructed and muddled. -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.