

basic education

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

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3 NOVEMBER 2012 MEMORANDUM

MARKS: 100

I.

This memorandum consists of 10 pages.

Please turn over

INSTRUCTIONS AND INFORMATION

- This memorandum has been finalized at a memorandum discussion session at DBE at which al provinces were represented. Any omissions or queries should be referred to Chief Markers/Analytical Moderators/Internal Moderators at marking centres. All protocol must be followed.
- This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

SECTION A: ESSAY

QUESTION1

Instructions to Markers:

- Candidates are required to write on ONE topic only.
- Full credit must be given for the candidate's own interpretation.
- Marking must be objective. Consider the background of the candidate and give credit for relevant ideas.
- 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 (32 marks)
 - Language, style and editing (12 marks)
 - Structure (6 marks)
- **NOTE:** No additional penalties may be imposed as any deviations are addressed bythe rubric.

1.1 I am an old desk in a classroom and this is my story ...

Narrative/Descriptive/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. It 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 writer.

[50]

1.2 Write an essay that includes the following words:

Suddenly there was absolute silence ...

NOTE: The words given in the topic MUST be included somewhere in the essay.

Narrative/Descriptive

- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending. It must become clear what caused the silence.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.

[50]

1.3 The scene in the waiting area of a clinic OR a doctor's surgery

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. It must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings regarding the scene.

1.4 Things I would like to achieve by the time I turn 30 years old

Reflective/Descriptive

- If reflective, the essay must reflect dreams or aspirations and convey feelings or emotions.
- If descriptive, it must describe the aspirations/goals in detail.

[50]

[50]

1.5 **Today young people are influenced more by their friends than by their parents. 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]

1.6 Freedom of choice has both advantages and disadvantages. Discuss this statement.

Discursive

- The essay must be objective. It must 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 Life with my neighbours

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 of the neighbours clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. It must have an interesting ending. It must become clear what life with the neighbours is like.
- If reflective, the essay should convey emotional reactions and feelings regarding the neighbours.

[50]

1.8 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.

1.8.1 Picture: Watch

The candidate may interpret the picture in the following ways, among others:

- Literal interpretations: Punctuality, fashion, oversleeping, etc.
- Figurative interpretations: The passage of time, turning back time, keeping up with the times, history, time is money, etc.

1.8.2

Picture: Father with baby

The candidate may interpret the picture in the following ways, among others:

- Literal interpretations: Caring for a baby, reversal of gender roles, multitasking when Mom is ill, single parenthood, etc.
- Figurative interpretations:Contentment in the family environment, removing stereotypes, coping with difficult situations, quality time, 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. Consider the background of the candidates and 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 attached rubric:
 - Content, planning and format (20 marks)
 - Language, style and editing (10 marks)
- **NOTE:** No additional penalties may be imposed as any deviations are addressed by the rubric.

2.1 FORMAL LETTER

Applying for a bursary

- The letter should be addressed to The Manager: Human Resources.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Address of sender
 - o Date
 - Address of recipient
 - o Greeting/Salutation
 - Subject line
 - Suitable ending
 - Signature and name of sender
- The candidate must give details on his/her intended career.
- The candidate must motivate why he/she deserves the bursary.

2.2 **OBITUARY**

A well-known person in the community has passed away.

- The tone of the obituary must be gentle/euphemistic/tactful.
- The name and surname of the deceased must be mentioned.
- The cause of death may be mentioned.
- Details of the person's contribution to charity and community involvement must be mentioned.
- Details of funeral service and other arrangements are optional.

[30]

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2.3 **MEMORANDUM**

Suggestions for saving water and electricity

- The following aspects of format should be included:
 - Name of school
 - o Recipients
 - o Sender
 - o Date
 - o Subject/heading
 - Signature and name of sender
- The tone may be formal or semi-formal.
- The content must be simple, concise and clear with no salutations.

[30]

[30]

2.4 **INTERVIEW**

Interview for the position of administrative assistant

- The dialogue format must be used.
- The dialogue must be between the municipal manager and the applicant.
- The tone must be formal.
- The questions must be probing and to the point.
- The names/title/designation of the speakers should be followed by colons.
- A new line should be used to indicate each new speaker.

TOTAL SECTION B: 30

SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to Markers:

- Candidates are required to answer ONE question.
- Marking must be objective. Consider the background of the candidates and give credit for relevant ideas.
- 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 (13 marks)
 - Language, style and editing (7 marks)
- **NOTE:** No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1 FORMAL INVITATION

Prize-giving function

- The following aspects of format must be included:
 - o Date, venue and time
 - Type of function should be clear
 - Mention of the guest speaker should be made
- Language should be formal and suited to the context.
- Full sentences are not necessary

3.2 **DIARY ENTRIES**

The candidate's feelings about the examinations

- Each entry should be dated
- The diary should be written in the first person
- The tone must reflect suitable emotions such as anxiety and relief
- Full sentences are not necessary

3.3 DIRECTIONS

Directions to your house

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

[20]

[20]

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SECTION A: RUBRIC FOR ASSESSING AN ESSAY - FIRST ADDITIONAL LANGUAGE (50)

| | 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) | 26–32 -Content shows impressive insight into topic. -Ideas thought- provoking, mature. -Planning &/or drafting has produced a virtually flawless, excellent essay. | 22½ – 25½ -Content shows good interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a well-crafted & very good essay. | <u>19½–22</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a presentable essay. | <u>16–19</u> -Content an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced a satisfactorily | <u>13–15½</u> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & | <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. |
| | 10–12 | <u>81/2-91/2</u> | 7½-8 | presented essay. 6–7 | coherent essay. 5–5½ | <u> </u> | <u>0–3½</u> |
| LANGUAGE, STYLE & EDITING (12 MARKS) | -Critical awareness of impact of language. -Language, punctuation effectively used. -Figurative language used. -Choice of words highly appropriate. -Style, tone, register highly suited to topic. -Virtually error-free following proof- reading & editing. | -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. | -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. | -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. | -Limited critical language awareness. -Language ordinary & punctuation often inaccurately used. -Choice of words basic. -Style, tone register lacking in coherence. -Contains several errors following proofreading, editing. | -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing. | -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proofreading, editing. |
| | <u>5–6</u> | <u>41/2</u> | <u>4</u> | <u>3–3½</u> | <u>2½</u> | 2 | <u>0–1½</u> |
| STRUCTURE | -Coherent development of topic. Vivid detail. -Sentences. | -Logical development of details. Coherent. -Sentences, paragraphs logical, | -Several relevant details developed. -Sentences, paragraphs well | -Some points, necessary details developed. -Sentences, | -Some necessary points evident. -Sentences, paragraphs faulty but | -Sometimes off topic. General line of thought difficult to follow. | -Off topic. -Sentences, paragraphs muddled, inconsistent. |
| | coherently constructed. -Length in accordance with requirements of topic. | varied. -Length correct. | -Length correct. | paragraphing might be faulty in places but essay still makes sense. -Length almost correct. | ideas can be understood. -Length – too long/short. | -Sentences, paragraphs constructed at an elementary level. -Length – too long/short. | -Length – far too long/short. |

[From: Examination Guidelines: Languages Paper 3/2 – January 2009]

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (30)

| | 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) | 80–100% 16–20 -Specialised knowledge of requirements of the text. -Disciplined writing – maintains thorough focus, no digressions. -Text fully coherent in content & ideas & all details support the topic. -Evidence of planning &/or drafting has produced a virtually flawlessly presentable text. -Has applied all the necessary rules of | 70–79% 14–15½ -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 | 60–69% 12–13½ -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. | 50–59% 10–11½ -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 | 40–49% <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 & | 30–39% <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 | 0–29% 0–5½ -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. |
| | format/outstanding. | format/meritorious. | 6-61/2 | adequate idea of the requirements of format. | coherent text. -Has a moderate idea of requirements of format – some critical oversights. <u>4–4½</u> | the necessary rules of format. | 0-21/2 |
| 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. | -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>0–0/2</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>3-372</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 proofreading, editing. -Length almost correct. | 4–4/2 -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. | 3-3/2 -Text is poorly constructed & difficult to follow. -Vocabulary requires remediation & not suitable for purpose, audience & context. -Style, tone & register inappropriate. -Text error-ridden despite proofreading, editing. -Length – too long/short. | -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 TEXTS – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL – FIRST ADDITIONAL |
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| LANGUAGE (20) |

| | 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) | 10½-13 -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>91/2-10</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. | 8–9 -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>6¹/2-7¹/2</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. | 5½-6 -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. | 4–5 -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. |
| | <u>6–7</u> | <u>5–5½</u> | <u>4½</u> | <u>3½–4</u> | <u>3</u> | <u>2½</u> | <u>0–2</u> |
| LANGUAGE, STYLE & EDITING (7 MARKS) | -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. | -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. | -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. | -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 proofreading, editing. -Length almost correct. | -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. | -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 proofreading, editing. -Length – too long/short. | -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. |

[From: Examination Guidelines: Languages Paper 3/2 – January 2009]