



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2017

MEMORANDUM

MARKS: 100

This memorandum consists of 10 pages.

INSTRUCTIONS AND INFORMATION

This memorandum must be used together with the attached English FAL assessment rubrics for SECTIONS A, B and C.

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 ways** in which the topic could 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 assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
 - Content and planning (30 marks)
 - Language, style and editing (15 marks)
 - Structure (5 marks)

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

1.1 A memorable journey

Reflective/Descriptive/Narrative

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- 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. The essay must have an interesting ending.
- The candidate may refer to a literal or a figurative journey.
- It must be clear why the journey was memorable.

[50]

1.2 Write a story that includes the following words:

I regret pressing 'Send' on my cellphone.

Narrative/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

[50]

1.3 The people who make my life interesting

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

[50]**1.4 There is too much pressure on the youth to have perfect bodies.**

Argumentative/Discursive/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 discursive, 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.
- 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]**1.5 Do not start your day with broken pieces of yesterday.**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.

[50]**1.6 Success is the result of hard work; luck has nothing to do with it.**

Discursive/Argumentative

- If discursive, 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.
- 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.

[50]

1.7 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.

1.7.1 Picture: Tree/Recycling

- Literal interpretations: recycling, deforestation, environmental issues.
- Figurative interpretations: source of life, life seasons. **[50]**

1.7.2 Picture: Grandmother with girl reading

- Literal interpretations: the importance of reading, reading to children, literacy, adult literacy.
- Figurative interpretations: love, happiness, relationships between grandparents and grandchildren, the role of grandparents/grandmothers/women, aging vs. youthfulness. **[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 attached rubric:
 - Content, planning and format (18 marks)
 - Language, style and editing (12 marks)

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

2.1 FORMAL LETTER TO THE PRESS

A letter to the editor about whether matric results should be published in the newspapers or not.

- The following aspects of format should be included:
 - Address of sender
 - Date
 - Recipient: the editor
 - Name of the newspaper
 - Address of recipient
 - Greeting/Salutation
 - Topic line
 - Suitable ending
 - Signature and name of sender
- The tone and register of the letter should be formal.
- The candidate must present his or her point of view clearly.

[30]**2.2 OBITUARY**

Obituary of a learner

- 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:
 - Birthplace
 - Where the person was living at the time of death
 - Key survivors (parents, siblings) and their names
 - Date and time of funeral
 - Biographical information
- A tribute must be paid to the deceased.

[30]

2.3 INFORMAL REPORT

A report to the principal on possible changes to the rules regarding learner uniforms and hairstyles.

- The report must have:
 - a topic.
 - a recipient.
 - a sender.
- The report must be written using an informal format but formal language.
- Slang or colloquial language is not acceptable.

[30]**2.4 INTERVIEW**

An interview between the candidate and the radio presenter.

- A brief scenario/context must be given before the speakers start speaking.
- The tone must be formal.
- The following aspects of format must be included:
 - The names of the 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.
 - The questions must be probing and to the point.
 - Stage directions (tone of voice, actions, etc.) must be written in brackets before the spoken words, if applicable.

[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 texts produced by candidates must 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 the rubric itself imposes penalties.

3.1 INVITATION CARD

A teacher at your school is about to retire.

- The following aspects of format must be included:
 - Date, venue and time
 - Type of function should be clear
- Language should be formal and suited to the context.
- Full sentences are not necessary.
- Do not award marks for illustrations.

[20]**3.2 POSTCARD**

You and your family have moved to a new country/province.

- The language, tone and register must be informal.
- The content must be about the candidate's experiences in a new country/province.
- The format may be quite informal and may include a receiver and a sender.
- No marks are awarded for illustrations.

[20]**3.3 DIRECTIONS**

Directions from the airport to your house in Sprite street.

- The starting point and destination must be specified.
- The directions may be in point or paragraph form.
- Concise and clear sentences must be used.
- The following should be included, **among others**:
 - Landmarks
 - Estimated distances
 - Specific directions
- No marks are awarded for illustrations.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	28–30 - Outstanding/Striking response beyond normal expectations - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	22–24 - 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	16–18 - Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion/ending	10–12 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence	4–6 - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent
	Lower level	25–27 - 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	19–21 - Well-crafted response - Relevant and interesting ideas - Well organised and coherent (connected), including introduction, body and conclusion	13–15 - Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion	7–9 - Largely irrelevant response - Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence	0–3 - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level	14–15 - Tone, register, style and 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 - Very skilfully crafted	11–12 - 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	8–9 - 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	5–6 - 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	0–3 - 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	13 - Language excellent and rhetorically effective in tone - Virtually error-free in grammar and spelling - Skilfully crafted	10 - Language engaging and generally effective - Appropriate and effective tone - Few errors in grammar and spelling - Well crafted	7 - Adequate use of language with some inconsistencies - Tone generally appropriate and limited use of rhetorical devices	4 - Inadequate use of language - Little or no variety in sentence - Exceptionally limited vocabulary	
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		5 - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed	4 - Logical development of details - Coherent - Sentences, paragraphs logical, varied	3 - Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes sense	2 - Some valid points - Sentences and paragraphs faulty - Essay still makes some sense	0–1 - Necessary points lacking - Sentences and paragraphs faulty - Essay lacks sense
MARK RANGE		43–50	33–40	23–30	13–20	0–10

ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15–18 -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	11-14 -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	8-10 -Adequate response demonstrating knowledge of features of the type of text -Not completely focused – some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	5-7 -Basic response demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	0–4 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10–12 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	8–9 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	6–7 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	4–5 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–3 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired
MARK RANGE	25–30	19–23	14–17	9–12	0–7

ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas; Features/conventions and context 12 MARKS	10–12 -Outstanding response beyond normal expectations -Intelligent and mature ideas -Extensive knowledge of features of the type of text -Writing maintains focus -Coherence in content and ideas -Highly elaborated and all details support the topic -Appropriate and accurate format	8–9 -Very good response demonstrating good knowledge of features of the type of text -Maintains focus – no digressions -Coherent in content and ideas, very well elaborated and details support topic -Appropriate format with minor inaccuracies	6–7 -Adequate response, demonstrating knowledge of features of the type of text -Not completely focused –some digressions -Reasonably coherent in content and ideas -Some details support the topic -Generally appropriate format but with some inaccuracies	4–5 -Basic response, demonstrating some knowledge of features of the type of text -Some focus but writing digresses -Not always coherent in content and ideas -Few details support the topic -Necessary rules of format vaguely applied -Some critical oversights	0–3 -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling 8 MARKS	7–8 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	5–6 -Tone, register, style and vocabulary very appropriate to purpose, audience and context -Generally grammatically accurate and well-constructed -Very good vocabulary -Mostly free of errors	4 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	3 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–2 -Tone, register, style and vocabulary do not correspond to purpose, audience and context -Error-ridden and confused -Vocabulary not suitable for purpose -Meaning seriously impaired
MARK RANGE	17–20	13–15	10–11	7–8	0–5