NATIONAL SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2015

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:

- 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.
- 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 Write a story that includes the following words

It was truly an enjoyable experience …

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

Narrative/Descriptive/Reflective
- If narrative, the essay must have a strong storyline, 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.

1.2 What I like most about myself.

Descriptive/Reflective
- If narrative, the essay must have a strong storyline, 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
1.3 **Is HIV/Aids more of a life-style disease than is otherwise the case?**
Discuss your views.

**Discursive/Reflective**
- 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 or against must be well-balanced and clearly elaborated on, in the essay.
- If reflective, the essay must still accommodate a double view.

1.4 **Woman and child abuse is a social problem we can solve.**

**Narrative/Descriptive/Reflective**
- If narrative, the essay must have a strong storyline, 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 of how we can solve the problem of woman and child abuse clear.
- If reflective, the essay should convey emotional reactions and feelings regarding how the problem of woman and child abuse can be resolved.

1.5 **Social networking is not as problematic as many people may want us to think it is. Do you agree?**

**Argumentative/Reflective**
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The writer 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 strong stance for or against the topic. The essay must convey a personal response to the issue stated in the topic.

1.6 **Youth culture and its influence**

**Descriptive/Narrative/Reflective**
- If descriptive, the essay must describe the youth culture and its influence.
- If narrative, the essay must have a strong storyline, usually written in the past tense. It must have an interesting ending.
- If reflective, the essay must reflect on the youth culture and its influence.
1.7 Interpretation of pictures

- The writer may interpret the picture in any way.
- The writer may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The writer should give the essay a suitable title.
- The writer may write in any appropriate tense.

1.7.1 Picture: A man pushing a trolley with groceries.

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

- Literal interpretation: shopping, economy, price hike, value for money, food security etc.
- Figurative interpretations: inflation, high standard of living, fear about the future etc.

1.7.2 Picture: Two doors, one opened and another closed

The writer of the essay may interpret the pictures in the following ways, among others:

- Literal interpretations: open doors to success, lack of opportunities etc.
- Figurative interpretations: life constraints/limitations, life as walk in the park, deprivation versus abundance, destitution, prosperity etc.

TOTAL SECTION A: 50
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to markers:

- Candidates are required to answer ONE question.
- 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 any deviations are addressed by the rubric.

2.1 FORMAL LETTER

- The letter should be addressed to the Minister of Basic Education.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Address of recipient
  - Greeting/Salutation
  - Subject line
  - Suitable ending
  - Signature/name of sender

The following information should be included in the letter, among others:
- Expression of concerns AND wishes regarding schools closing towards mid-December.
- Any other relevant information

2.2 NEWSPAPER ARTICLE

Expression of views regarding changing publication of matric results in the media:
- The title must capture readers’ interest.
- The article must speak directly to the readers.
- The article must also stimulate interest.
- Paragraphs should not be too long to facilitate easy reading.
- The content of the article should relate to changing the notion of matric results being published in the media.
2.3 OBITUARY

- The obituary must be concise.
- The tone should be factual and respectful.
- The following information should be included: full names, birth and death dates of the deceased.
- The content of the obituary should relate to the following, among others, highlights of the civic rights activist’s fight for women and children’s rights.
- The funeral programme should not be included. [30]

2.4 DIALOGUE

- The correct 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 speaker
  - Stage directions (tone of voice, actions, etc.) in brackets before the spoken words, if applicable.
- The following ideas may be explored, among others:
  - The Director of Education must show desire to know why the learner thinks he/she should be given opportunity to go overseas for a learner exchange programme.
  - Learner must give appropriate explanations.
- The tone must be formal. [30]

TOTAL SECTION B: 30
SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to markers:

- Candidates are required to answer ONE question.
- 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 attached 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

Singing and dancing talent show:

- Content should include details about singing and dancing talent show.
- Language should be appropriate to target group.
- Use of persuasive language should be evident.
- The following should be included, among others:
  - Presence of well-known musician and deejay must be mentioned.
  - Details about talent show

OR

3.2 DIARY ENTRY

Imaginary feelings about first day in matric class

- There should be ONE single entry.
- The entry should bear a DATE.
- The tone and register should be personal.
- Complete sentences are NOT a striking requirement.

OR
3.3 INSTRUCTIONS

Safety tips during festive season

- 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.

[20]

TOTAL SECTION C: 20
GRAND TOTAL 100
## SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT AND PLANNING</strong> (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context</td>
<td>28–30</td>
<td>22–24</td>
<td>16–18</td>
<td>10–12</td>
<td>4–6</td>
</tr>
<tr>
<td><strong>30 MARKS</strong></td>
<td>- Outstanding/Striking response beyond normal expectations. - Intelligent, thought provoking and mature ideas. - Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending.</td>
<td>- 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.</td>
<td>- Satisfactory response. - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent, including introduction, body and conclusion/ending.</td>
<td>- Inconsistently coherent response. - Unclear ideas and unoriginal. - Little evidence of organisation and coherence.</td>
<td>- Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.</td>
</tr>
<tr>
<td>25–27</td>
<td>- Excellent response but lacks the exceptionally striking qualities of the outstanding essay. - Mature and intelligent ideas. - Skillfully organised and coherent (connected), including introduction, body and conclusion/ending.</td>
<td>- Well-crafted response - Relevant and interesting ideas - Well organised and coherent (connected), including introduction, body and conclusion.</td>
<td>- Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion.</td>
<td>- Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.</td>
<td>- No attempt to respond to the topic. - Completely irrelevant and inappropriate. - Unfocused and muddled.</td>
</tr>
</tbody>
</table>
SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS] (continued)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
<th>Inadequate</th>
</tr>
</thead>
<tbody>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>14–15</td>
<td>11–12</td>
<td>8–9</td>
<td>5–6</td>
<td>0–3</td>
</tr>
<tr>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary not appropriate to purpose, audience and context.</td>
<td>- Language incomprehensible.</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
</tr>
<tr>
<td>- Language confident, exceptionally impressive</td>
<td>- Language is effective and a consistently appropriate tone is used.</td>
<td>- Appropriate use of language to convey meaning.</td>
<td>- Very basic use of language.</td>
<td>- Very limited vocabulary.</td>
<td>- Vocabulary limitations so extreme as to make comprehension impossible.</td>
</tr>
<tr>
<td>- Compelling and rhetorically effective in tone.</td>
<td>- Largely error-free in grammar and spelling.</td>
<td>- Tone is appropriate.</td>
<td>- Tone and diction are inappropriate.</td>
<td>- Virtual error-free in grammar and spelling.</td>
<td>- Virtual error-free in grammar and spelling.</td>
</tr>
<tr>
<td>- Virtually error-free in grammar and spelling.</td>
<td>- Very well crafted.</td>
<td>- Rhetorical devices used to enhance content.</td>
<td>- Skilfully crafted.</td>
<td>- Language engaging and generally effective.</td>
<td>- Adequate use of language with some inconsistencies</td>
</tr>
<tr>
<td>- Very skilfully crafted.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>13</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>0–1</td>
</tr>
<tr>
<td>Features of text; Paragraph development and sentence construction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Excellent development of topic.</td>
<td>- Logical development of details.</td>
<td>- Relevant details developed.</td>
<td>- Some valid points.</td>
<td>- Necessary points lacking.</td>
<td></td>
</tr>
<tr>
<td>- Exceptional detail.</td>
<td>- Coherent.</td>
<td>- Sentences, paragraphs well-constructed.</td>
<td>- Sentences and paragraphs faulty.</td>
<td>- Sentences and paragraphs faulty.</td>
<td></td>
</tr>
<tr>
<td>- Sentences, paragraphs exceptionally well-constructed.</td>
<td>- Sentences, paragraphs logical, varied.</td>
<td>- Essay still makes some sense.</td>
<td>- Essay still makes sense.</td>
<td>- Essay lacks sense.</td>
<td></td>
</tr>
</tbody>
</table>

MARK RANGE 43–50 33–40 23–30 13–20 0–10
## SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]

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

**MARK RANGE**

<table>
<thead>
<tr>
<th></th>
<th>25–30</th>
<th>19–23</th>
<th>14–17</th>
<th>9–12</th>
<th>0–7</th>
</tr>
</thead>
</table>

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## SECTION C: ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]

<table>
<thead>
<tr>
<th>Criteria, Planning and Format</th>
<th>Exceptional</th>
<th>Skilful</th>
<th>Moderate</th>
<th>Elementary</th>
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<tbody>
<tr>
<td><strong>CONTENT, PLANNING AND FORMAT</strong></td>
<td>10–12</td>
<td>8–9</td>
<td>6–7</td>
<td>4–5</td>
<td>0–3</td>
</tr>
<tr>
<td>Response and ideas; Organisation of ideas; Features/conventions and context</td>
<td>- Outstanding response beyond normal expectations.</td>
<td>- Very good response demonstrating good knowledge of features of the type of text.</td>
<td>- Adequate response, demonstrating knowledge of features of the type of text.</td>
<td>- Basic response, demonstrating some knowledge of features of the type of text.</td>
<td>- Response reveals no knowledge of features of the type of text.</td>
</tr>
<tr>
<td>12 MARKS</td>
<td>- Intelligent and mature ideas.</td>
<td>- Maintains focus – no digressions.</td>
<td>- Not completely focused – some digressions.</td>
<td>- Some focus but writing digresses.</td>
<td>- Meaning obscure with major digressions.</td>
</tr>
<tr>
<td></td>
<td>- Extensive knowledge of features of the type of text.</td>
<td>- Coherent in content and ideas, very well elaborated and details support topic.</td>
<td>- Reasonably coherent in content and ideas.</td>
<td>- Not always coherent in content and ideas.</td>
<td>- Not coherent in content and ideas.</td>
</tr>
<tr>
<td></td>
<td>- Writing maintains focus.</td>
<td>- Appropriate format with minor inaccuracies.</td>
<td>- Generally appropriate format but with some inaccuracies.</td>
<td>- Few details support the topic.</td>
<td>- Very few details support the topic.</td>
</tr>
<tr>
<td></td>
<td>- Coherence in content and ideas.</td>
<td>- Highly elaborated and all details support the topic.</td>
<td>- Appropriate format but with some inaccuracies.</td>
<td>- Necessary rules of format vaguely applied.</td>
<td>- Necessary rules of format not applied.</td>
</tr>
<tr>
<td></td>
<td>- Appropriate and accurate format.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language, Style and Editing</th>
<th>7–8</th>
<th>5–6</th>
<th>4</th>
<th>3</th>
<th>0–2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</td>
<td>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</td>
<td>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</td>
</tr>
<tr>
<td>8 MARKS</td>
<td>- Grammatically accurate and well-constructed.</td>
<td>- Generally grammatically accurate and well-constructed.</td>
<td>- Some grammatical errors.</td>
<td>- Inaccurate grammar with numerous errors.</td>
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</tbody>
</table>

**MARK RANGE**

| 17–20 | 13–15 | 10–11 | 7–8 | 0–5 |