



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2010

MEMORANDUM

MARKS: 100

This memorandum consists of 12 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 topics could be interpreted. 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, even if they are not listed below the topics.
- Use the 50-mark assessment rubric 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 A raging fire

- Descriptive/Narrative essay
- The following ideas may be explored, **among others**:
 - The cause of the fire – electrical fault, carelessness (e.g. candle, paraffin lamp, oil left on heat)
 - Description of the fire
 - smoke, heat, flames, etc.
 - Damage suffered
 - furniture, building, curtains, etc.
 - Injuries sustained
 - severity of burns/injuries, smoke inhalation, etc.
 - How the fire was brought under control – help from friends/neighbours/fire-fighters, etc.
 - The candidate's thoughts/feelings while watching the fire – shock, fear, worry, disappointment, etc.

[50]

1.2 If I could have a conversation with ...

- Reflective essay
- The following ideas may be explored, **among others**:
 - The person with whom the candidate would like to have a conversation – God, the president, Madiba, Obama, celebrity, local councillor, etc.
 - Questions the candidate will ask this person
 - Help the candidate requires with personal problems/world issues/ other problems
 - The candidate's hopes/plans for the future

[50]

1.3 Teenage pregnancy has become a serious problem in our schools.

Should pregnant girls be allowed at school during the course of their pregnancy? Discuss your views.

- Argumentative essay
- The following ideas may be explored, **among others**:
 - Factors which lead to an increase in teenage pregnancy – ignorance, immaturity, child-support grant, lack of positive role models, cultural practices, etc.
 - Reasons for allowing pregnant girls to remain at school
 - the need to be educated; breaking the cycle of poverty, a brighter future for mother and child, etc.
 - Reasons why pregnant girls should not be allowed to remain at school
 - bad example to other learners, poor image for the school, dangers faced by the learner while travelling to/while in school, going into labour while at school, the pregnant girls finding it difficult to cope with the demands at school, etc.
 - Solutions to the problem of teenage pregnancy – educating teenagers about pregnancy, HIV/AIDS, risks associated with falling pregnant at a young age, etc.

[50]

1.4 World peace – can it ever be attained?

- Argumentative/Expository/Discursive essay
- The following ideas may be explored, **among others**:
 - Factors that prevent the attainment of world peace – greed, capitalism, racial/religious/ethnic intolerance, etc.
 - Factors that could bring about world peace – good world leaders, respect, tolerance, understanding, love, etc.
 - The role of the youth in bringing about world peace
 - participating in conferences, exchange programmes, international bodies, making friends with youth in other countries, etc.
 - The role of world leaders in bringing about peace
 - political leaders, religious leaders; motivational speakers, change in policies to promote peace and harmony, etc.

[50]

1.5 Freedom

- Expository/Reflective essay
- The following ideas may be explored, **among others**:
 - What freedom means to the candidate – freedom of expression/movement/association/thought/the media
 - The youth and freedom – the results of the abuse of freedom by the youth, e.g. teenage pregnancy, drug/alcohol abuse, wrong friends, lack of respect, etc.
 - Freedom and responsibility – respect for others' rights and points of view, etc.
 - Freedom as enshrined in the Constitution of South Africa – freedom of expression/association/movement/thought/freedom to practise one's religion and culture

[50]

1.6 As I stared at the clear sky, I remembered ...

- Narrative/Reflective essay
- The following ideas may be explored, **among others**:
 - The incident/person the candidate remembered
 - The memories that came to the candidate's mind – memories of what happened, experiences you shared with this person.
 - The effect these memories had on the candidate – happiness, sorrow, inspiration, etc.

NOTE: The incident/person may have had either a positive/negative influence on the person's life

[50]

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 Sport/athletics/exercise/fitness/Sports shoes/Brand names/An exciting match/race

OR

- 1.7.2 Taking care of the environment/Global warming/The future/Gardening/The gift of life/Man's dependence on nature/The environment

[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 even if they are not listed below the topics.
- 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:
 - 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 LETTER TO THE EDITOR

- The letter should be addressed to the editor of a newspaper.
- The tone and register of the letter should be formal.
- The following aspects of format should be included:
 - Name and address of sender
 - Title and address of recipient
 - Date
 - Salutation
 - Suitable ending
- The following information should be included in the letter, **among others**:
 - Description of the problems being experienced in schools – bullying, carrying of weapons, sexual harassment, absconding, truancy, lack of respect, vandalism, theft, etc.
 - Factors contributing to these problems – poor parenting, peer pressure, breakdown in values, lack of good role models, influence of violence as portrayed in the media, etc.
 - The negative impact of these problems on teaching and learning – disruption of lessons, poor academic performance, effects of the wrong-doings on other innocent learners, poor overall tone/image of the school, etc.
 - Some solutions to the problems being experienced – return of corporal punishment, detention, suspension, expulsion, community service, counselling, etc.

[30]

2.2 INTERVIEW

- The following ideas may be explored, **among others**:
 - The music star's/sports personality's interests, rise to fame, plans for the future, etc.
 - The music star's/sports personality's latest achievements – national/international awards won, gold/platinum discs won
 - Advice the music star/sports personality wishes to give to others/the youth
 - advice to aspiring future sportsmen/music stars/youth
 - staying focused
 - setting goals
 - making sacrifices
 - abstinence from alcohol/drugs

NOTE: The dialogue format must be used.

[30]

2.3 SPEECH

- 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 learners of the school).
- The following ideas may be explored, **among others**:
 - Description of the field/career the candidate is following
 - Requirements learners need to fulfil in order to follow the same/a similar career
 - subject choices
 - results
 - costs
 - other skills/attributes
 - How the candidate achieved success
 - amount of studying
 - different study techniques
 - attitude to work
 - submission of assessment tasks, assignments, projects, etc.
 - Sacrifices the candidate had to make
 - long study hours
 - cutting down on visiting/time spent on watching television/socialising, etc.
 - The advantages of working in this field/career
 - hours of work
 - salary
 - perks
 - future prospects

[30]

2.4 INFORMAL LETTER

- The letter should be addressed to a friend.
- The tone and register of the letter should be informal.
- The following aspects of format should be included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
- The following information should be included in the letter, **among others**:
 - The candidate's feelings about receiving the invitation – excitement, happiness, joy, etc.
 - Travel arrangements - mode of transport, dates and times of arrival, departure, etc.
 - Places – tourist attractions, malls, theatres, restaurants
 - People the candidate would like to visit during the holiday – relatives, friends, former school mates, etc.
 - Things the candidate would like to do during the holiday – sight-seeing, shopping, visiting, swimming, etc.

[30]**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 even if they are not listed below the topics.
- 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:
 - Content, planning and format (13 marks)
 - Language, style and editing (7 marks)

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

3.1 POSTER

- The poster should discourage young people from smoking/taking drugs.
- The following should be included, **among others**:
 - Heading/Slogan
 - The dangers of smoking/taking drugs
 - addiction
 - effects of smoking/taking drugs on the body
 - The impact of smoking/taking drugs on the people's lives, families, the future, etc.
 - criminal record
 - pain and suffering of the family
 - cost to the family
 - loss of job/income
 - How to quit/Where to get help to quit smoking/taking drugs
 - rehabilitation
 - counselling
 - hospitalisation
 - having the right friends

NOTE: No marks are awarded for illustrations.

[20]

3.2 DIRECTIONS

- The directions may be in point or paragraph form.
- Complete sentences are not necessary.
- The following should be included, **among others**:
 - At least three turns
 - At least two landmarks (e.g. a place of worship, a fast-food outlet, a chain store, a sports field)
- Distances between points on the journey may also be included.

NOTE: No marks are awarded for illustrations.

[20]

3.3 INSTRUCTIONS

- The instructions may be in point or paragraph form.
- Numbers or bullets may be used to indicate each new instruction. Candidates may also choose to write each instruction on a new line or leave lines between instructions.
- Complete sentences are not necessary.
- The following ideas may be explored, **among others**:
 - Heading
 - How to take good care of library books, e.g.
 - using bookmarks
 - handling books with clean hands/care
 - storage and transportation of books
 - damage from food, beverages, humidity, leaving books in a hot car/direct sunlight
 - folding book/pages
 - taking care of the spine
 - how to open a new book
 - writing/scribbling in a book
 - Penalty to be paid when library books are damaged

[20]

TOTAL SECTION C: 20

GRAND TOTAL: 100

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)	<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 proofreading, editing.	<u>4 – 4½</u> -Language & punctuation flawed. -Choice of words limited. -Style, tone, register inappropriate. -Error-ridden despite proofreading, editing.	<u>0 – 3½</u> -Language & punctuation seriously flawed. -Choice of words inappropriate. -Style, tone, register flawed in all aspects. -Error-ridden & confused following proofreading, 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 correct.	<u>3 – 3½</u> -Some points, necessary details developed. -Sentences, paragraphing might be faulty in places but essay still makes sense. -Length almost 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.

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)	<u>16 – 20</u> -Specialized 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 proofreading, 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 proofreading, 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.

FROM: Examination Guidelines: Languages Paper 3/2 – January 2009

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXTS FIRST ADDITIONAL 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)	<u>10½ – 13</u> -Specialized 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 proofreading, 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 proofreading, 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.

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