**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2014

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 the candidates' 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 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 the rubric itself imposes penalties.

1.1   **Life's worst choices caused my misery and pain**

   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.   **[50]**

1.2   **A disappointing experience**

   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.

                                                                           [50]

1.3   **Love relationships in the modern world are more challenging than it was the case in the distant past. 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 above-stated issue.   **[50]**

1.4   **What I hope to have achieved by the time I reach retirement age.**

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.   **[50]**

1.5   **Have people become overly dependent on technology? Discuss your views.**

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 or against must be well-balanced and clearly elaborated on, in the essay.   **[50]**

1.6   **Why I like/dislike fashionable clothing.**

Descriptive/Narrative/Reflective
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible.
- 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 experienced by the writer.   **[50]**

1.7 **Interpretation of pictures.**

- The writer may interpret the picture(s) 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: Two men/boys, a woman putting on Hindu regalia, a woman putting on a head scarf.

The writer may interpret the picture in the following ways, **among others:**
- Literal interpretations: circumcision, manhood in the African context, a route to manhood, religion, people etc.
- Figurative interpretations: diversity of human life, religious diversity, dynamics of human life etc.   **[50]**

1.7.2   Picture: Brand names viz., Billabong, Puma, Nike and Adidas.

The writer of the essay may interpret the pictures in the following ways, **among others**:
- Literal interpretations: brand names, significance of brands, competition among various brands, sports clothing, sports etc.
- Figurative interpretations: a world of fierce competition, survival in the business world, rivalry etc.   **[50]**

TOTAL SECTION A: 50

SECTION B: LONGER TRANSACTIONAL TEXTS

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 facts.
- 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   **INTERVIEW**

Interview between the learner and the sportman/woman.

- A dialogue format must be used.
- The dialogue must be between a learner and sportsman/woman.
- The tone must be semi-formal/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.   **[30]**

2.2   **NEWSPAPER ARTICLE**

Insufficient/no coverage of educational issues in a local newspaper.

- The title must capture the 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 a complaint about the lack of or insufficient coverage of educational issues in a local newspaper.   **[30]**

2.3 **MEMORANDUM**

Appreciation for CAPS <u>AND</u> input on how it may improve education.

- The following aspects of format should be included:
  - o Name of school
  - o Recipient (Principal)
  - o Sender (Learner)
  - o Date
  - o Subject/heading.
  - o Signature and name of sender.

- The tone may be formal or semi-formal.
- The content must be simple, concise and clear with no salutations.

2.4 **EDITORIAL**

Latest fashion trends among teenagers in 2014.

- The editorial must have an interesting heading.
- It should make a special appeal to readers.
- Its content should not be long-winded and inclusive of monotonous details.
- Content should be colourful and interesting.
- It must stimulate interest and make readers feel as if they want to read further.
- The content should relate to latest fashion trends among teenagers in 2014. **[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.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts must be assessed according to the following criteria as set out in the attached rubric:
  o   Content, planning and format (12 marks)
  o   Language, style and editing (8 marks)

NOTE: No additional penalties may be imposed as any deviations are addressed by the rubric.

3.1   **FLYER**

Career guidance to learners.

- Content should include details about many career options.
- Language should be appropriate to the target group.
- Use of persuasive language should be evident.
- The following should be included, among others:
  o   Presence of famous career guidance counsellor.
  o   Information about some of careers guidance will be given.   **[20]**

3.2   **E-MAIL**

Thanking the manager of a company for sponsorship.

The following may be included:

- The e-mail should be addressed to the manager of the company.
- The recipient's address should indicate the server point.
- Candidates may choose to CC (copy) other management components of the company.
- The e-mail should have a subject that sums up its content.
- The sender of the e-mail may choose to provide other contact details at the end (of e-mail).
- The content of the e-mail should relate to thanking the manager for sponsorship <u>AND</u> explanation on how sponsorship is going to help the team.   **[20]**

3.3 **INSTRUCTIONS**

Tips on things to be avoided to produce successful leadership.

- Instructions should be given in logical sequence.
- 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.
- The content of the instructions should relate to things to be avoided to produce successful leadership.   **[20]**

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context **30 MARKS**	Upper level	27–30 - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	22–23 - 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.	15–17 - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending.	9–11 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	3–5 - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
	Lower level	24–26 - 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.	18–21 - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	12–14 - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	6–8 - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	0–2 - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled
LANGUAGE, STYLE AND 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, 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. - Highly skilfully crafted.	10–11 - 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.	6–7 - 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.	2–3 - 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 - 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	12–13 - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	8–9 - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted.	4–5 - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	0–1 - 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 some sense.	2 - Some valid points. - Sentences and paragraphs faulty. - Essay still makes sense despite flaws.	1 - Necessary points lacking. - Sentences and paragraphs faulty.
MARKS RANGE		40–50	30–39	20–29	10–19	0–9

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
	16–18	**13–15**	**9–12**	**6–8**	**0--5**
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context **18 MARKS**	- 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.	- 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.	- 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.	- 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. - Has vaguely applied necessary rules of format. - Some critical oversights.	- Response reveals no knowledge of features of the type of text. - Meaning is obscure with major digressions. - Not coherent in content and ideas. Very few details support the topic. - Has not applied the necessary rules of format.
	10–12	**8–9**	**6–7**	**4–5**	**0–3**
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling **12 MARKS**	- Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed - Virtually error-free.	- 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.	- Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning.	- Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning is obscured.	- Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused. - Vocabulary not suitable for purpose. - Meaning seriously obscured.
MARKS RANGE	**24–30**	**18–23**	**14–17**	**6–11**	**0–5**

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS – FIRST ADDITIONAL LANGUAGE (20 marks)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT PLANNING AND FORMAT (Response and ideas) Organisation of ideas for planning Purpose, audience and features/conventions and context **12 MARKS**	**9–12** - 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.	**7–8** - 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.	**5–6** - 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.	**3–4** - 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. - -Has vaguely applied necessary rules of format. - Some critical oversights.	**0--2** - Response reveals no knowledge of features of the type of text. - Meaning is obscure with major digressions. - Not coherent in content and ideas. - Very few details support the topic. - Has not applied necessary rules of format.
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling **8 MARKS**	**7–8** - Tone, register, style, 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 is 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 obscured.
MARKS RANGE	24–30	18–23	14–17	6–11	0–5