



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH SECOND ADDITIONAL LANGUAGE P2

NOVEMBER 2013

MEMORANDUM

MARKS: 80

This memorandum consists of 9 pages.

INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language 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 candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise candidates if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 7 to mark the essays.

1.1 The greatest lesson of my life

- Narrative essay
- Candidates may mention the following, **among others**:
 - what the lesson was
 - who was involved
 - how, when and where the lesson was learned
 - what made that the greatest lesson they learned

[40]**1.2 My favourite sport**

- Descriptive essay
- Candidates may mention the following, **among others**:
 - what type of sport it is
 - whether they participate in and/or watch the sport
 - why it is their favourite sport
 - their favourite teams and/or players

[40]**1.3 As I looked at the photograph, the memories came rushing back ...**

Write a story about the memories that the photograph brings back.

- Narrative essay
- Candidates may mention the following, **among others**:
 - when and where the photograph was taken
 - who or what was in the photograph
 - details of the moment that the photograph was taken
 - how and why they are affected by the photograph/memories

[40]

1.4 The most special gift I have ever received

- Descriptive essay
- Candidates may mention the following, **among others**:
 - what the gift was
 - who gave the gift
 - what was so special about that gift, for example, the sentimental value of the gift

[40]

1.5 Interpretation of pictures

- Candidates should provide a suitable title.
- Candidates may interpret the pictures in any way.
- However, the interpretation should be directly linked to the pictures.

1.5.1 Candidates may write the following, **among others**:

- unity
- team spirit
- diversity
- friendship

1.5.2 Candidates may write the following, **among others**:

- the importance of reading
- children learning
- memories of days at primary school
- the responsibilities of teachers

1.5.3 Candidates may write the following, **among others**:

- how cute and innocent children appear to be
- children growing up too early
- children imitating older people
- aspirations for the future

1.5.4 Candidates may write the following, **among others**:

- the tourism industry
- appreciation of nature and wildlife
- dangerous or adventurous experiences
- holidays

[40]**TOTAL SECTION A: 40**

SECTION B: LONGER TRANSACTIONAL TEXT**QUESTION 2*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- 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 candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 8 to mark the responses in this section.

2.1 INFORMAL LETTER

- The letter should be addressed to a cousin.
- The letter should be written in paragraphs.
- The tone and register of the letter should be informal.
- The following information may be included in the letter, **among others**:
 - why the book means so much to the candidate
 - how the cousin can return the book
- The following aspects of format should be included:
 - address of sender
 - date
 - greeting/salutation
 - suitable ending

[20]**2.2 DIALOGUE**

- The following aspects of **format** should be included:
 - name of each speaker
 - colon after name of each speaker
- The candidates should include, **among others**:
 - a description of the friends
 - the mother's reasons for being worried
 - reasons why the mother should not be concerned

[20]**2.3 REPORT**

- The candidates should indicate:
 - the addressee
 - the date of the report
 - the task they were given
 - their findings
 - their recommendations
- The candidates should sign the report.

[20]

2.4 FORMAL LETTER

- The letter should be addressed to the tutor.
- The tone and register of the letter should be formal.
- The letter should be written in paragraphs.
- The following aspects of **format** should be included:
 - address of sender
 - address of recipient
 - date
 - greeting/salutation
 - subject line
 - suitable ending
 - signature and printed name of sender
- Candidates may mention, **among others**:
 - why they appreciate the help
 - what areas of work they now understand
 - how they feel after attending the classes

[20]**TOTAL SECTION B: 20**

SECTION C: SHORTER TEXT –TRANSACTIONAL/REFERENTIAL/INFORMATIONAL**QUESTION 3*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- 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 candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

3.1 POSTER

- Candidates may include the following, **among others**:
 - the heading
 - date, time and place of the elections
 - the friend's character and abilities
 - why the learners should vote for the friend

NOTE: Do not award marks for drawings or illustrations.

[20]

3.2 POSTCARD

- The name and address of the friend should be provided.
- The candidates should mention:
 - details of the place
 - what the job entails
 - good or bad feelings

NOTE: Do not award marks for drawings or illustrations.

[20]

3.3 INSTRUCTIONS

- Candidates should write in point form.
- The following may be included, **among others**:
 - Start by showing time available for studying.
 - Slot in the study times for each subject.
 - Make each session a reasonable length of time.
 - Put difficult subjects early in the timetable.
 - Allot more time for difficult subjects.
 - Take a 5–10-minute break between study sessions.
 - Allow time for recreation and relaxation.
 - Revise the timetable when needed.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 80

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SAL (40)

| | 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 (28 MARKS) | <u>22½–28</u> -Content shows impressive understanding of topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a presentable essay. | <u>20–22</u> -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a fairly presentable essay. | <u>17–19½</u> -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a reasonably presentable essay. | <u>14–16½</u> -Content shows an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced an acceptably presentable essay for SAL. | <u>11½–13½</u> -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay for SAL. | <u>8½–11</u> -Content not always clear, lacks coherence. -Very few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented. | <u>0–8</u> -Content irrelevant. No coherence. -Ideas muddled, confused. -Non-existent planning/drafting. Poorly presented essay. |
| LANGUAGE, STYLE & EDITING (7 MARKS) | <u>6–7</u> -Evidence of critical language awareness. -Language, punctuation thoroughly controlled. -Uses appropriate figurative language. -Choice of words is all appropriate. -Style accurately reflects topic through choice of words. -Largely error-free following proofreading & editing. | <u>5–5½</u> -Some critical language awareness. -Language, punctuation reasonably controlled; able to use appropriate figurative language. -Choice of words mostly appropriate. -Style appropriately reflects topic through choice of words. -Error-free to an extent following proofreading, editing. | <u>4½</u> -Limited critical language awareness. -Language & punctuation mostly correct. -Choice of words fairly limited but suited to text. -Style reasonably appropriate & suits topic requirements. -Reasonably error-free following proofreading, editing. | <u>3½–4</u> -Some awareness of impact of language. -Language somewhat simplistic, punctuation adequate. -Choice of words somewhat limited but adequately suited to topic. -Style somewhat consistent with topic requirements. -Still contains errors following proofreading, editing. | <u>3</u> -Language limited & punctuation often inaccurately used. -Choice of words basic & limited. -Style lacking in coherence & not suited to topic. -Contains several errors following proof-reading, editing. | <u>2½</u> -Language & punctuation flawed. -Choice of words very limited. -Style does not correspond with topic. -Error-ridden despite proofreading, editing. | <u>0–2</u> -Language & punctuation seriously flawed. -Choice of words muddled & confused. -Style flawed in all aspects. -Error-ridden & confused following proofreading, editing. |
| STRUCTURE (5 MARKS) | <u>4–5</u> -Coherent development of topic. Vivid detail. -Sentences, paragraphs all appropriately constructed conveying meaning clearly. -Length correct. | <u>3½</u> -Logical development of details. Coherent. -Sentences, paragraphs appropriately constructed & meaning is clear. -Length correct. | <u>3</u> -Few relevant details developed. -Sentences, paragraphs reasonably constructed in most cases & meaning is quite clear. -Length correct. | <u>2½</u> -Some points, necessary details mentioned. -Lapses in sentence & paragraph construction but overall meaning is maintained. -Length almost correct. | <u>2</u> -Some necessary points evident. -Sentences, paragraphs faulty but overall meaning maintained. -Length – too long/short. | <u>1½</u> -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs lack basic construction for meaning. -Length – too long/short. | <u>0–1</u> -Off topic. -Sentences, paragraphs muddled, inconsistent. -Length – far too long/short. |

SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – SAL (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% |
|---|---|--|---|---|---|---|--|
| | <u>11½–14</u> | <u>10–11</u> | <u>8½–9½</u> | <u>7–8</u> | <u>6–6½</u> | <u>4½–5½</u> | <u>0–4</u> |
| CONTENT, PLANNING & FORMAT (14 MARKS) | <ul style="list-style-type: none"> -Very good knowledge of requirements of the text. -Learner maintains focus on topic, no digression. -Content and ideas coherent, text has details supporting the topic. -Evidence of planning and/or drafting has produced a very presentable text. | <ul style="list-style-type: none"> -Good knowledge of requirements of text. -Learner maintains focus, hardly any digressions. -Text is fairly coherent in content and ideas, and topic has details supporting the text. -Evidence of planning and/or drafting has produced a fairly presentable and coherent text. -Has applied the necessary rules of format well. | <ul style="list-style-type: none"> -Fair knowledge of requirements of text. -Learner maintains focus with minor digressions. -Text is reasonably coherent in content and ideas. -Evidence of planning and/or drafting has produced a reasonably presentable and coherent text. -Has applied most of the necessary rules of format. | <ul style="list-style-type: none"> -Adequate knowledge of requirements of text. -Writing – learner digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced an acceptable text for SAL. -Has adequately applied the necessary rules of format. | <ul style="list-style-type: none"> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – learner digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentably text for SAL. -Has a moderate idea of requirements of format – some obvious oversights. | <ul style="list-style-type: none"> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – learner digresses, meaning obscure in many places. -Not always coherent in content & ideas, has few details which support topic. -Limited evidence of planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format – some critical oversights. | <ul style="list-style-type: none"> -No knowledge of requirements of text. -Writing – digresses, meaning obscure in most places. -Not coherent in content & ideas, has very few details which support topic. -Inadequate planning and/or drafting. Very poorly presented text. -Has not applied necessary rules of format. |
| LANGUAGE, STYLE & EDITING (6 MARKS) | <ul style="list-style-type: none"> -Has applied all the necessary rules of format. -Text is mostly grammatically accurate and well constructed. -Vocabulary mostly appropriate to purpose, audience and context. -Style mostly appropriate. -Text fairly error-free following proof-reading and editing. -Length correct. | <ul style="list-style-type: none"> -Well constructed & fairly accurate. -Vocabulary is fairly appropriate to purpose, audience & context. -Style mostly appropriate. -Text fairly error-free following proof-reading & editing. -Length correct. | <ul style="list-style-type: none"> -Well constructed & reasonably accurate. -Vocabulary reasonably appropriate to purpose, audience & context. -Style reasonably appropriate. -Reasonably error-free following proof-reading & editing. -Length correct. | <ul style="list-style-type: none"> -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, fairly appropriate. -Still contains a fair number of errors following proof-reading & editing. -Length almost correct. | <ul style="list-style-type: none"> -Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style. -Text contains a number of errors following proof-reading & editing. -Length – too long/short. | <ul style="list-style-type: none"> -Poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style hardly corresponds with topic. -Mostly error-ridden despite proof-reading, editing. -Length – too long/short. | <ul style="list-style-type: none"> -Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style does not correspond with topic. -Error-ridden and very confusing following proof-reading, editing. -Length – far too long/short. |

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXTS – SAL (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 (14 MARKS) | <u>11½–14</u> -Very good knowledge of requirements of the text. -Learner maintains focus on topic, no digression. -Content and ideas coherent, text has details supporting the topic. -Evidence of planning and/or drafting has produced a very presentable text. | <u>10–11</u> -Good knowledge of requirements of text. -Learner maintains focus, hardly any digressions. -Text is fairly coherent in content and ideas, and topic has details supporting the text. -Evidence of planning and/or drafting has produced a fairly presentable and coherent text. -Has applied the necessary rules of format well. | <u>8½–9½</u> -Fair knowledge of requirements of text. -Learner maintains focus with minor digressions. -Text is reasonably coherent in content and ideas. -Evidence of planning and/or drafting has produced a reasonably presentable and coherent text. -Has applied most of the necessary rules of format. | <u>7–8</u> -Adequate knowledge of requirements of text. -Writing – digresses but does not impede overall meaning. -Adequately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced an acceptable text for SAL. -Has adequately applied the necessary rules of format. | <u>6–6½</u> -Moderate knowledge of requirements of text. Response to writing task reveals a narrow focus. -Writing – digresses, meaning vague in places. -Moderately coherent in content & ideas, some details support topic. -Evidence of planning and/or drafting has produced a moderately presentable text for SAL. -Has a moderate idea of requirements of format – some obvious oversights. | <u>4½–5½</u> -Elementary knowledge of requirements of text. Response to writing task reveals a limited focus. -Writing – digresses, meaning obscure in many places. -Not always coherent in content & ideas, has few details which support topic. -Limited evidence of planning and/or drafting. Text not well presented. -Has vaguely applied necessary rules of format – some critical oversights. | <u>0–4</u> -No knowledge of requirements of text. Response to writing task reveals a very limited focus. -Writing – digresses, meaning obscure in most places. -Not coherent in content & ideas, has very few details which support topic. -Inadequate planning and/or drafting. Very poorly presented text. -Has not applied necessary rules of format. |
| LANGUAGE, STYLE & EDITING (6 MARKS) | <u>5–6</u> -Has applied all the necessary rules of format. -Text is mostly grammatically accurate and well constructed. -Vocabulary mostly appropriate to purpose, audience and context. -Style mostly appropriate. -Text mostly error-free following proof-reading and editing. -Length correct. | <u>4½</u> -Well constructed & fairly accurate. -Vocabulary is fairly appropriate to purpose, audience & context. -Style mostly appropriate. -Text fairly error-free following proof-reading & editing. -Length correct. | <u>4</u> -Well constructed & reasonably accurate. -Vocabulary reasonably appropriate to purpose, audience & context. -Style reasonably appropriate. -Reasonably error-free following proof-reading & editing. -Length correct. | <u>3–3½</u> -Adequately constructed. Errors do not impede flow. -Vocabulary adequate for purpose, audience & context. -Style, fairly appropriate. -Still contains a fair number of errors following proof-reading & editing. -Length almost correct. | <u>2½</u> -Basically constructed. Several errors. -Vocabulary limited & not very suitable for purpose, audience & context. -Lapses in style. -Text contains a number of errors following proof-reading & editing. -Length – too long/short. | <u>2</u> -Poorly constructed & difficult to follow. -Vocabulary requires some remediation & not suitable for purpose, audience & context. -Style hardly corresponds with topic. -Mostly error-ridden despite proofreading, editing. -Length – too long/short. | <u>0–1½</u> -Poorly constructed & very difficult to follow. -Vocabulary requires serious remediation & not suitable for purpose. -Style does not correspond with topic. -Error-ridden and very confusing following proofreading, editing. -Length – far too long/short. |