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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.

[50]

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

[50]

experienced by the writer.

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.

[50]

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.

[50]

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.

[50]

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.

[50]

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.

[50]

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.

[50]

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.

[30]

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

[20]**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.

[20]**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]

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	28–30	22–24	16–18	10–12	4–6
		<ul style="list-style-type: none"> - Outstanding/Striking response beyond normal expectations. - Intelligent, thought provoking and mature ideas. - Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Satisfactory response. - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent, including introduction, body and conclusion/ending. 	<ul style="list-style-type: none"> - Inconsistently coherent response. - Unclear ideas and unoriginal. - Little evidence of organisation and coherence. 	<ul style="list-style-type: none"> - Totally irrelevant response. - Confused and unfocused ideas. - Vague and repetitive. - Unorganised and incoherent.
	Lower level	25–27	19–21	13–15	7–9	0–3
		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Well-crafted response - Relevant and interesting ideas - Well organised and coherent (connected), including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion. 	<ul style="list-style-type: none"> - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence. 	<ul style="list-style-type: none"> - No attempt to respond to the topic. - Completely irrelevant and inappropriate. - Unfocused and muddled.

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS] (continued)

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE AND EDITING		14–15	11–12	8–9	5–6	0–3
Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling		<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Language incomprehensible. - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Vocabulary limitations so extreme as to make comprehension impossible.
15 MARKS		13	10	7	4	
		<ul style="list-style-type: none"> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted. 	<ul style="list-style-type: none"> - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted. 	<ul style="list-style-type: none"> - Adequate use of language with some inconsistencies - Tone generally appropriate and limited use of rhetorical devices. 	<ul style="list-style-type: none"> - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary. 	
STRUCTURE		5	4	3	2	0–1
Features of text; Paragraph development and sentence construction		<ul style="list-style-type: none"> - Excellent development of topic. - Exceptional detail. - Sentences, paragraphs exceptionally well-constructed. 	<ul style="list-style-type: none"> - Logical development of details. - Coherent. - Sentences, paragraphs logical, varied. 	<ul style="list-style-type: none"> - Relevant details developed. - Sentences, paragraphs well-constructed. - Essay still makes some sense. 	<ul style="list-style-type: none"> - Some valid points. - Sentences and paragraphs faulty. - Essay still makes sense. 	<ul style="list-style-type: none"> - Necessary points lacking. - Sentences and paragraphs faulty. - Essay lacks sense.
5 MARKS						
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]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING AND FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15–18 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 AND EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10–12 <ul style="list-style-type: none"> - Tone, register, style and vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free. 	8–9 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning. 	4–5 <ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning obscured. 	0–3 <ul style="list-style-type: none"> - 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

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING AND FORMAT	10–12	8–9	6–7	4–5	0–3
<p>Response and ideas; Organisation of ideas; Features/conventions and context</p> <p>12 MARKS</p>	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - 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 AND EDITING	7–8	5–6	4	3	0–2
<p>Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>8 MARKS</p>	<ul style="list-style-type: none"> - Tone, register, style and vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free. 	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning. 	<ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning obscured. 	<ul style="list-style-type: none"> - 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

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