



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH SECOND ADDITIONAL LANGUAGE P2

NOVEMBER 2010

MEMORANDUM

MARKS: 80

This memorandum consists of 9 pages, including the assessment rubrics.

INSTRUCTIONS AND INFORMATION

This memorandum must be used 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 to mark the essays.

1.1 If only I had known ...

- Narrative essay.
- The following may be included, **among others**:
 - Details of the incident, e.g. what happened, how it happened and where it happened.
 - The candidate's feelings about the incident, e.g. fear, regret and disappointment.
- The words "If only I had known ..." must appear somewhere in the essay.

[40]

1.2 The person I admire most.

- Descriptive essay.
- The candidate may, **among others**:
 - identify/name the person
 - describe the person's behaviour/actions/personality
 - mention his/her reasons for admiring the person.

[40]

1.3 The best gift I have ever received.

- Descriptive essay.
- The following may be described, **among others**:
 - The gift.
 - The person who gave the gift.
 - What the gift means to the candidate.

[40]

1.4 That was the happiest day of my life.

- Narrative essay.
- The following ideas may be explored, **among others**:
 - Things that made the candidate happy on that day.
 - The candidate's feelings about the day.
 - The most memorable incident of the day.
 - The essay must include the words "That was the happiest day of my life."

[40]

1.5 Interpretation of pictures.

- Candidates should provide a suitable title.
- Candidates may interpret the pictures in any way, as long as the interpretation is linked to them.
- The following ideas may be explored in response to the pictures, **among others**:
 - 1.5.1
 - The beauty of nature.
 - Protecting the environment.
 - Mountain hiking.
 - 1.5.2
 - My first ride in a school bus.
 - A school trip.
 - An old school bus.
 - If the bus could tell a story ...
 - 1.5.3
 - The importance of being educated/education/studying.
 - The advantages of being educated/education/studying.
 - The value of books.
 - Knowledge is power.
 - 1.5.4
 - Strikes/marches cause job loss/loss of security.
 - Impact of strikes/marches on service delivery.
 - The plight of working class people.
 - How the strike affected the candidate as a Grade 12 candidate.

[40]

TOTAL SECTION A: 40

RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (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 to mark the responses in this section.

2.1 FORMAL LETTER

- The letter should be addressed to the Station Commander.
- 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 name of the sender.
- The letter may include, **among others**:
 - Some examples of the types of crimes in the community
 - How children have been affected
 - How these crimes can be prevented.

[20]**2.2 INFORMAL LETTER**

- The address of the sender and a date should be provided.
- 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**:
 - Name of the institution
 - Location of the institution
 - Why it is a good institution
 - The course of study chosen.
- The following aspects of **format** should be included:
 - Address of sender
 - Date
 - Greeting/Salutation
 - Suitable ending
 - Name of sender.

[20]

2.3 DIALOGUE

- The following aspects of **format** should be included:
 - Name of each speaker
 - Colon after name of each speaker
 - The speaker's words after the colon.

- The following ideas may be explored, **among others**:
 - Reasons why candidates have decided to study together
 - Outline of the candidates' study time-table
 - The candidates' problem subjects
 - The benefits of studying together. **[20]**

2.4 BOOK REVIEW

- The following details may be included and discussed, **among others**:
 - The title and author
 - Setting, i.e. the place where something happened and the things that surround it
 - Characters
 - Plot, i.e. the events that form the main story of a book
 - Lessons learnt from/messages conveyed by the story. **[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 to mark the responses in this section.

3.1 DIRECTIONS

- Candidates should use an appropriate tone, style and register (formal or informal).
- The following details should be provided, **among others**:
 - Candidates should indicate landmarks such as shops, street names, post office, police station and taxi rank.
 - Candidates should start directions from the taxi rank to their house.
 - Candidates should indicate their residential address.

NOTE: Do not award marks for drawings/illustrations.

[20]

3.2 ADVERTISEMENT

- The advertisement should highlight the type of business, the position of hair-dressing assistant, business address, telephone contacts, job title and the closing date.
- The following details may be included, **among others**:
- Job requirements:
 - Age and appropriate experience of the applicant
 - Qualifications of the applicant
 - Applicant's ability to work extended hours
 - Applicant's social skills
- Job opportunities:
 - Study towards a formal qualification
 - promotion to hairdresser, senior hairdresser, assistant manager.

NOTE: Do not award marks for drawings/illustrations.

[20]

3.3 INSTRUCTIONS

- Candidates should write in point form.
- The following ideas may be included, **among others**:
 - Make up the bed.
 - Wash the dishes.
 - Sweep the floor.
 - Dust the furniture.
 - Water the garden/plants.
 - Feed the pets.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 80

SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (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 proofreading, 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 – SECOND ADDITIONAL LANGUAGE (20 marks)

	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 – 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.	<u>6 – 6½</u> -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.	<u>4½ – 5½</u> -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.	<u>0 – 4</u> -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)	<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 proof-reading, 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 proof-reading, editing. -Length – far too long/short.

SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENCE/INFORMATIONAL TEXTS – SECOND 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 (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.