



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH SECOND ADDITIONAL LANGUAGE P2**

**FEBRUARY/MARCH 2011**

**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 to mark the essays.

1.1 The most interesting place I have ever visited.

- Descriptive essay.
- The candidate may, **among others**,
  - mention and describe the place
  - say why it is the most interesting place.

**[40]**

1.2 "That will teach you a lesson," said the policeman.

- Narrative essay.  
The candidate should, **among others**,
  - narrate the incident
  - tell what he/she learnt from the incident.
  - The essay should include the words, "That will teach you a lesson."

**[40]**

1.3 School holidays

- Descriptive essay.
- Consider the following:  
The candidate should describe, **among others**:
  - how he/she spends school holidays
  - places visited during school holidays
  - why he/she likes/dislikes school holidays.

**[40]**

1.4 It was madness to have done such a thing!

- Narrative essay.  
Candidates should narrate:
  - what they did
  - why they did that
  - how they survived the incident and lessons learnt

[40]

1.5 Interpretation of pictures.

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

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

- Only about zebras
- Zebras and other animals/wildlife in general
- Mother and child relationships

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

- A story set around a construction site
- About construction of stadiums and other buildings for the 2010 Soccer World Cup
- Construction as a sign of economic growth

1.5.3 Candidates may write about, **among others**:

- The specific soccer player
- Soccer in particular/sport in general/the past FIFA 2010 World Cup
- Concentration

1.5.4 Candidates may write about, **among others**:

- Family life/children as gifts
- Single parents
- Children growing up so quickly

[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 to mark the responses in this section.

**2.1 FORMAL LETTER**

- The letter should be addressed to the Director, Melrose Academy.
- 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:
  - Their area of interest, for example, drawing
  - How long they have been involved in their particular form of art
  - Why they need a scholarship

**[20]****2.2 INFORMAL LETTER**

- The letter should be addressed to a friend.
- 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**:
  - News about the selection
  - How he/she feels about his/her selection.
- The following aspects of format should be included:
  - Address of sender
  - Date
  - Greeting/salutation
  - Suitable ending

**[20]**

**2.3 DIALOGUE**

- The following aspects of **format** should be included:
  - Name of each speaker
  - Colon after name of each speaker
- The candidate should indicate:
  - Reasons for being away from school
  - How he/she intends to make up for the time lost

**[20]****2.4 SHORT REPORT**

- The candidate should indicate:
  - The date of the report
  - The task he/she was given
  - His/her findings
  - His/her recommendations
- The candidate should sign the report and print his/her name.

**[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 INVITATION**

- The following details should be provided, **among others**:
  - Name of the person/persons to whom the invitation is addressed
  - Purpose of the invitation
  - Venue/place where the party will be held
  - Date and time when the party will be held
  - Name of the sender

**NOTE:** Do not award marks for drawings or illustrations.

**[20]**

**3.2 POSTCARD**

- The name and address of the person to whom the postcard is addressed should be provided.
- The candidate may describe:
  - The behaviour of fellow passengers and of the bus driver
  - Impressions of the places visited
  - How they felt when they reached their destination

**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**:
  - Identifying the subjects in which they have problems
  - Studying a few subjects a day, with more focus on the difficult subjects
  - Drawing up a study time-table that includes duration of study time per subject
  - Identifying a quiet place
  - Making notes while studying

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 80**

**SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (40)**

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
<b>CONTENT &amp; PLANNING  (28 MARKS)</b>	<b><u>22½ – 28</u></b>  -Content shows impressive understanding of topic. -Ideas thought-provoking, mature. -Planning &/or drafting has produced a presentable essay.	<b><u>20 – 22</u></b>  -Content shows thorough interpretation of topic. -Ideas imaginative, interesting. - Planning &/or drafting has produced a fairly presentable essay.	<b><u>17 – 19½</u></b>  -Content shows a sound interpretation of the topic. -Ideas interesting, convincing. - Planning &/or drafting has produced a reasonably presentable essay.	<b><u>14 – 16½</u></b>  -Content shows an adequate interpretation of topic. -Ideas ordinary, lacking depth. - Planning &/or drafting has produced an acceptably presentable essay for SAL.	<b><u>11½ – 13½</u></b>  -Content ordinary. Gaps in coherence. -Ideas mostly relevant. Repetitive. - Planning &/or drafting has produced a moderately presentable & coherent essay for SAL.	<b><u>8½ – 11</u></b>  -Content not always clear, lacks coherence. -Very few ideas, often repetitive. -Inadequate evidence of planning/drafting. Essay not well presented.	<b><u>0 – 8</u></b>  -Content irrelevant. No coherence. -Ideas muddled, confused. -Non-existent planning/drafting. Poorly presented essay.
<b>LANGUAGE, STYLE &amp; EDITING  (7 MARKS)</b>	<b><u>6 – 7</u></b>  -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.	<b><u>5 – 5½</u></b>  -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.	<b><u>4½</u></b>  -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.	<b><u>3½ – 4</u></b>  -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.	<b><u>3</u></b>  -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.	<b><u>2½</u></b>  -Language & punctuation flawed. -Choice of words very limited. -Style does not correspond with topic. -Error-ridden despite proofreading, editing.	<b><u>0 – 2</u></b>  -Language & punctuation seriously flawed. -Choice of words muddled & confused. -Style flawed in all aspects. -Error-ridden & confused following proofreading, editing.
<b>STRUCTURE  (5 MARKS)</b>	<b><u>4 – 5</u></b>  -Coherent development of topic. Vivid detail. -Sentences, paragraphs all appropriately constructed conveying meaning clearly. -Length correct.	<b><u>3½</u></b>  -Logical development of details. Coherent. -Sentences, paragraphs appropriately constructed & meaning is clear. -Length correct.	<b><u>3</u></b>  -Few relevant details developed. -Sentences, paragraphs reasonably constructed in most cases & meaning is quite clear. -Length correct.	<b><u>2½</u></b>  -Some points, necessary details mentioned. -Lapses in sentence & paragraph construction but overall meaning is maintained. -Length almost correct.	<b><u>2</u></b>  -Some necessary points evident. -Sentences, paragraphs faulty but overall meaning maintained. -Length – too long/short.	<b><u>1½</u></b>  -Sometimes off topic. General line of thought difficult to follow. -Sentences, paragraphs lack basic construction for meaning. -Length – too long/short.	<b><u>0 – 1</u></b>  -Off topic. -Sentences, paragraphs muddled, inconsistent. -Length – far too long/short.

**SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)**

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
<b>CONTENT, PLANNING &amp; FORMAT  (14 MARKS)</b>	<b><u>11½ – 14</u></b>  -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.	<b><u>10 – 11</u></b>  -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.	<b><u>8½ – 9½</u></b>  -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.	<b><u>7 – 8</u></b>  -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.	<b><u>6 – 6½</u></b>  -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 presentable text for SAL. -Has a moderate idea of requirements of format – some obvious oversights.	<b><u>4½ – 5½</u></b>  -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.	<b><u>0 – 4</u></b>  -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.
<b>LANGUAGE, STYLE &amp; EDITING  (6 MARKS)</b>	<b><u>5 – 6</u></b>  -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.	<b><u>4½</u></b>  -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.	<b><u>4</u></b>  -Well constructed & reasonably accurate. -Vocabulary reasonably appropriate to purpose, audience & context. -Style reasonably appropriate. -Reasonably error-free following proof-reading & editing. -Length correct.	<b><u>3 – 3½</u></b>  -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.	<b><u>2½</u></b>  -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.	<b><u>2</u></b>  -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.	<b><u>0 – 1½</u></b>  -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 – SECOND ADDITIONAL LANGUAGE (20)

	<b>Code 7: Outstanding 80 – 100%</b>	<b>Code 6: Meritorious 70 – 79%</b>	<b>Code 5: Substantial 60 – 69%</b>	<b>Code 4: Adequate 50 – 59%</b>	<b>Code 3: Moderate 40 – 49%</b>	<b>Code 2: Elementary 30 – 39%</b>	<b>Code 1: Not achieved 0 – 29%</b>
<b>CONTENT, PLANNING &amp; FORMAT  (14 MARKS)</b>	<b><u>11½ – 14</u></b>  -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.	<b><u>10 – 11</u></b>  -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.	<b><u>8½ – 9½</u></b>  -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.	<b><u>7 – 8</u></b>  -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.	<b><u>6 – 6½</u></b>  -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.	<b><u>4½ – 5½</u></b>  -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.	<b><u>0 – 4</u></b>  -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.
<b>LANGUAGE, STYLE &amp; EDITING  (6 MARKS)</b>	<b><u>5 – 6</u></b>  -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.	<b><u>4½</u></b>  -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.	<b><u>4</u></b>  -Well constructed & reasonably accurate. -Vocabulary reasonably appropriate to purpose, audience & context. -Style reasonably appropriate. -Reasonably error-free following proof-reading & editing. -Length correct.	<b><u>3 – 3½</u></b>  -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.	<b><u>2½</u></b>  -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.	<b><u>2</u></b>  -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.	<b><u>0 – 1½</u></b>  -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.