



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

NATIONAL SENIOR CERTIFICATE

GRADE 12

ENGLISH SECOND ADDITIONAL LANGUAGE P2

NOVEMBER 2014

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 and 8 to mark the essays.

1.1 Miracles really do happen!

- Narrative essay.
- The candidates may mention, **among others:**
 - details of why a miracle was needed
 - what the miracle was
 - why the change was miraculous
 - the reactions to/results of the miracle.

[40]**1.2** I heard a loud crash, followed by a tinkling sound and then running footsteps. I hurried to see what had happened.

Write an essay which starts with the sentences above.

- Narrative essay.
- The candidates may mention, **among others:**
 - when and where the incident took place
 - details of what had happened
 - who was involved
 - the outcome of the situation.

[40]**1.3** People who inspire me

- Descriptive essay.
- The candidates may describe, **among others:**
 - who the people are
 - what these people do or say
 - their reasons for feeling inspired
 - how being inspired affects their lives.

[40]

1.4 A journey through the night

Write an essay in which you describe the sights, sounds and feelings you experienced during the journey.

- Descriptive essay.
- The candidates may describe, **among others**:
 - when and to where they journeyed
 - their mode of transport
 - what they saw and heard along the way
 - their thoughts and feelings during the journey.

[40]

1.5 Interpretation of pictures.

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

- 1.5.1 The candidates may write about, **among others**:
- the beauty of nature
 - peace and tranquillity
 - the dog as 'man's best friend'
 - loneliness
 - searching for something.

- 1.5.2 The candidates may write about, **among others**:
- having a sense of responsibility
 - the joy of gardening
 - opportunities to grow
 - protecting/nurturing something precious.

- 1.5.3 The candidates may write about, **among others**:
- the appreciation of nature and wildlife
 - the tourism industry
 - elephant poaching
 - an encounter with a herd of elephants.

- 1.5.4 The candidates may write about, **among others**:
- the role of parents
 - the importance of family
 - childhood memories
 - healthy and fun activities
 - the joys of parenting.

[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 9 to mark the responses in this section.

2.1 DIALOGUE

- The following aspects of **format** should be included:
 - name of each speaker
 - colon after the name of each speaker throughout the dialogue.
- The candidates should include, **among others**:
 - a response to the friend's reminder
 - an explanation of what has kept them apart
 - a discussion of the way forward.

[20]**2.2 FORMAL LETTER**

- The letter should be addressed to the manager of the bus company.
- 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
 - date
 - address of recipient
 - greeting/salutation
 - subject line
 - suitable ending
 - signature and name of sender.
- The candidates may mention, **among others**:
 - a description of the bus driver's behaviour every day
 - how the driver responds to the learners' complaints
 - their fears and concerns
 - how the situation must be resolved.

[20]

2.3 SPEECH

- The following aspects of **style** should be considered:
 - a strong/clever opener to attract attention
 - fairly short sentences containing clear points
 - the flow of the speech
 - speech must convey enthusiasm and conviction
 - the closing should leave a powerful message with the audience.
- The candidates may include, **among others**:
 - the types of extramural activities offered by the school
 - reasons for and advantages of participating in these activities
 - encouragement for learners to participate.

[20]**2.4 FRIENDLY LETTER**

- The letter should be addressed to a teacher.
- The letter should be written in paragraphs.
- The tone and register of the letter could be informal to semi-formal, but respectful.
- The following aspects could be included:
 - brief reference to the support given
 - how the support affected the candidate's life
 - the candidate's feelings of appreciation.
- The following information should be included in the letter:
 - address of sender
 - date
 - greeting/salutation
 - suitable ending
 - name/signature.

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

SECTION C: SHORTER TRANSACTIONAL TEXT**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
 - what the talk is about
 - date, time and place of the talk
 - reasons why learners should attend the talk.

NOTE: Do NOT award marks for drawings or illustrations.

[20]

3.2 INVITATION CARD

- The following details should be provided, **among others**:
 - name of the sports club
 - who is invited
 - purpose of the function
 - the venue, date and time of the dinner
 - name and contact details of person to respond to.
- The style can be formal or informal.

NOTE: Do NOT award marks for drawings or illustrations.

[20]

3.3 DIARY ENTRY

- The following aspects of **format and style** should be considered:
 - date must be given
 - writing must be in the 1st person
 - writing must be personal.
- The candidates may include, **among others**:
 - some idea of what is happening in their lives at that moment
 - a personal reflection on their lives
 - resolutions and plans for the future.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 80

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 24 MARKS	Upper level	22–24	18	12–16	7–11	0–6
		-Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	-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	-Satisfactory response - Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	-Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
	Lower level	19–21	17			
		-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	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion			

SECTION A: ASSESSMENT RUBRIC FOR ESSAY – SECOND ADDITIONAL LANGUAGE [40 MARKS] (continued)

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 12 MARKS	10–12 -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	6–7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4–5 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	0–3 -Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
STRUCTURE Features of text; Paragraph development and sentence construction 4 MARKS	4 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed	3 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	2 -Relevant details developed -Sentences, paragraphs well constructed -Essay still makes some sense	1 -Some valid points -Sentences and paragraphs faulty -Essay still makes sense	0 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
MARK RANGE	33–40	28–30	20–25	12–17	0–9

SECTION B AND C: ASSESSMENT RUBRIC FOR LONGER AND SHORTER TRANSACTIONAL TEXT – SECOND ADDITIONAL LANGUAGE [20 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<p>CONTENT, PLANNING & FORMAT</p> <p>Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context</p> <p>12 MARKS</p>	<p>10–12</p> <p>-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</p>	<p>8–9</p> <p>-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</p>	<p>6–7</p> <p>-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</p>	<p>4–5</p> <p>-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</p>	<p>0–3</p> <p>-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 -Necessary rules of format not applied</p>
<p>LANGUAGE, STYLE & EDITING</p> <p>Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling</p> <p>8 MARKS</p>	<p>7–8</p> <p>-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free</p>	<p>5–6</p> <p>-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</p>	<p>4</p> <p>-Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning</p>	<p>3</p> <p>-Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured</p>	<p>0–2</p> <p>-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</p>
MARK RANGE	17–20	13–15	10–11	7–8	0–5