

# basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

# NATIONAL SENIOR CERTIFICATE

**GRADE 12** 

**ENGLISH HOME LANGUAGE P3** 

**FEBRUARY/MARCH 2015** 

**MEMORANDUM** 

**MARKS: 100** 

This memorandum consists of 8 pages.

# INFORMATION FOR THE MARKER

In assessing a candidate's work, the following aspects, among others, drawn from the assessment rubric, must be borne in mind:

- The overall effect of planning, drafting, proofreading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context as well as register, style and tone especially in SECTION B.
- Grammar, spelling and punctuation.
- Language structures, including an awareness of critical language.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing.
- Interpretation of the topic that will be reflected in the overall content: the introduction, the development of ideas and the conclusion.

# SUGGESTED APPROACH TO MARKING

# **SECTION A: ESSAY**

Refer to SECTION A: Rubric for Assessing an Essay found on page 6 and 7 of this memorandum.

CRITERIA USED FOR ASSESSMENT				
CRITERIA	MARKS			
CONTENT AND PLANNING	30			
LANGUAGE, STYLE AND EDITING	15			
STRUCTURE	5			
TOTAL	50			

- 1. Read the whole piece and decide on a category for CONTENT AND PLANNING.
- 2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.
- 3. Re-read the piece and select the appropriate category for STRUCTURE.

#### **SECTION B: TRANSACTIONAL TEXTS**

Refer to SECTION B: Rubric for Assessing Transactional Texts found on page 8 of this memorandum.

CRITERIA USED FOR ASSESSMENT	1
CRITERIA	MARKS
CONTENT, PLANNING AND FORMAT	15
LANGUAGE, STYLE AND EDITING	10
TOTAL	25

- Read the whole piece and decide on a category for CONTENT, PLANNING AND FORMAT.
- 2. Re-read the piece and select the appropriate category for LANGUAGE, STYLE AND EDITING.

# NSC - Memorandum

#### NOTE:

- The points given below each topic in this memorandum serve <u>only</u> as a guide to markers.
- Allowance must be made for a candidate's own interpretation of the topic, even if it differs from the given points or a marker's own views or interpretations.

#### **SECTION A: ESSAY**

#### **QUESTION 1**

Candidates are required to write ONE essay of 400–450 words (2–2½ pages) on ONE of the given topics. Candidates may write in any genre: narrative, descriptive, reflective, argumentative, discursive, or any combination of these.

# 1.1 A handful of miracles

Credit a variety of interpretations.

[50]

# 1.2 **Secrecy**

Credit various interpretations of the topic.

[50]

- 1.3 'The soul would have no rainbow, if the eyes had no tears.'
  (Indigenous American proverb)
  - Might deal with the concept of struggle and resilience/wisdom/success.
  - Candidates might wholly/partly disagree with the statement.

[50]

#### 1.4 A borderless world

- Candidates should explore the idea of a free world without restrictions.
- Consider philosophical, personal or factual responses.

[50]

1.5 'What is freedom of expression? Without the freedom to offend, it ceases to exist.'

(Salman Rushdie)

- The crux of the topic is a strong defence of freedom of speech
- Accept views that are in favour of, or opposed to, the topic.

[50]

- 1.6 **NOTE:** There must be a clear link between the essay and the picture chosen.
  - 1.6.1 Crying boy playing the violin
    - Candidates must focus on the boy/s and the violin/s.
    - Accept literal/figurative/mixed responses.

[50]

#### 1.6.2 Goldfish and two bowls

Credit literal, figurative and mixed interpretations.

[50]

# 1.6.3 Rural setting

- Candidates may explore ideas related to village life/rural settings/poverty/a holiday at a resort.
- Accept literal/figurative/mixed responses.

[50]

TOTAL SECTION A: 50

# **SECTION B: TRANSACTIONAL TEXTS**

#### **QUESTION 2**

Candidates are required to respond to TWO of the topics set. The body of the response should be 180–200 words (20–25 lines) in length. The language, register, style and tone must be appropriate to the context.

#### 2.1 **FORMAL LETTER**

- Format: own address, date, details of the addressee, salutation, subject line and signing off.
- Candidates should indicate the form of assistance being offered.
- They could include reasons for offering the support.

[25]

### 2.2 SPEECH

• Any issue affecting young people may be addressed.

[25]

# 2.3 **OBITUARY**

- Format: headline; by-line.
- Content can be adversely critical/complimentary or both.

[25]

# 2.4 FORMAL REPORT

- Format: title; introduction/background; body; conclusion; recommendations.
- Formal language and style essential.
- Exact feedback of the investigation and the findings.

[25]

# 2.5 **LETTER TO THE EDITOR**

- Format: own address, date, details of the addressee, salutation, subject line and signing off.
- Candidates should focus on the state of health care in hospitals.
- Credit responses that include suggestions for improvement.

[25]

[25]

# 2.6 **BOOK REVIEW**

- Format: headline; by-line.
- The candidate needs to refer to the title of the book.
- Candidates should review the contents of the book, not merely the cover.

**TOTAL SECTION B (2 x 25):** 50

GRAND TOTAL: 100

# SECTION A: ASSESSMENT RUBRIC FOR ESSAY - HOME LANGUAGE [50 MARKS]

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT &		28–30	22–24	16–18	10–12	4–6
PLANNING		-Outstanding/Striking	-Very well-crafted	-Satisfactory response -	-Inconsistently	-Totally irrelevant
		response beyond normal	response	Ideas are reasonably	coherent response	response
(Response and	/el	expectations	-Fully relevant and	coherent and convincing	-Unclear ideas and	-Confused and
ideas)	evel	-Intelligent, thought-	interesting ideas with	-Reasonably organised	unoriginal	unfocused ideas
Organisation of	er	provoking and mature	evidence of maturity	and coherent, including	-Little evidence of	-Vague and repetitive
ideas for planning;	pper	ideas	-Very well organised	introduction, body and	organisation and	-Disorganised and
Awareness of	n	-Exceptionally well	and coherent, including	conclusion	coherence	incoherent
purpose, audience		organised and coherent,	introduction, body and			
and context		including introduction,	conclusion			
		body and conclusion				
30 MARKS		25–27	19–21	13–15	7–9	0–3
		-Excellent response but	-Well-crafted response	-Satisfactory response	-Largely irrelevant	-No attempt to respond
		lacks the exceptionally	-Relevant and	but some lapses in	response	to the topic
	evel	striking qualities of the	interesting ideas	clarity	-Ideas tend to be	-Completely irrelevant
	<u>e</u>	outstanding essay	-Well organised and	-Ideas are fairly	disconnected and	and inappropriate
	ower	-Mature and intelligent	coherent	coherent and convincing	confusing	-Unfocused and
	٥	ideas	(connected), including	-Some degree of	-Hardly any evidence	muddled
	Ĺ	-Skilfully organised and	introduction, body and	organisation and	of organisation and	
		coherent (connected),	conclusion	coherence, including	coherence	
		including introduction,		introduction, body and		
		body and conclusion		conclusion		

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

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
LANGUAGE,		14–15	11–12	8–9	5–6	0–3
STYLE &		-Tone, register, style and	-Tone, register, style	-Tone, register, style	-Tone, register, style	-Tone, register, style and
EDITING		vocabulary highly	and vocabulary very	and vocabulary	and vocabulary not	vocabulary less
Tama wawiatan		appropriate to purpose,	appropriate to purpose,	appropriate to purpose,	appropriate to purpose,	appropriate to purpose,
Tone, register,	evel	audience and context	audience and context	audience and context	audience and context	audience and context
style, vocabulary appropriate to		-Language confident,	-Language is effective and a consistently	-Appropriate use of	-Very basic use of	-Language incomprehensible
purpose/effect and	bel	exceptionally impressive -Compelling and	appropriate tone is	language to convey meaning	language -Tone and diction are	-Vocabulary limitations
context;	Upper	rhetorically effective in	used	-Tone is appropriate	inappropriate	so extreme as to make
Word choice;		tone	-Largely error-free in	-Rhetorical devices	-Very limited	comprehension
Language use and		-Virtually error-free in	grammar and spelling	used to enhance	vocabulary	impossible
conventions,		grammar and spelling	-Very well crafted	content		·
punctuation,		- Very skilfully crafted	•			
grammar, spelling		13	10	7	4	
45.44.51/0	_	-Language excellent and	-Language engaging	-Adequate use of	-Inadequate use of	
15 MARKS	eve	rhetorically effective in	and generally effective	language with some	language	
	ŗ	tone	-Appropriate and	inconsistencies	-Little or no variety in	
	ower level	-Virtually error-free in	effective tone	-Tone generally	sentence	
	Lo	grammar and spelling	-Few errors in	appropriate and limited use of rhetorical devices	-Exceptionally limited	
		-Skilfully crafted	grammar and spelling -Well crafted	use of metorical devices	vocabulary	
STRUCTURE		5	<b>4</b>	3	2	0–1
O INCOTONE		-Excellent development	-Logical development	-Relevant details	-Some valid points	-Necessary points
Features of text;		of topic	of details	developed	-Sentences and	lacking
Paragraph		-Exceptional detail	-Coherent	-Sentences, paragraphs	paragraphs faulty	-Sentences and
development and		-Sentences, paragraphs	-Sentences,	well-constructed	-Essay still makes	paragraphs faulty
sentence		exceptionally well-	paragraphs logical,	-Essay make sense	some sense	-Essay lacks sense
construction		constructed	varied			
5 MARKS						
MARK RANGE		43–50	33–40	23–30	13–20	0–10

# SECTION B: ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING	13–15	10–12	7–9	4–6	0–3
& FORMAT	-Outstanding response beyond normal	-Very good response demonstrating good	-Adequate response demonstrating	-Basic response demonstrating some	-Response reveals no knowledge of features
Response and ideas;	expectations	knowledge of features	knowledge of features	knowledge of features	of the type of text
Organisation of ideas	-Intelligent and mature	of the type of text	of the type of text	of the type of text	-Meaning is obscure
for planning;	ideas	-Maintains focus – no	-Not completely focused	-Some focus but writing	with major digressions
Purpose, audience,	-Extensive knowledge	digressions	<ul><li>some digressions</li></ul>	digresses	-Not coherent in content
features/conventions	of features of the type of	-Coherent in content	-Reasonably coherent	-Not always coherent in	and ideas
and context	text	and ideas, very well	in content and ideas	content and ideas Few	-Very few details
	-Writing maintains focus	elaborated and details	-Some details support	details support the topic	support the topic
15 MARKS	-Coherence in content	support topic	the topic	-Has vaguely applied	-Has not applied
	and ideas	-Appropriate format with	-Generally appropriate	necessary rules of	necessary rules of
	-Highly elaborated and	minor inaccuracies	format but with some	format	format
	all details support the		inaccuracies	-Some critical	
	topic			oversights	
	-Appropriate and				
	accurate format				
LANGUAGE, STYLE &	9–10	7–8	5–6	3–4	0–2
EDITING	-Tone, register, style	-Tone, register, style	-Tone, register, style	-Tone, register, style	-Tone, register, style
	and vocabulary highly	and vocabulary very	and vocabulary	and vocabulary less	and vocabulary do not
Tone, register, style,	appropriate to purpose,	appropriate to purpose,	appropriate to purpose,	appropriate to purpose,	correspond to purpose,
purpose/effect,	audience and context	audience and context	audience and context	audience and context	audience and context
audience and context;	-Grammatically	-Generally	-Some grammatical	-Inaccurate grammar	-Error-ridden and
Language use and	accurate and well-	grammatically accurate	errors	with numerous errors	confused
conventions;	constructed	and well-constructed	-Adequate vocabulary	-Limited vocabulary	-Vocabulary not suitable
Word choice;	-Virtually error-free	-Very good vocabulary	-Errors do not impede	-Meaning obscured	for purpose
Punctuation and		-Mostly free of errors	meaning		-Meaning seriously
spelling					impaired
10 MARKS					
MARK RANGE	22–25	17–20	12–15	7–10	0–5