



education

Department:
Education
REPUBLIC OF SOUTH AFRICA

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

EXEMPLAR 2008

MEMORANDUM

MARKS: 100

TIME: 2 ½ hours

This memorandum consists of 7 pages.

GUIDELINES FOR MARKERS: HOW TO USE THE ASSESSMENT RUBRICS WHEN MARKING SECTIONS A, B AND C.

1. Read the whole piece and decide on a category for CONTENT.
2. Reread the piece and select the appropriate category for LANGUAGE.
3. Where the two categories intersect on the grid, place the mark for the text within the range in that block.

Example

When marking the essay in QUESTION 1:

- The essay is read as a whole and satisfies the descriptors of 'Meritorious' under CONTENT on the vertical axis of the grid.
- A second reading shows that its language does not satisfy the 'Meritorious' descriptors. The essay does, however, satisfy the descriptors of 'Substantial' on the LANGUAGE axis of the grid.
- Where 'Meritorious' and 'Substantial' intersect on the grid there is a mark range of 33-37 out of 50.
- The final mark for the essay is drawn from this range.

Note:

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

- The overall effect of planning, drafting, proof-reading and editing of the work on the final text produced.
- Awareness of writing for a specific purpose, audience and context.
- Grammar, spelling and punctuation.
- Language structures, including a critical language awareness.
- Choice of words and idiomatic language.
- Sentence construction.
- Paragraphing – their internal cohesion as well as their overall coherence.
- Register, style and tone.
- Interpretation of the topic which will be reflected in the overall content: the introduction, conclusion and development of ideas.

SECTION A: CREATIVE WRITING**QUESTION 1*****Instructions to markers:***

- Candidates are required to write ONE essay.
- Marking must be objective. Give credit for relevant ideas even if they do not agree with your own.
- Use the 50-mark assessment rubric to mark the essays.

NOTE:

- The points given below each topic are intended as a guide to some of the ways candidates may interpret the topic. The list is not exhaustive. Candidates may interpret the topic in a completely different way.
- Candidates' responses must be marked on their own merits.

1.1 If I hadn't met ...

- Narrative/Descriptive/Reflective essay.
- Accept any creative interpretation of the topic.
- The words given in the topic should appear in the essay.
- The following ideas may be explored, among others:
 - A person or persons who may have influenced one's life positively or negatively.
 - A person or persons who caused a significant turn of events in one's life on a particular occasion or over time.
 - Description of a person or persons and the knowledge and/experience gained from engaging with them.
 - A fortunate or unfortunate experience (e.g. accident, stroke of good luck, etc).

**1.2 There is more recognition of women in society today than ever before.
Discuss your views.**

- Discursive/Argumentative essay.
- Candidates are expected to express an opinion on the topic and to motivate their point of view.
- The following ideas may be explored, among others:
 - Progress made with regard to gender stereotyping.
 - Improved handling of women abuse cases by the judicial system.
 - Women in the world of work, the role of women in the home, in society/community, in the business world, in politics.

- Statistics regarding the defined role of women.
- Changing role of women in positions traditionally occupied by males.
- Changing cultural role of women.

1.3 **South Africa in 2010**

- Narrative/Descriptive/Reflective essay
- The following ideas may be explored:
 - The soccer World Cup.
 - Business opportunities.
 - Improved service delivery by government departments.
 - Better social values or deterioration in social behaviour.
 - Social regeneration or degeneration.
 - Population explosion due to the influx of people from neighbouring countries.
 - Improved environmental awareness and management of the environment.
 - Extinction of certain species as a result of poor management of the environment.
 - An improved public transport system.
 - Improved education system.
 - Improvement in science and technology.
 - Cure for HIV and AIDS.

1.4 **The aged – whose responsibility are they?**

- Argumentative/Discursive/Expository essay.
- Candidates may discuss the topic with supporting facts, explore various points of view or express an opinion on the topic.
- The following ideas may be explored, among others:
 - Own adult children.
 - Relatives.
 - The aged should be responsible for themselves.
 - Local/national government: Social Welfare Departments.
 - NGOs.

1.5 **Lessons I have learnt from my grandmother/grandfather**

- Narrative/Reflective essay.
- The following ideas may be explored, among others:
 - Values, morals, ethics, religious practices.
 - How to choose friends.
 - How to budget.

1.6 **Schools are no longer safe. Do you agree? Discuss your views in a well-substantiated essay.**

- Argumentative/Discursive essay.
- Candidates are expected to express an opinion on the topic and to motivate their points of view.
- If the candidate agrees with the statement, the following ideas may be explored, among others:
 - The increase in the number of attacks on both educators and learners.
 - The need for security measures.
 - Bullying amongst learners.
 - Drug-taking and drug-peddling.
 - Gangsterism.
 - Peer pressure.
- The candidate may choose to disagree with the statement, provided that there is suitable substantiation.

1.7 **If I were the president of South Africa, I would ...**

- Reflective/Expository essay.
- Accept any creative interpretation of the topic.
- The following ideas may be explored, among others:
 - Changes on the political front.
 - Changes on a social level.
 - Economic reform.
 - Personal lifestyle.

1.8 **Interpretation of pictures**

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- The following ideas may be explored in response to the pictures:
 - 1.8.1 The need for/importance of education.
The hardships suffered by rural children.
 - 1.8.2 Love.
Relationships.
Leisure.
 - 1.8.3 The beauty/ugliness of cities.
The process of civilisation/urbanisation.
Damage to the environment.

[50]

SECTION B: LONGER TRANSACTIONAL TEXTS**QUESTION 2*****Instructions to markers:***

- Candidates are required to answer ONE question.
- Use the 30-mark assessment rubric to mark the pieces in this section.

2.1 MAGAZINE ARTICLE

- The article must be in paragraph form.
- The tone and register of the article should be appropriate to the content and the medium (a school magazine) in which it will be published.
- Examples of issues: drugs, graffiti, vandalism, teenage pregnancy, relationships.

2.2 DIALOGUE

- **Deduct up to two marks if:**
 - colons are not used after the names of the characters;
 - there is no spacing between the names and the words of the characters.
- The tone used by the characters should be polite and respectful.
- The dialogue should have a clear beginning and end.

2.3 FRIENDLY LETTER

- The letter should be addressed to a friend.
- Consider the following aspects of format and deduct **one** mark for an error in any one of the following categories:
 - Sender's address
 - Date
 - Greeting
 - Suitable ending
 - Name

Note: The total deduction for format should not exceed two marks.

[30]

SECTION C: SHORTER TRANSACTIONAL TEXTS**QUESTION 3*****Instructions to markers:***

- Candidates are required to answer ONE question.
- Use the 20-mark assessment rubric to assess the responses of candidates.

3.1 DIARY ENTRIES

- Each entry should start with the day/date or both.
- Candidates are free to use a tone, style and register of their choice.
- Entries should focus on situations that involve feelings and moods.

Entries do not necessarily have to be in full sentences.

3.2 INSTRUCTIONS

- Instructions should be written clearly.
- There should be 6-7 tips on how to lead a balanced and healthy life.

3.3 FILLING IN A FORM

- Assess the form holistically.
- Consider whether the candidate has understood the question and is able to provide the correct details on the form, e.g. the difference between a physical and a postal address.

[20]**TOTAL MARKS: 100**