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# basic education

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

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**FEBRUARY/MARCH 2017**

**MEMORANDUM**

**MARKS: 100**

**This memorandum consists of 10 pages.**

**INSTRUCTIONS AND INFORMATION**

This memorandum must be used together with the attached English FAL 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 topic could be interpreted.
- Full credit must be given for the candidates' own interpretation.
- Marking must be objective. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**1.1 A memorable journey**

Reflective/Descriptive/Narrative

- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line. The essay must have an interesting ending.
- The candidate may refer to a literal or a figurative journey.
- It must be clear why the journey was memorable.

**[50]**

**1.2 Write a story that includes the following words:**

**I regret pressing 'Send' on my cellphone.**

Narrative/Reflective

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.

**[50]**

**1.3 The people who make my life interesting**

Descriptive/Narrative/Reflective

- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.
- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings.

**[50]****1.4 There is too much pressure on the youth to have perfect bodies.**

Argumentative/Discursive/Reflective

- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.
- If discursive, the writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If reflective, the writer must still take a stance for or against the topic. The essay must convey a personal response to the issue.

**[50]****1.5 Do not start your day with broken pieces of yesterday.**

Narrative/Reflective/Descriptive

- If narrative, the essay must have a strong story line, usually written in the past tense. The essay must have an interesting ending.
- If reflective, the essay should convey emotional reactions and feelings experienced by the writer.
- If descriptive, the writer should create a picture in words, trying to use as many senses as possible to make the description clear.

**[50]****1.6 Success is the result of hard work; luck has nothing to do with it.**

Discursive/Argumentative

- If discursive, the writer may come to a particular conclusion at the end of the essay but the arguments for and against must be well-balanced and clearly analysed in the course of the essay.
- If argumentative, the essay must reflect a specific argument or viewpoint for or against the topic. The candidate should give a range of arguments to support and substantiate his/her view. The conclusion should be a strong, clear and convincing statement of the writer's opinion.

**[50]**

**1.7 Interpretation of pictures**

- The candidate may interpret the pictures in any way.
- The candidate may choose to write any type of essay.
- The interpretation must be linked to the picture.
- The candidate should give the essay a suitable title.
- The candidate may write in any appropriate tense.

**1.7.1 Picture: Tree/Recycling**

- Literal interpretations: recycling, deforestation, environmental issues.
- Figurative interpretations: source of life, life seasons.

**[50]****1.7.2 Picture: Grandmother with girl reading**

- Literal interpretations: the importance of reading, reading to children, literacy, adult literacy.
- Figurative interpretations: love, happiness, relationships between grandparents and grandchildren, the role of grandparents/grandmothers/women, aging vs. youthfulness.

**[50]****TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the attached rubric:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 FORMAL LETTER TO THE PRESS**

A letter to the editor about whether matric results should be published in the newspapers or not.

- The following aspects of format should be included:
  - Address of sender
  - Date
  - Recipient: the editor
  - Name of the newspaper
  - Address of recipient
  - Greeting/Salutation
  - Topic line
  - Suitable ending
  - Signature and name of sender
- The tone and register of the letter should be formal.
- The candidate must present his or her point of view clearly.

**[30]****2.2 OBITUARY**

Obituary of a learner

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of birth
  - Date of death
- The following information may also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (parents, siblings) and their names
  - Date and time of funeral
  - Biographical information
- A tribute must be paid to the deceased.

**[30]**

**2.3 INFORMAL REPORT**

A report to the principal on possible changes to the rules regarding learner uniforms and hairstyles.

- The report must have:
  - a topic.
  - a recipient.
  - a sender.
- The report must be written using an informal format but formal language.
- Slang or colloquial language is not acceptable.

**[30]****2.4 INTERVIEW**

An interview between the candidate and the radio presenter.

- A brief scenario/context must be given before the speakers start speaking.
- The tone must be formal.
- The following aspects of format must be included:
  - The names of the speakers must appear on the left-hand side of the page.
  - A colon must appear after the name of each speaker.
  - A new line must be used to indicate each speaker.
  - The questions must be probing and to the point.
  - Stage directions (tone of voice, actions, etc.) must be written in brackets before the spoken words, if applicable.

**[30]****TOTAL SECTION B: 30**

**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3****Instructions to Markers:**

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**3.1 INVITATION CARD**

A teacher at your school is about to retire.

- The following aspects of format must be included:
  - Date, venue and time
  - Type of function should be clear
- Language should be formal and suited to the context.
- Full sentences are not necessary.
- Do not award marks for illustrations.

**[20]****3.2 POSTCARD**

You and your family have moved to a new country/province.

- The language, tone and register must be informal.
- The content must be about the candidate's experiences in a new country/province.
- The format may be quite informal and may include a receiver and a sender.
- No marks are awarded for illustrations.

**[20]****3.3 DIRECTIONS**

Directions from the airport to your house in Sprite street.

- The starting point and destination must be specified.
- The directions may be in point or paragraph form.
- Concise and clear sentences must be used.
- The following should be included, **among others**:
  - Landmarks
  - Estimated distances
  - Specific directions
- No marks are awarded for illustrations.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**



**ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	<b>Upper level</b>	<b>28–30</b> - Outstanding/Striking response beyond normal expectations - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	<b>22–24</b> - 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	<b>16–18</b> - Satisfactory response - Ideas are reasonably coherent and convincing - Reasonably organised and coherent, including introduction, body and conclusion/ending	<b>10–12</b> - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence	<b>4–6</b> - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent
	<b>Lower level</b>	<b>25–27</b> - 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	<b>19–21</b> - Well-crafted response - Relevant and interesting ideas - Well organised and coherent (connected), including introduction, body and conclusion	<b>13–15</b> - Satisfactory response but some lapses in clarity - Ideas are fairly coherent and convincing - Some degree of organisation and coherence, including introduction, body and conclusion	<b>7–9</b> - Largely irrelevant response - Ideas tend to be disconnected and confusing - Hardly any evidence of organisation and coherence	<b>0–3</b> - No attempt to respond to the topic - Completely irrelevant and inappropriate - Unfocused and muddled
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling  <b>15 MARKS</b>	<b>Upper level</b>	<b>14–15</b> - Tone, register, style and vocabulary highly appropriate to purpose, audience and context - Language confident, exceptionally impressive - Compelling and rhetorically effective in tone - Virtually error-free in grammar and spelling - Very skilfully crafted	<b>11–12</b> - Tone, register, style and vocabulary very appropriate to purpose, audience and context - Language is effective and a consistently appropriate tone is used - Largely error-free in grammar and spelling - Very well crafted	<b>8–9</b> - Tone, register, style and vocabulary appropriate to purpose, audience and context - Appropriate use of language to convey meaning - Tone is appropriate - Rhetorical devices used to enhance content	<b>5–6</b> - Tone, register, style and vocabulary not appropriate to purpose, audience and context - Very basic use of language - Tone and diction are inappropriate - Very limited vocabulary	<b>0–3</b> - Language incomprehensible - Tone, register, style and vocabulary less appropriate to purpose, audience and context - Vocabulary limitations so extreme as to make comprehension impossible
	<b>Lower level</b>	<b>13</b> - Language excellent and rhetorically effective in tone - Virtually error-free in grammar and spelling - Skilfully crafted	<b>10</b> - Language engaging and generally effective - Appropriate and effective tone - Few errors in grammar and spelling - Well crafted	<b>7</b> - Adequate use of language with some inconsistencies - Tone generally appropriate and limited use of rhetorical devices	<b>4</b> - Inadequate use of language - Little or no variety in sentence - Exceptionally limited vocabulary	
<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction <b>5 MARKS</b>		<b>5</b> - Excellent development of topic - Exceptional detail - Sentences, paragraphs exceptionally well-constructed	<b>4</b> - Logical development of details - Coherent - Sentences, paragraphs logical, varied	<b>3</b> - Relevant details developed - Sentences, paragraphs well-constructed - Essay still makes sense	<b>2</b> - Some valid points - Sentences and paragraphs faulty - Essay still makes some sense	<b>0–1</b> - Necessary points lacking - Sentences and paragraphs faulty - Essay lacks sense
<b>MARK RANGE</b>		<b>43–50</b>	<b>33–40</b>	<b>23–30</b>	<b>13–20</b>	<b>0–10</b>

**ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]**

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>18 MARKS</b>	<b>15–18</b>  -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	<b>11-14</b>  -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	<b>8-10</b>  -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	<b>5-7</b>  -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	<b>0–4</b>  -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>12 MARKS</b>	<b>10–12</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	<b>8–9</b>  -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	<b>6–7</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>4–5</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–3</b>  -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
<b>MARK RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14–17</b>	<b>9–12</b>	<b>0–7</b>

**ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]**

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas; Features/conventions and context  <b>12 MARKS</b>	<b>10–12</b>  -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	<b>8–9</b>  -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	<b>6–7</b>  -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	<b>4–5</b>  -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	<b>0–3</b>  -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling  <b>8 MARKS</b>	<b>7–8</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	<b>5–6</b>  -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	<b>4</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>3</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–2</b>  -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
<b>MARK RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10–11</b>	<b>7–8</b>	<b>0–5</b>