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GRADE 12

ENGLISH FIRST ADDITIONAL LANGUAGE P3

FEBRUARY/MARCH 2016

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 topics could be interpreted.
- Full credit must be given for the candidate's 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 On the other side of the door ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
 - If narrative, a strong story line must be evident. There must be a logical sequence of tense.
 - If descriptive, there must be a vivid description of an experience/incident.
 - If reflective, there must be a personal account of thought processes and feelings/emotions about what happened on the other side of the door.
 - A candidate may write an essay which contains elements of more than one type of essay.

NOTE: The words given in the topic **MUST** be included somewhere in the essay.

[50]

1.2 The sound of nature

- Descriptive/Narrative//Reflective essay
- The following must be considered:
 - If descriptive, there must be a vivid description of an experience/ incident.
 - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
 - If reflective, there must be a personal account of thought processes and feelings/emotions.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.3 My culture has shaped me.

- Reflective/Descriptive /Narrative essay
- The following must be considered:
 - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the impact of culture on the candidate.
 - If descriptive, there must be a vivid description of how culture has influenced the candidate.
 - If narrative, a strong story line must be evident. There must be a logical sequence of tense.
 - A candidate may write an essay which contains elements of more than one type of essay.

[50]

1.4 Rights and responsibilities cannot be separated. Discuss this statement.

- Discursive/Reflective/Narrative essay
- The following must be considered:
 - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented **impartially**.
 - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate's views and experiences.
 - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.

[50]

1.5 Do not think of today's failures but of the successes that may come tomorrow.

- Discursive/Reflective/Narrative essay
- The following must be considered:
 - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented **impartially**.
 - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate's views and experiences.
 - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.

[50]

1.6 Parents and teachers are the voices of experience. Children should, therefore, live by their rules. Do you agree?

- Argumentative essay
- The following must be considered:
 - The essay must offer **one distinct opinion**; therefore the essay must be either FOR **OR** AGAINST the topic given.
 - There should be a clear defence/motivation/argument for the position taken.

[50]

1.7 Interpretation of pictures

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates must give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas, (**among others**) may be explored in response to the pictures:

- 1.7.1
- Literal interpretation: e.g. reference to money, saving money, etc.
 - Abstract interpretation: e.g. economy, wealth, money is not needed to lead a fruitful life, vices associated with money, etc.

[50]

- 1.7.2
- Literal interpretation: e.g. babies crawling, the beauty of babies, teenage pregnancy, etc.
 - Abstract interpretation: e.g. social grant, the future generation, innocence, future leaders, etc.

[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 assessment 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

- The letter should be addressed to the mayor.
- The tone and register of the letter must be formal.
- The following aspects of format must be included:
 - Writer's address
 - Date
 - Recipient's address
 - Greeting/Salutation
 - Heading/Subject line
 - Suitable ending
 - Closing, signature, name of sender
- The following information must be included in the letter, **among others**:
 - Purpose for writing
 - Candidate's views

[30]

2.2 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
 - Full name of the deceased
 - Date of death
 - Date of birth.
- The following information may also be included:
 - Birthplace
 - Where the person was living at the time of death
 - Key survivors (spouse, children) and their names
 - Date and time of funeral
 - Biographical information.
- A tribute must be paid to the deceased. **[30]**

2.3 MAGAZINE ARTICLE

- The article must have a heading.
- The content must be about addiction to social networks.
- The dangers of social networking must be emphasised in this article.
- The language may be formal/ informal.
- The style should be personal, speaking directly to the reader.
- The article should stimulate interest and keep the reader absorbed. **[30]**

2.4 INFORMAL SPEECH

- The speech must be in paragraph form.
- The tone of the speech must be informal.
- The language and register must be appropriate to the audience (the family members and friends).
- The audience should be addressed appropriately.
- Consider the following:
 - The content of the speech should be relevant to the topic (welcoming a brother/sister back home and congratulating him/her on completing his/her studies).
 - A logical and an appropriate closure to the speech must be evident.
 - Different approaches to the presentation of the speech should be accepted. **[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 POSTER

- The poster must include details about the book club.
- Sufficient details must be given to attract members of the community.
- Catchy words and phrases must be credited.
- No marks are awarded for illustrations.

[20]**3.2 DIARY ENTRIES**

- There must be TWO entries.
- Each entry must bear a date.
- The tone must be personal.

[20]**3.3 INSTRUCTIONS**

- The goal must be specified, e.g. How to prepare and present a speech.
- The instructions may be in point or paragraph form.
- The instructions must be given in sequence.
- The instructions must be clear.

[20]

TOTAL SECTION C: 20
GRAND TOTAL: 100

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

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT & PLANNING (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context 30 MARKS	Upper level	28–30 -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	22–24 -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	16–18 -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	10–12 -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	4–6 -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
		25–27 -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	19–21 -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	13–15 -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	7–9 -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	0–3 -No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled
	Lower level	14–15 -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	11–12 -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	8–9 -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	5–6 -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	0–3 -Language incomprehensible -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Vocabulary limitations so extreme as to make comprehension impossible
		13 -Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	10 -Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well crafted	7 -Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	4 -Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
LANGUAGE, STYLE & EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling 15 MARKS	Upper level					
	Lower level					
STRUCTURE Features of text; Paragraph development and sentence construction 5 MARKS		5 -Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well constructed	4 -Logical development of details -Coherent -Sentences, paragraphs logical, varied	3 -Relevant details developed -Sentences, paragraphs well constructed - Essay still makes sense	2 -Some valid points -Sentences and paragraphs faulty - Essay still makes some sense	0–1 -Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense
MARK RANGE		43–50	33–40	23–30	13–20	0–10

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context 18 MARKS	15–18 -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	11-14 -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	8-10 -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	5-7 -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	0–4 -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
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling 12 MARKS	10–12 -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	8–9 -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	6–7 -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	4-5 -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	0–3 -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
MARK RANGE	25–30	19–23	14-17	9-12	0–7

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

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