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basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

SENIOR CERTIFICATE EXAMINATIONS

ENGLISH HOME LANGUAGE P3

2016

MEMORANDUM

MARKS: 100

This memorandum consists of 8 pages.

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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.

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SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

Refer to SECTION A: Rubric for Assessing an Essay, found on pages 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	
CRITERIA	**MARKS**
CONTENT, PLANNING AND FORMAT	15
LANGUAGE, STYLE AND EDITING	10
TOTAL	25

1. 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.

NOTE:

- Various formats of transactional/referential/informational texts have been taught/are in current practice. This has to be considered when assessing the format.
- Give credit for appropriateness of format.
- Look for a logical approach in all writing.

NOTE:

- **The points givenbelow 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 ownviews or interpretations.**

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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, expository, discursive, or any combination of these.

1.1 **Twisting the truth**

- Emphasis has to be on distortion of truth on a personal and/or a societal level. **[50]**

1.2 **'Hope is the thing with feathers**
That perches in the soul,
And sings the tune without words,
And never stops at all.'

(Emily Dickinson)

- Credit responses that present views on hope.
- Candidates may agree or disagree. **[50]**

1.3 **We live in an age of instant gratification!**

- Responses should focus on aspects of modern life that illustrate the concept of 'gratification'.
- Credit responses that present an opposing view. **[50]**

1.4 **'No price is too high to pay for the privilege of owning yourself.'**

(Friedrich Nietzsche)

- Focus on personal autonomy.
- Candidates could argue for or against the motion or offer a mixed perspective/response. **[50]**

1.5 **The difficulty of understanding oneself**

- A candidate's response may be reflective and/or analytical.
- Credit responses that present a humorous/alternative view. **[50]**

1.6 **NOTE:** There must be a clear link between the essay and the picture chosen.

1.6.1 **Barbed wire**

Credit literal, figurative and mixed responses. **[50]**

1.6.2 **Men stepping on one another**

Credit literal and figurative responses. **[50]**

1.6.3 **Girl falling from swing**

Credit literal, figurative and mixed responses. **[50]**

TOTAL SECTION A: 50

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SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

Candidates are required to respond to TWO of the topics set. The body of each 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 **DIALOGUE**

- Conversation must be based on the visual.
- Use valid dialogue format. **[25]**

2.2 **OBITUARY**

- The candidate must show an understanding of an obituary as opposed to a eulogy.
- Details of the person's life must be clear, e.g. his/her impact on/contribution to the lives of others. **[25]**

2.3 **INFORMAL LETTER**

- The letter should account for the mistake and suggest the way forward.
- The letter might include an apology for opening the bag, together with an explanation of why it was opened.
- Format: own address; date, salutation, signing-off. **[25]**

2.4 **NEWSPAPER ARTICLE**

- Focus should be on the positive turnaround.
- Style: objective.
- Format: heading and by-line. **[25]**

2.5 **FORMAL LETTER**

- Candidates must know what 'obsolete' means in order to answer this question successfully.
- The problem should be specified and restorative action could be suggested.
- Format: own address, date, addressee, subject line, salutation, signing off. **[25]**

2.6 **SPEECH**

- Speech should deal with new beginnings/inspiration. **[25]**

TOTAL SECTION B: 50

GRAND TOTAL: 100

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NOTE:

- Always use the rubric when marking the creative essay (Paper 3, SECTION A).
- Marks from 0–50 have been divided into FIVE major level descriptors.
- In the Content, Language and Style criteria, each of the five level descriptors is divided into an upper and a lower level subcategory with the applicable mark range and descriptors.
- Structure is not affected by the upper level and lower level division.

ASSESSMENT RUBRIC FOR ESSAY – HOME 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**	**22–24**	**16–18**	**10–12**	**4–6**
		-Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent, including introduction, body and conclusion	-Very well-crafted response -Fully relevant and interesting ideas with evidence of maturity -Very well organised and coherent, including introduction, body and conclusion	-Satisfactory response - Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion	-Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	-Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Disorganised and incoherent
	Lower level	**25–27**	**19–21**	**13–15**	**7–9**	**0–3**
		-Excellent response but lacks the exceptionally striking qualities of the outstanding essay -Mature and intelligent ideas -Skilfully organised and coherent, including introduction, body and conclusion	-Well-crafted response -Relevant and interesting ideas -Well organised and coherent, including introduction, body and conclusion	-Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	-Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence	-No attempt to respond to the topic -Completely irrelevant and inappropriate -Unfocused and muddled

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ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 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 **15 MARKS**	**Upper level**	**14–15**	**11–12**	**8–9**	**5–6**	**0-3**
		-Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Exceptionally impressive use of language -Compelling and rhetorically effective in tone -Virtually error-free in grammar and spelling - Very skilfully crafted	-Tone, register, style and vocabulary largely 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	-Tone, register, style and vocabulary appropriate to purpose, audience and context -Appropriate use of language to convey meaning -Rhetorical devices used to enhance content	-Tone, register, style and vocabulary not appropriate to purpose, audience and context -Very basic use of language -Diction isinappropriate -Very limited vocabulary	- Tone, register, style and vocabulary not appropriate to purpose, audience and context - Language incomprehensible -Vocabulary limitations so extreme as to make comprehension impossible
	Lower level	**13**	**10**	**7**	**4**	
		-Language excellent and rhetorically effective in tone -Virtually error-free in grammar and spelling -Skilfully crafted	-Language engaging and generally effective -Appropriate and effective tone -Few errors in grammar and spelling -Well-crafted	-Adequate use of language with some inconsistencies -Tone generally appropriate and limited use of rhetorical devices	-Inadequate use of language -Little or no variety in sentence -Exceptionally limited vocabulary	
STRUCTURE Features of text Paragraph development and sentence construction **5 MARKS**		**5**	**4**	**3**	**2**	**0–1**
		-Excellent development of topic -Exceptional detail -Sentences, paragraphs exceptionally well-constructed	-Logical development of details -Coherent -Sentences, paragraphs logical, varied	-Relevant details developed -Sentences, paragraphs well-constructed -Essay still makes sense	-Some valid points -Sentences and paragraphs faulty -Essay still makes some sense	-Necessary points lacking -Sentences and paragraphs faulty -Essay lacks sense

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ASSESSMENT RUBRIC FOR TRANSACTIONAL TEXT – HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT, PLANNING & FORMAT Response and ideas Organisation of ideas for planning Purpose, audience, features/conventions and context **15 MARKS**	**13–15** -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	**10–12** -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	**7–9** -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	**4–6** -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 -Has vaguely applied necessary rules of format -Some critical oversights	**0–3** -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 -Has not applied necessary rules of format
LANGUAGE, STYLE & EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions Word choice Punctuation and spelling **10 MARKS**	**9–10** -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well-constructed -Virtually error-free	**7–8** -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	**5–6** -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	**3–4** -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

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