ENGLISH HOME LANGUAGE P3

NOVEMBER 2011

POSSIBLE ANSWERS

MARKS: 100

This memorandum consists of 10 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 SECTIONS B and C.

• 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 8 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT AND PLANNING</td>
<td>30</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>15</td>
</tr>
<tr>
<td>STRUCTURE</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>50</td>
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</tbody>
</table>

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: LONGER TRANSACTIONAL TEXT

Refer to SECTION B: Rubric for Assessing Longer Transactional Texts found on page 9 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
<td>18</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>12</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30</td>
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</table>

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.
SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

Refer to SECTION C: Rubric for Assessing Shorter Texts: Transactional/Referential/Informational found on page 10 of this memorandum.

<table>
<thead>
<tr>
<th>CRITERIA USED FOR ASSESSMENT</th>
<th>MARKS</th>
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</thead>
<tbody>
<tr>
<td>CONTENT, PLANNING AND FORMAT</td>
<td>12</td>
</tr>
<tr>
<td>LANGUAGE, STYLE AND EDITING</td>
<td>8</td>
</tr>
<tr>
<td>TOTAL</td>
<td>20</td>
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</table>

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 given below each topic in this memorandum serve only as a guide to markers.
- Allowance must be made for a candidate’s own interpretation of a topic even if it differs from the points given or a marker’s own views/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, expository, discursive, or any combination of these.

1.1 Excuses, excuses, excuses …
- Must capture the meaning of excuses.

1.2 A mob has many heads but no brains.
- This topic is open to interpretation.
- The focus may be on mobs and/or leaders.

1.3 'Children begin by loving their parents; as they grow older they judge them; sometimes they forgive them.' (Oscar Wilde)
- Candidates should address how the relationship between parent and child alters at the different times.
- Candidates should discuss loving, judging and forgiving.
- Candidates may agree/disagree with some/all parts of the topic.

1.4 Should cellphones be used as a tool in education? Write an essay in which you clearly express your views on this topic.
- May argue/discuss for or against or both.
- Opinions must be logically justified.
- Credit valid but unusual approaches/interpretations (e.g. a narrative that foregrounds the argument).

1.5 'Never develop an appetite for the fruits of trees you cannot climb.' (Ghagyi proverb)
- Candidates may disagree with/challenge the proverb.

1.6 Wild beauty
- Need not be confined to nature.

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

1.7.1 Flag of SA in hands
- The image as a whole must be used as focus/a point of departure.
- This topic is open to a literal/figurative interpretation.

1.7.2 Picture of a figure in doorway
- Can explore personal experience, poverty, loneliness, Africa, etc.

[50] [50] [50] [50] [50] [50] [50] [50]

TOTAL SECTION A: 50
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Candidates are required to respond to ONE 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
- Content may be critical or complimentary.
- Style, register and tone must be appropriate.
- Format: own address, date (may be either at the beginning or at the end of the letter), The Editor, name and address of newspaper, salutation, subject line, signing off. [30]

2.2 SPEECH
- Content to be motivational.
- Academic areas to be focused on.
- Can be humorous, but language usage must be appropriate.
- Opening and closing. [30]

2.3 DIALOGUE
- Dialogue must be between the candidate and a parent/guardian.
- Arguments must be convincing.
- Mention of a specific plan.
- Naturalness/realism of diction in context. [30]

2.4 LETTER OF APPLICATION
- Must apply for the job advertised.
- The details of the job must be accurate – radio presenter.
- Format: own address, date, details of the addressee, salutation, subject line and signing off. [30]

TOTAL SECTION B: 30
SECTION C: SHORTER TEXT: TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Candidates are required to respond to ONE of the topics set. The body of the response should be 100–120 words (10–12 lines) in length. The language, register, style and tone must be appropriate to the context.

3.1 ADVERTISEMENT
- Must tempt readers to purchase the product.
- Sufficient details to be given to sell the product.
- Catchy words and phrases to be credited.  [20]

3.2 POSTCARD
- Mention of the actual sports/cultural/educational activity/highlights of the tour.
- Date, salutation and signing off.
- Must mention in some way another province/country.
- Personal observations a good touch.  [20]

3.3 INSTRUCTIONS
- May include any area of school life/teenage life/home life/social life.
- Must be concise.
- Bulleting/numbering acceptable; may also be written in paragraph form.  [20]

TOTAL SECTION C:  20
GRAND TOTAL:       100
**SECTION A: RUBRIC FOR ASSESSING AN ESSAY – HOME LANGUAGE (50 marks)**

<table>
<thead>
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<tbody>
<tr>
<td>24–30</td>
<td>21–23½</td>
<td>18–20½</td>
<td>15–17½</td>
<td>12–14½</td>
<td>9–11½</td>
<td>0–8½</td>
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</tbody>
</table>

**CONTENT & PLANNING (30 MARKS)**
- Content outstanding, highly original.
- Ideas thought-provoking, mature.
- Planning and/or drafting has produced a flawlessly presentable essay.

**LANGUAGE, STYLE & EDITING (15 MARKS)**
- Critical awareness of impact of language.
- Language, punctuation effectively used.
- Uses highly appropriate figurative language.
- Choice of words exceptional, mature.
- Style, tone, register highly suited to topic.
- Virtually error-free following proofreading and editing.

**STRUCTURE (5 MARKS)**
- Logical development of details. Coherent.
- Sentences, paragraphs constructed.
- Length correct.

Please turn over
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<tbody>
<tr>
<td><strong>Not achieved</strong></td>
<td><strong>Elementary</strong></td>
<td><strong>Moderate</strong></td>
<td><strong>Adequate</strong></td>
<td><strong>Substantial</strong></td>
<td><strong>Meritorious</strong></td>
<td><strong>Outstanding</strong></td>
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<tr>
<td>0–5</td>
<td>5–7</td>
<td>7½–8½</td>
<td>9–10½</td>
<td>11–12½</td>
<td>13–14</td>
<td>14½–18</td>
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</tbody>
</table>

### CONTENT, PLANNING & FORMAT

**18 MARKS**

<table>
<thead>
<tr>
<th><strong>Extensive specialised knowledge of requirements of text.</strong></th>
<th><strong>Disciplined writing – maintains focus, no digressions.</strong></th>
<th><strong>Coherent in content and ideas, very well elaborated and all details support topic.</strong></th>
<th><strong>Evidence of planning and/or drafting has produced a well-crafted and presentable text.</strong></th>
<th><strong>Has applied the necessary rules of format very well.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>14½–18</td>
<td>13–14</td>
<td>11–12½</td>
<td>9–10½</td>
<td>8½–9½</td>
</tr>
</tbody>
</table>

### LANGUAGE, STYLE & EDITING

**12 MARKS**

<table>
<thead>
<tr>
<th><strong>Grammatically accurate and brilliantly constructed.</strong></th>
<th><strong>Vocabulary highly appropriate to purpose, audience and context.</strong></th>
<th><strong>Style, tone, register highly appropriate.</strong></th>
<th><strong>Virtually error-free following proofreading and editing.</strong></th>
<th><strong>Length correct.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10–12</td>
<td>8½–9½</td>
<td>7½–8</td>
<td>6–7</td>
<td>5–5½</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Well constructed and easy to read.</strong></th>
<th><strong>Vocabulary appropriate to purpose, audience and context.</strong></th>
<th><strong>Style, tone, register mostly appropriate.</strong></th>
<th><strong>Mostly error-free following proofreading and editing.</strong></th>
<th><strong>Length correct.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>10–12</td>
<td>8½–9½</td>
<td>7½–8</td>
<td>6–7</td>
<td>5–5½</td>
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<table>
<thead>
<tr>
<th><strong>Adequately constructed. Errors do not impede flow.</strong></th>
<th><strong>Vocabulary adequate for purpose, audience and context.</strong></th>
<th><strong>Style, tone and register fairly appropriate.</strong></th>
<th><strong>A few errors following proofreading and editing.</strong></th>
<th><strong>Length almost correct.</strong></th>
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</thead>
<tbody>
<tr>
<td>10–12</td>
<td>8½–9½</td>
<td>7½–8</td>
<td>6–7</td>
<td>5–5½</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>Basically constructed. Several errors.</strong></th>
<th><strong>Vocabulary limited and not very suitable for purpose, audience and context.</strong></th>
<th><strong>Style, tone and register inappropriate.</strong></th>
<th><strong>Several errors following proofreading and editing.</strong></th>
<th><strong>Length – too long/short.</strong></th>
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</thead>
<tbody>
<tr>
<td>4–4½</td>
<td>3–3½</td>
<td>2–2½</td>
<td>1–1½</td>
<td>0–0½</td>
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<table>
<thead>
<tr>
<th><strong>Poorly constructed and difficult to follow.</strong></th>
<th><strong>Vocabulary requires serious remediation and not suitable for purpose.</strong></th>
<th><strong>Style, tone and register do not correspond with topic.</strong></th>
<th><strong>Error-ridden and confused following proofreading, editing.</strong></th>
<th><strong>Length – far too long/short.</strong></th>
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<tbody>
<tr>
<td>4–4½</td>
<td>3–3½</td>
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<td>1–1½</td>
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## SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXT - HOME LANGUAGE (20 marks)

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<td>5½</td>
<td>6</td>
<td>7½</td>
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### CONTENT, PLANNING & FORMAT (12 MARKS)

- **Extensive specialised knowledge of requirements of text.**
- Exhibits a broad awareness of wider contexts in writing.
- Disciplined writing – learner maintains rigorous focus, no digressions.
- Total coherence in content and ideas, highly elaborated and all details support topic.
- Evidence of planning and/or drafting has produced a well crafted and presentable text.
- Has applied the necessary rules of format very well.

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</tbody>
</table>

### LANGUAGE, STYLE & EDITING (8 MARKS)

- **Text grammatically accurate and brilliantly constructed.**
  - Vocabulary is highly appropriate to purpose, audience and context.
  - Style, tone, register highly appropriate.
  - Text virtually error free following proofreading.
  - Length correct.

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