ENGLISH SECOND ADDITIONAL LANGUAGE P2
NOVEMBER 2011
POSSIBLE ANSWERS

MARKS: 80

This memorandum consists of 9 pages.
INSTRUCTIONS AND INFORMATION

Use this memorandum together with the attached English Second Additional Language 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. Consider the background of the candidates and give credit for relevant ideas, even if they are not listed below the topics.
- Do not penalise candidates if an essay type other than that given (Narrative or Descriptive) is written.
- Use the 40-mark assessment rubric on page 7 to mark the essays.

1.1 Surviving that accident was a miracle.

Write a story that includes these words:

- Narrative essay.
- The candidate may, **among others**, mention:
  - how, where and when the accident occurred
  - what happened immediately after the accident
  - how and why it was miraculous. [40]

1.2 That was the biggest sporting event I ever attended.

- Narrative essay.
- The candidate may, **among others**, mention:
  - the place and the date
  - the name of the sport
  - description of the event
  - what made it such a huge and spectacular event. [40]

1.3 Saturday mornings in the township

- Descriptive essay.
- The candidate may describe, **among others**:
  - the atmosphere in the township
  - activities that usually take place
  - noise from various sources. [40]

Please turn over
1.4 The best memories of my school life.

- Narrative essay.
  Candidates should narrate:
  - when and where the memorable events took place
  - details of the memorable events
  - what makes the memories so unforgettable.

1.5 Interpretation of pictures.

- Candidates should provide a suitable title.
- Candidates may interpret the pictures in any way.
- The interpretation should be linked directly to the pictures.

1.5.1 Candidates may write, among others, about:
  - education
  - success/achievement
  - status/independence
  - empowerment of women.

1.5.2 Candidates may write, among others, about:
  - the generation gap
  - inter-dependence, love, care, guidance, protection
  - childhood memories.

1.5.3 Candidates may write, among others, about:
  - nature conservation
  - climate change
  - barrenness/drought/floods.

1.5.4 Candidates may write, among others, about:
  - domestic animals
  - unusual relationships
  - co-existence
  - love
  - tolerance
  - protection.

TOTAL SECTION A: 40
SECTION B: LONGER TRANSACTIONAL TEXT

QUESTION 2

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 8 to mark the responses in this section.

2.1 DIALOGUE

- The following aspects of **format** should be included:
  o name of each speaker
  o colon after name of each speaker.
- The candidate should indicate, **among others:**
  o the name of the career
  o the reasons for that particular career choice and the benefits of the career
  o the disadvantages (as stated by the father/mother/guardian).

2.2 SHORT REPORT

- The candidate should indicate:
  o the addressee
  o the date of the report
  o the task he/she was given
  o his/her findings
  o his/her recommendations.
- The candidate should sign the report.
2.3 FORMAL LETTER

- The letter should be addressed to the manager of the store.
- The tone and register of the letter should be formal.
- The letter should be written in paragraphs.
- The following aspects of format should be included:
  - address of sender
  - address of recipient
  - date
  - greeting/salutation
  - subject line
  - suitable ending
  - signature and printed name of sender.
- Candidates may mention, among others:
  - the importance of the involvement of businesses supported by the community in the work of charity.
  - how the contribution from the store will help the needy/poor.

2.4 INFORMAL LETTER

- The letter should be addressed to a friend.
- The letter should be written in paragraphs.
- The tone and register of the letter should be informal.
- The following aspects of format should be included
  - how the candidate is going to avoid peer pressure
  - how he/she will manage the freedom
  - how and why he/she will stay focused.

- The following information may be included in the letter, among others:
  - address of sender
  - date
  - greeting/salutation
  - suitable ending.

TOTAL SECTION B: 20
SECTION C: SHORTER TEXT – TRANSACTIONAL/REFERENTIAL/INFORMATIONAL

QUESTION 3

Instructions to Markers:

- Candidates are required to answer ONE question.
- 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. Consider the background of the candidates and give credit for relevant ideas even if they are not listed below the topics.
- Use the 20-mark assessment rubric on page 9 to mark the responses in this section.

3.1 POSTER

- Candidates may include the following, **among others:**
  - heading
  - the risks of drowning
  - medical implications
  - safety precautions, for example, adult supervision, swimming lessons.

**NOTE:** Do not award marks for drawings or illustrations.  

3.2 ADVERTISEMENT

- The following may be included **among others:**
  - types of sport in which learners will be participating
  - venue where the tournament will be held
  - date and time when the tournament will be held
  - entry fee per team.

3.3 INVITATION

- The following details should be provided, **among others:**
  - name of the person/persons to whom the invitation is addressed
  - purpose of the invitation
  - venue/place where the party will be held
  - date and time when the party will be held
  - name of the sender.

  **NOTE:** Do not award marks for drawings or illustrations.

TOTAL SECTION C: 20  
GRAND TOTAL: 80
## SECTION A: RUBRIC FOR ASSESSING AN ESSAY – SECOND ADDITIONAL LANGUAGE (40)

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<td>22 1/2–28</td>
<td>20–22</td>
<td>17–19 1/2</td>
<td>14–16 1/2</td>
<td>11 1/2–13 1/2</td>
<td>8 1/2–11</td>
<td>0–8</td>
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<td>- Content shows impressive understanding of topic. - Ideas thought-provoking, mature. - Planning &amp; drafting has produced a presentable essay.</td>
<td>- Content shows thorough interpretation of topic. - Ideas imaginative, interesting. - Planning &amp; or drafting has produced a fairly presentable essay.</td>
<td>- Content shows a sound interpretation of the topic. - Ideas interesting, convincing. - Planning &amp; or drafting has produced a reasonably presentable essay.</td>
<td>- Content shows an adequate interpretation of the topic. - Ideas ordinary, lacking depth. - Planning &amp; or drafting has produced an acceptably presentable essay for SAL.</td>
<td>- Content ordinary. Gaps in coherence. - Ideas mostly relevant. Repetitive. - Planning &amp; or drafting has produced a moderately presentable &amp; coherent essay for SAL.</td>
<td>- Content not always clear, lacks coherence. - Very few ideas, often repetitive. - Inadequate evidence of planning/drafting. Essay not well presented.</td>
<td>- Content irrelevant. No coherence. - Ideas muddled, confused. - Non-existent planning/drafting. Poorly presented essay.</td>
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<td>6–7</td>
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<td>4 1/2</td>
<td>3 1/2–4</td>
<td>3</td>
<td>2 1/2</td>
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<td>- Evidence of critical language awareness. - Language, punctuation thoroughly controlled. - Uses appropriate figurative language. - Choice of words is all appropriate. - Style accurately reflects topic through choice of words. - Largely error-free following proofreading &amp; editing.</td>
<td>- Some critical language awareness. - Language, punctuation reasonably controlled; able to use appropriate figurative language. - Choice of words mostly appropriate. - Style appropriately reflects topic through choice of words. - Error-free to an extent following proofreading, editing.</td>
<td>- Limited critical language awareness. - Language &amp; punctuation mostly correct. - Choice of words fairly limited but suited to text. - Style reasonably appropriate &amp; suits topic requirements. - Reasonably error-free following proofreading, editing.</td>
<td>- Some awareness of impact of language. - Language somewhat simplistic, punctuation adequate. - Choice of words somewhat limited but adequately suited to topic. - Style somewhat consistent with topic requirements. - Still contains errors following proofreading, editing.</td>
<td>- Language limited &amp; punctuation often inaccurately used. - Choice of words basic &amp; limited. - Style lacking in coherence &amp; not suited to topic. - Contains several errors following proofreading, editing.</td>
<td>- Language &amp; punctuation flawed. - Choice of words very limited. - Style does not correspond with topic. - Error-ridden despite proofreading, editing.</td>
<td>- Language &amp; punctuation seriously flawed. - Choice of words muddled &amp; confused. - Style flawed in all aspects. - Error-ridden &amp; confused following proofreading, editing.</td>
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### SECTION B: RUBRIC FOR ASSESSING LONGER TRANSACTIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

|-----------------------------|----------------------------|-----------------------------|------------------------|------------------------|--------------------------|----------------------------|

#### CONTENT, PLANNING & FORMAT (14 MARKS)
- **Very good knowledge of requirements of the text.**
- Learner maintains focus, hardly any digressions. Text is fairly coherent in content and ideas, and topic has details supporting the text. Evidence of planning and/or drafting has produced a fairly presentable and coherent text. Has applied the necessary rules of format well.

#### LANGUAGE, STYLE & EDITING (6 MARKS)
- **Well constructed & fairly accurate.**
  - Vocabulary is fairly appropriate to purpose, audience & context.
  - Style mostly appropriate.
  - Text mostly error-free following proof-reading & editing.
  - Length correct.

- **Adequately constructed. Errors do not impede flow.**
  - Vocabulary adequate for purpose, audience & context.
  - Style, fairly appropriate.
  - Reasonably error-free following proof-reading & editing.
  - Length almost correct.

- **Basically constructed. Several errors.**
  - Vocabulary limited & not very suitable for purpose, audience & context.
  - Lapses in style.
  - Text contains a fair number of errors following proof-reading & editing.
  - Length – too long/short.

- **Poorly constructed & difficult to follow.**
  - Vocabulary requires some remediation & not suitable for purpose, audience & context.
  - Style hardly corresponds with topic.
  - Mostly error-ridden despite proof-reading, editing.
  - Length – far too long/short.
## SECTION C: RUBRIC FOR ASSESSING SHORTER TRANSACTIONAL/REFERENTIAL/INFORMATIONAL TEXTS – SECOND ADDITIONAL LANGUAGE (20)

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<td>7–8</td>
<td>6–6½</td>
<td>4½–5½</td>
<td>0–4</td>
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### CONTENT, PLANNING & FORMAT (14 MARKS)
- Very good knowledge of requirements of the text.
- Learner maintains focus on topic, no digressions.
- Content and ideas coherent, text has details supporting the topic.
- Evidence of planning and/or drafting has produced a very presentable text.
- Good knowledge of requirements of text.
- Learner maintains focus with minor digressions.
- Text is fairly coherent in content and ideas, and topic has details supporting the text.
- Evidence of planning and/or drafting has produced a reasonably presentable and coherent text.
- Has applied the necessary rules of format well.

### LANGUAGE, STYLE & EDITING (6 MARKS)
- Has applied all the necessary rules of format.
- Text is mostly grammatically accurate and well constructed.
- Vocabulary mostly appropriate to purpose, audience and context.
- Style mostly appropriate.
- Text mostly error-free following proof-reading and editing. Length correct.
- Well constructed & fairly accurate.
- Vocabulary is fairly appropriate to purpose, audience & context.
- Style mostly appropriate.
- Text fairly error-free following proof-reading & editing. Length correct.
- Well constructed & reasonably accurate.
- Vocabulary reasonably appropriate to purpose, audience & context.
- Style reasonably appropriate.
- Reasonably error-free following proof-reading & editing. Length correct.
- Adequately constructed. Errors do not impede flow.
- Vocabulary reasonably appropriate to purpose, audience & context.
- Style, fairly appropriate.
- Still contains a fair number of errors following proof-reading & editing. Length almost correct.
- Basically constructed. Several errors.
- Vocabulary adequate for purpose, audience & context.
- Style, fairly appropriate.
- Text contains a number of errors following proof-reading & editing. Length too long/short.
- Poorly constructed & difficult to follow.
- Vocabulary limited & not very suitable for purpose, audience & context.
- Style hardly corresponds with topic.
- Mostly error-ridden despite proofreading, editing. Length too long/short.
- Poorly constructed & very difficult to follow.
- Vocabulary requires serious remediation & not suitable for purpose.
- Style does not correspond with topic.
- Error-ridden and very confusing following proofreading, editing. Length far too long/short.

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