



Province of the
EASTERN CAPE
EDUCATION

**NATIONAL
SENIOR CERTIFICATE**

GRADE 11

NOVEMBER 2014

**ENGLISH HOME LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 8 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 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, development of ideas, and the conclusion.

SUGGESTED APPROACH TO MARKING**SECTION A: ESSAY****1.1 POSSIBLE RESPONSES:**

- Descriptive/narrative/discursive/reflective
- References to literal gifts/good qualities/experiences
- The importance of using your talents
- The necessity to acknowledge opportunities

1.2 POSSIBLE RESPONSES:

- Narrative/discursive/reflective
- Recognising man's achievements
- Being positive/ambitious
- Accepting the challenge of life

1.3 POSSIBLE RESPONSES:

- Descriptive/narrative/reflective
- Description of a moment/day/experience
- The influence of a particular person/experience
- Recognising the influences of people/experiences

1.4 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/descriptive
- A momentous event/person/gift
- Going the extra mile
- Consequences/effect of the "delivery"

1.5 POSSIBLE RESPONSES:

- Narrative/reflective/discursive/descriptive
- Learning from mistakes
- Remaining positive
- Being accepting of difficulties/complications

1.6 POSSIBLE RESPONSES:

- Discursive/narrative/reflective
- Can agree or disagree with the topic
- An incident that illustrates or negates the topic
- Being bold

1.7 1.7.1 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Growth/development/a journey
- Beauty of nature
- Various life experiences

1.7.2 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Enjoyment
- Surprises/celebration
- Joy in the midst of darkness/despair

TOTAL SECTION A: 50**INSTRUCTIONS TO MARKERS**

Refer to SECTION A: Rubric for Assessing an Essay found on page 7 of this memorandum.

CRITERIA USED FOR ASSESSMENT	
CRITERIA	MARKS
CONTENT AND PLANNING (60%)	30
LANGUAGE, STYLE AND EDITING (30%)	15
STRUCTURE (10%)	5
TOTAL	50

Use the assessment rubric Appendix C to assess candidates' essays.

SECTION B: TRANSACTIONAL TEXTS

Learners are instructed to answer TWO questions.

QUESTION 2**2.1 LETTER TO THE PRESS**

- Expressing outrage (or not)
- Appropriate formal register
- Correct format

2.2 MAGAZINE ARTICLE

- How attitude determines success
- Suitable title
- Appropriate register: school magazine

2.3 LETTER OF CONGRATULATIONS

- Acknowledgement of the teacher's efforts and the difference he has made
- Register does not have to be strictly formal
- Accept formal or informal format

2.4 DIALOGUE

- Can agree or disagree
- Is it only confidence that determines success?
- Informal register

2.5 SPEECH

- The importance and positive results of reading
- Enrichment
- Formal or slightly informal register

2.6 REVIEW

- Either positive or negative
- References to quality of music/sound/venue/atmosphere
- Slightly informal register acceptable for school magazine

INSTRUCTIONS TO MARKERS

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 (60%)	15
LANGUAGE, STYLE AND EDITING (40%)	10
TOTAL	25

Use the assessment rubric Appendix D to assess candidates' transactional texts.

NOTE:

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

TOTAL SECTION B: 50
GRAND TOTAL: 100

SECTION A: ASSESMENT RUBRIC FOR ASSESSING ESSAY [50 marks]

○ Always use the rubric when marking the creative essay (Paper 3, SECTION A).

○ The marks from 0–50 have been divided into 5 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 sub-category with the applicable mark range and descriptors.

○ Structure is not affected by the upper level and lower level division.

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (Response and ideas) Organisation of ideas for planning Awareness of purpose, audience and context 30 MARKS	Upper level	27–30 - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas. - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	22–23 - 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.	15–17 - Satisfactory response. - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending.	9–11 - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	3–5 - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent
		24–26 - 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.	18–21 - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	12–14 - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	6–8 - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	0–2 - No attempt to respond to the topic. - Completely irrelevant and inappropriate. - Unfocused and muddled.
	Upper level	14–15 - Tone, register, style, 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. - Highly skilfully crafted.	10–11 - 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.	6–7 - 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.	2–3 - 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 - Language incomprehensible. - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Vocabulary limitations so extreme as to make comprehension impossible.
		13–12 - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	9–8 - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well-crafted.	5–4 - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	1–0 - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary.	
Lower level	5 - Excellent development of topic. - Exceptional detail. - Sentences and paragraphs exceptionally well-constructed.	4 - Logical development of details. - Coherent. - Sentences, paragraphs logical and varied.	3 - Relevant details developed. - Sentences and paragraphs well-constructed. - Essay still makes some sense.	2 - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.		
	MARKS RANGE	40–50	30–39	20–29	10–19	

SECTION B: ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT HOME LANGUAGE [25 MARKS]

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT PLANNING AND FORMAT Response and ideas Organisation of ideas for planning Purpose, audience and features/conventions and context 15 MARKS	12-15 <ul style="list-style-type: none"> - 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. 	9-11 <ul style="list-style-type: none"> - 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. 	6-8 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 <ul style="list-style-type: none"> - 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 AND EDITING Tone, register, style, purpose/effect, audience and context Language use and conventions. Word choice Punctuation, spelling 10 MARKS	8-10 <ul style="list-style-type: none"> - Tone, register, style, vocabulary highly appropriate to purpose, audience and context. - Grammatically accurate and well-constructed. - Virtually error-free. 	6-7 <ul style="list-style-type: none"> - 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. 	4-5 <ul style="list-style-type: none"> - Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors. - Adequate vocabulary. - Errors do not impede meaning. 	2-3 <ul style="list-style-type: none"> - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Inaccurate grammar with numerous errors. - Limited vocabulary. - Meaning is obscured.
MARKS RANGE		20-25	15-19	10-14	5-9