



Province of the  
**EASTERN CAPE**  
EDUCATION

**NATIONAL  
SENIOR CERTIFICATE**

**GRADE 11**

**NOVEMBER 2015**

**ENGLISH HOME LANGUAGE P3  
MEMORANDUM**

**MARKS: 100**

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This memorandum consists of 9 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, development of ideas, and the conclusion.

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

- Descriptive/narrative/discursive/reflective
- Adapting/making compromises
- Achieving an ambition/objective
- Having a sense of purpose

**1.2 POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Recognising/accepting the past
- Nostalgia
- Description of a scene

**1.3 POSSIBLE RESPONSES:**

- Descriptive/narrative/reflective/discursive
- The influence of a particular person/experience/event
- Embracing all experiences/lessons learnt
- Acceptance

**1.4 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive/descriptive/argumentative
- Being objective
- Regaining perspective
- Adapting

**1.5 POSSIBLE RESPONSES:**

- Discursive/narrative/reflective
- Getting your own back/revenge
- Being strong in a situation/standing up for yourself
- Being bold

**1.6 POSSIBLE RESPONSES:**

- Narrative/reflective/discursive/descriptive/argumentative
- Communication problems
- Difficult relationships
- Lack of involvement

1.7 1.7.1 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive/argumentative
- Learners can focus on any aspect of the illustration
- Growth/development/a journey
- Rat race
- Conformity
- Stop to take stock

1.7.2 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Learners can focus on any aspect of the illustration
- Death/despair
- Positivity in the face of despair
- Coldness/lack of emotion
- Description of scenery

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

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

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

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**

- Commentary on lack of, or not, of manners
- Appropriate formal register
- Correct format

**2.2 OBITUARY**

- Sincere without being overly sentimental
- Can be slightly informal
- Appropriate register and format

**2.3 NEWSPAPER ARTICLE**

- Suitable heading
- Focus is on the meaning of happiness and how to attain it
- Register does not have to be strictly formal

**2.4 WRITTEN INTERVIEW**

- Suitable heading
- Focus on the achievements/life philosophy of the person
- Formal or slightly informal register

**2.5 SPEECH**

- Motivational
- Must identify the group being addressed
- Slightly informal register

**2.6 AGENDA AND MINUTES**

- Must cover both aspects of the topic
- References to plans with the grade 8 orientation and the people responsible
- Appropriate format and register

**INSTRUCTIONS TO MARKERS**

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

<b>CRITERIA USED FOR ASSESSMENT</b>	
<b>CRITERIA</b>	<b>MARKS</b>
CONTENT, PLANNING AND FORMAT (60%)	15
LANGUAGE, STYLE AND EDITING (40%)	10
<b>TOTAL</b>	<b>25</b>

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: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT AND PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	<b>Upper level</b>	<b>28–30</b>	<b>22–24</b>	<b>16–18</b>	<b>10–12</b>	<b>4–6</b>
		<ul style="list-style-type: none"> <li>- Outstanding/Striking response beyond normal expectations.</li> <li>- Intelligent, thought provoking and mature ideas.</li> <li>- Exceptionally well organised and coherent, including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Very well-crafted response.</li> <li>- Fully relevant and interesting ideas with evidence of maturity.</li> <li>- Very well organised and coherent, including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactory response.</li> <li>- Ideas are reasonably coherent and convincing.</li> <li>- Reasonably organised and coherent, including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Inconsistently coherent response.</li> <li>- Unclear ideas and unoriginal.</li> <li>- Little evidence of organisation and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>- Totally irrelevant response.</li> <li>- Confused and unfocused ideas.</li> <li>- Vague and repetitive.</li> <li>- Disorganised and incoherent.</li> </ul>
	<b>Lower level</b>	<b>25–27</b>	<b>19–21</b>	<b>13–15</b>	<b>7–9</b>	<b>0–3</b>
		<ul style="list-style-type: none"> <li>- Excellent response but lacks the exceptionally striking qualities of the outstanding essay</li> <li>- Mature and intelligent ideas.</li> <li>- Skilfully organised and coherent (connected), including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Well-crafted response.</li> <li>- Relevant and interesting ideas.</li> <li>- Well organised and coherent (connected), including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Satisfactory response but some lapses in clarity.</li> <li>- Ideas are fairly coherent and convincing.</li> <li>- Some degree of organisation and coherence, including introduction, body and conclusion.</li> </ul>	<ul style="list-style-type: none"> <li>- Largely irrelevant response.</li> <li>- Ideas tend to be disconnected and confusing.</li> <li>- Hardly any evidence of organisation and coherence.</li> </ul>	<ul style="list-style-type: none"> <li>- No attempt to respond to the topic.</li> <li>- Completely irrelevant and inappropriate.</li> <li>- Unfocused and muddled.</li> </ul>

**SECTION A: ASSESSMENT RUBRIC FOR ESSAY – HOME LANGUAGE [50 MARKS] (continued)**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>LANGUAGE, STYLE AND EDITING</b>  Tone, register, style, vocabulary appropriate to purpose/effect and context; Word choice; Language use and conventions, punctuation, grammar, spelling  <b>15 MARKS</b>	<b>Upper level</b>	<b>14–15</b> - 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.	<b>11–12</b> - 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.	<b>8–9</b> - 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.	<b>5–6</b> - 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.	<b>0–3</b> - Tone, register, style and vocabulary less appropriate to purpose, audience and context. - Language incomprehensible. - Vocabulary limitations so extreme as to make comprehension impossible.
	<b>Lower level</b>	<b>13</b> - Language excellent and rhetorically effective in tone. - Virtually error-free in grammar and spelling. - Skilfully crafted.	<b>10</b> - Language engaging and generally effective. - Appropriate and effective tone. - Few errors in grammar and spelling. - Well crafted.	<b>7</b> - Adequate use of language with some inconsistencies. - Tone generally appropriate and limited use of rhetorical devices.	<b>4</b> - Inadequate use of language. - Little or no variety in sentence. - Exceptionally limited vocabulary.	
<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction  <b>5 MARKS</b>		<b>5</b> - Excellent development of topic. - Exceptional detail. - Sentences, paragraphs exceptionally well-constructed.	<b>4</b> - Logical development of details. - Coherent. - Sentences, paragraphs logical, varied.	<b>3</b> - Relevant details developed. - Sentences, paragraphs well-constructed. - Essay make sense.	<b>2</b> - Some valid points. - Sentences and paragraphs faulty. - Essay still makes some sense.	<b>0–1</b> - Necessary points lacking. - Sentences and paragraphs faulty. - Essay lacks sense.
<b>MARK RANGE</b>		<b>43–50</b>	<b>33–40</b>	<b>23–30</b>	<b>13–20</b>	<b>0–10</b>



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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT, PLANNING AND FORMAT</b>	<b>13–15</b>	<b>10–12</b>	<b>7–9</b>	<b>4–6</b>	<b>0–3</b>
Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>15 MARKS</b>	<ul style="list-style-type: none"> <li>- Outstanding response beyond normal expectations.</li> <li>- Intelligent and mature ideas.</li> <li>- Extensive knowledge of features of the type of text.</li> <li>- Writing maintains focus.</li> <li>- Coherence in content and ideas.</li> <li>- Highly elaborated and all details support the topic.</li> <li>- Appropriate and accurate format.</li> </ul>	<ul style="list-style-type: none"> <li>- Very good response demonstrating good knowledge of features of the type of text.</li> <li>- Maintains focus – no digressions.</li> <li>- Coherent in content and ideas, very well elaborated and details support topic.</li> <li>- Appropriate format with minor inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Adequate response demonstrating knowledge of features of the type of text.</li> <li>- Not completely focused – some digressions</li> <li>- Reasonably coherent in content and ideas.</li> <li>- Some details support the topic.</li> <li>- Generally appropriate format but with some inaccuracies.</li> </ul>	<ul style="list-style-type: none"> <li>- Basic response demonstrating some knowledge of features of the type of text.</li> <li>- Some focus but writing digresses.</li> <li>- Not always coherent in content and ideas.</li> <li>- Few details support the topic.</li> <li>- Has vaguely applied necessary rules of format.</li> <li>- Some critical oversights.</li> </ul>	<ul style="list-style-type: none"> <li>- Response reveals no knowledge of features of the type of text.</li> <li>- Meaning is obscure with major digressions.</li> <li>- Not coherent in content and ideas.</li> <li>- Very few details support the topic.</li> <li>- Has not applied necessary rules of format.</li> </ul>
<b>LANGUAGE, STYLE AND EDITING</b>	<b>9–10</b>	<b>7–8</b>	<b>5–6</b>	<b>3–4</b>	<b>0–2</b>
Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>10 MARKS</b>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary highly appropriate to purpose, audience and context.</li> <li>- Grammatically accurate and well-constructed.</li> <li>- Virtually error-free.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary very appropriate to purpose, audience and context.</li> <li>- Generally grammatically accurate and well-constructed.</li> <li>- Very good vocabulary.</li> <li>- Mostly free of errors.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary appropriate to purpose, audience and context.</li> <li>- Some grammatical errors.</li> <li>- Adequate vocabulary.</li> <li>- Errors do not impede meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary less appropriate to purpose, audience and context.</li> <li>- Inaccurate grammar with numerous errors.</li> <li>- Limited vocabulary.</li> <li>- Meaning obscured.</li> </ul>	<ul style="list-style-type: none"> <li>- Tone, register, style and vocabulary do not correspond to purpose, audience and context.</li> <li>- Error-ridden and confused.</li> <li>- Vocabulary not suitable for purpose.</li> <li>- Meaning seriously impaired.</li> </ul>
<b>MARK RANGE</b>	<b>22–25</b>	<b>17–20</b>	<b>12–15</b>	<b>7–10</b>	<b>0–5</b>