

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2015

ENGLISH HOME LANGUAGE P3

MARKS: 100

TIME: 2½ hours



This question paper consists of 7 pages.

INSTRUCTIONS AND INFORMATION

1. This question paper consists of TWO sections:

SECTION A: Essay		(50 marks)
SECTION B: Transactional texts	(2 x 25)	(50 marks)
2. Answer ONE question from SECTION A and TWO questions from SECTION B.
3. Write in the language in which you are being assessed.
4. Start EACH section on a NEW page.
5. You must plan (e.g. a mind map/diagram/flow chart/key words, etc.), edit and proof-read your work. The plan must appear BEFORE the answer.
6. All planning must be clearly indicated as such. It is advisable to draw a line across all planning.
7. You are strongly advised to spend approximately:
 - 80 minutes on SECTION A
 - 70 minutes on SECTION B
8. Number each response correctly according to the numbering system used in this question paper.
9. Give each response a suitable title/heading, as indicated by the question.
10. The title/heading must NOT be considered when doing a word count.
11. Write neatly and legibly.

SECTION A: ESSAY

QUESTION 1

- Write an essay of 400–450 words (2–2½ pages) on ONE of the following topics. Write down the NUMBER and TITLE/HEADING of your essay.
- 1.1 *“Each day comes bearing its own gifts. Untie the ribbons.”*
[Ruth Ann Schabacker] [50]
- 1.2 Silence [50]
- 1.3 One September morning I went to a place beyond the dawn. A source of sweetness that flows and is never less. I have been shown a beauty that would confuse both worlds.
[Jalaluddin Rumi] [50]
- 1.4 The chosen [book title by Andy Colquhoun and Paul Dobson] [50]
- 1.5 *Think again* [50]
- 1.6 Power is always dangerous. [Edward Abbey] [50]
- 1.7 The pictures reproduced below may evoke a feeling in you, stir your imagination or evoke another response.

Select ONE picture and write an essay in response. Write the question number of your choice (1.7.1 or 1.7.2) and give your essay a title.

NOTE: There must be a clear link between your essay and the picture you have chosen.

1.7.1



[Source: *Sawubona*, November 2013] [50]

1.7.2



[Source: *Google images*] [50]

TOTAL SECTION A: 50

SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

- Respond to TWO of the following topics.
- The BODY of EACH answer should be 180–200 words (20–25 lines) in length.
- Pay careful attention to the following:
 - Content and planning
 - Audience, register, tone, language and style
 - Structure, format and editing

2.1 LETTER OF APPLICATION

You decide to respond to the following advertisement for a bursary to study in your chosen field:

STUDENT OUTREACH BURSARIES

- ✓ **Are you passionate about making a contribution to your community?**
- ✓ **Do you wish to study to pursue a career in:**
 - Education
 - Engineering
 - Business
 - Accounting
 - Science
 - Hospitality
 - Travel and Tourism
 - Drama

THEN APPLY NOW TO MAKE YOUR DREAMS COME TRUE!

In your application you should refer to:

- * your aspirations for your future
- * relevant academic achievements
- * extra-mural involvement
- * relevant achievements
- * community involvement
- * why you feel you are a deserving candidate
- * how you plan to give back to the community

Apply to:

The Director
Student Outreach Institute
Private Bag X034
East London
5208

[25]

2.2 AGENDA AND MINUTES

You are the chairperson of the Interact Club at your school. The club is organising a fund-raiser in aid of your local CHOC (Childhood Cancer Foundation SA) organisation. Draw up the agenda and minutes during which this fund-raiser is discussed and organised.

[25]

2.3 REVIEW

As a member of the Prefect Body/Student Representative Council, you were invited to attend the launch of a new club aimed at 16 to 18-year-old students. (You may decide on the nature of the club.)

After attending the launch, which was aimed at introducing the club and encouraging students to become members, you write the review which is to be published in your school newspaper.

[25]

2.4 LETTER TO THE EDITOR

The following is an extract from a letter to the Editor which was published in your local newspaper:

MISGUIDED YOUTH

I am appalled by the attitude of the country's youth. If they are not taking drugs, they are drinking and partying. All they are interested in is self-gratification. They have no respect for authority and accept no responsibility for their unacceptable behaviour. Parents appear to be unable to control their children who need strict guidance, not indulgence. The youth's lack of ambition and irresponsible conduct make me despair for the future of the country.

Disgruntled Adult

Write a letter to the Editor in which you respond to Disgruntled Adult's allegations.

[25]

2.5 DIALOGUE

You are shocked to learn that a friend has not been open about his/her intentions OR about a serious matter that could have an impact on your friendship. You decide to confront your friend about the issue.

Write the dialogue which follows between you and your friend in which you attempt to clarify matters.

[25]

2.6 FORMAL SPEECH

“A new era begins as those heavy chains fall off your ankles.
Slowly you begin to see your life as an adventure that’s yours to command.
And if you want to sail round the world, or live in a tree, there’s no one
around to stop you.” *[Fairlady, June 2011]*

You have been asked to address your peers at your matric dance.
Continue the speech.

[25]

TOTAL SECTION B: 50
GRAND TOTAL: 100

**NATIONAL
SENIOR CERTIFICATE**

GRADE 12

SEPTEMBER 2015

**ENGLISH HOME LANGUAGE P3
MEMORANDUM**

MARKS: 100

This memorandum consists of 9 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, proof-reading 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.

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.

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 the topic, even if it differs from the given points or a marker's own views or interpretations.

SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

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, discursive, or any combination of these.**

1.1 POSSIBLE RESPONSES:

- Descriptive/narrative/discursive/reflective
- Account/description of experiences
- Making the most of each day/experience **[50]**

1.2 POSSIBLE RESPONSES:

- Descriptive/narrative/discursive/reflective
- Appreciation /the importance of silence
- A time of day/an experience involving silence
- Keeping silent vs. speaking out
- Hiding feelings **[50]**

1.3 POSSIBLE RESPONSES:

- Descriptive/narrative/discursive/reflective
- Description of an event/moment/day/experience
- The influence of a particular experience/moment/event **[50]**

1.4 POSSIBLE RESPONSES:

- Descriptive/narrative/discursive
- Elitism/belonging to an elite group/being part of a select few
- The experience of being part of a select few **[50]**

1.5 POSSIBLE RESPONSES:

- Narrative/reflective/discursive
- Impulsive behaviour vs. prudent behaviour
- A twist/change in expectations **[50]**

1.6 POSSIBLE RESPONSES:

- Discursive/narrative/reflective/argumentative
 - The dangers/advantages of power or a combination of these
 - Importance of wielding power responsibly
- [50]

1.7 1.7.1 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
 - Being overwhelmed by life/people/situations
 - Bullying/domination/fear/ambition
- [50]

1.7.2 POSSIBLE RESPONSES:

- Narrative/discursive/reflective/descriptive
 - Sense of adventure/freedom/lack of conformity
 - Travel/nostalgia
- [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, PLANNING AND FORMAT	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.

TOTAL SECTION A: 50

SECTION B: TRANSACTIONAL TEXTS

QUESTION 2

Candidates are required to respond to TWO 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 LETTER OF APPLICATION

- Formal letter and register
- Must identify career/field of study
- Must cover all the requirements as specified **[25]**

2.2 MINUTES AND AGENDA

- Formal language
- Use of past tense
- Minutes must be aligned to the agenda **[25]**

2.3 REVIEW

- Identify the type of club
- Comment on club's objectives
- Why it will/will not attract students
- Recommendation to students **[25]**

2.4 LETTER TO EDITOR

- Formal format and register: for publication in local newspaper
- Suitable headline and opening paragraph
- Can agree or disagree with Disgruntled Adult
- Appropriately respectful **[25]**

2.5 DIALOGUE

- Nature of deception should be clear
- Informal register but not slang
- Attempt to clarify the situation **[25]**

2.6 SPEECH

- Formal situation
- Focus is on the future/freedom/following dreams **[25]**

INSTRUCTIONS TO MARKERS

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

TOTAL SECTION B (2 x 25): 50
GRAND TOTAL: 100

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

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

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

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

SECTION B: ASSESSMENT RUBRIC FOR 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, 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.	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.	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.	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.	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.
LANGUAGE, STYLE AND EDITING Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling	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.	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.
10 MARKS	22–25	17–20	12–15	7–10	0–5
MARK RANGE					