NATIONAL
SENIOR CERTIFICATE

GRADE 11

NOVEMBER 2017

ENGLISH HOME LANGUAGE P3
MARKING GUIDELINE

MARKS: 100

This marking guideline 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.

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.

SUGGESTED APPROACH TO MARKING

SECTION A: ESSAY

1.1 **POSSIBLE RESPONSES:**

- Narrative/reflective/discursive
- The generation gap
- Development/transition
- Family dynamics **[50]**

1.2 **POSSIBLE RESPONSES:**

- Narrative/reflective/discursive
- The future/looking forward to something
- Optimism **[50]**

1.3 **POSSIBLE RESPONSES:**

- Argumentative/discursive/narrative/reflective
- Personal responsibility
- Freedom vs. accountability **[50]**

1.4 **POSSIBLE RESPONSES:**

- Argumentative/discursive/narrative/reflective
- Being daring/adventurous/fearless
- Leaving your mark/making a difference **[50]**

1.5 **POSSIBLE RESPONSES:**

- Discursive/narrative/reflective/descriptive
- Awareness of life's possibilities
- Discovering opportunities **[50]**

1.6   1.6.1   **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Travel
- Spinning out of control/maintaining control
- Time/life revolving/cycles **[50]**

1.6.2   **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Believing in yourself/ambition/proving yourself
- Hiding/exposing your inner feelings **[50]**

1.6.3 **POSSIBLE RESPONSES:**

- Narrative/discursive/reflective/descriptive
- Standing your ground/resilience/survival
- Rhino poaching/nature conservation
- Feeling trapped/on the verge of freedom **[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	30
LANGUAGE, STYLE AND EDITING	15
STRUCTURE	5

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

Learners are instructed to answer TWO questions.

QUESTION 2

2.1 REVIEW

- Focus on name, décor, menu and relevance to teenage target market
- Reference to the aspects of a review
- Recommendation or not   **[25]**

2.2 FORMAL LETTER OF COMPLAINT

- Formal register
- Reference to the offending remarks
- Suggestions regarding possible steps to be taken   **[25]**

2.3 CV AND COVERING LETTER

- Identification of talent competition
- CV must be aligned to covering letter
- Motivation of participation in competition   **[25]**

2.4 ARTICLE

- Suitable heading
- Identification of problems
- Advice on dealing with the challenges   **[25]**

2.5 FORMAL SPEECH

- Formal situation
- Focus is on effective planning of future
- Peer target audience   **[25]**

2.6 INTERVIEW

- Regret vs. failure/taking a chance
- Inspirational content required
- Dialogue format   **[25]**

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	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: 50
GRAND TOTAL: 100

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

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT AND PLANNING (**Response and ideas**) Organisation of ideas for planning Awareness of purpose, audience and context	Upper level	**28–30** - Outstanding/Striking response beyond normal expectations. - Intelligent, thought-provoking and mature ideas - Exceptionally well organised and coherent (connected) including introduction, body and conclusion/ending.	**22–24** - 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.	**16–18** - Satisfactory response - Ideas are reasonably coherent and convincing. - Reasonably organised and coherent including introduction, body and conclusion/ending.	**10–12** - Inconsistently coherent response - Unclear ideas and unoriginal - Little evidence of organisation and coherence.	**4–6** - Totally irrelevant response - Confused and unfocused ideas - Vague and repetitive - Unorganised and incoherent
30 MARKS	Lower level	**25–27** - 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.	**19–21** - Well-crafted response. - Relevant and interesting ideas. - Well organised and coherent (connected) including introduction, body and conclusion.	**13–15** - Satisfactory response but some lapses in clarity. - Ideas are fairly coherent and convincing. - Some degree of organisation and coherence including introduction, body and conclusion.	**7–9** - Largely irrelevant response. - Ideas tend to be disconnected and confusing. - Hardly any evidence of organisation and coherence.	**0–3** - No attempt to respond to the topic. - Completely irrelevant and inappropriate. - Unfocused and muddled.
LANGUAGE, STYLE AND EDITING Tone, register, style, vocabulary appropriate to purpose/effect and context Word choice Language use and conventions, punctuation, grammar, spelling	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.	**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 less appropriate to purpose, audience and context. - Very basic use of language. - Diction is inappropriate. - Very limited vocabulary.	**0–3** - Language incomprehensible - Tone, register, style and vocabulary not appropriate to purpose, audience and context. - Vocabulary limitations so extreme as to make comprehension impossible.
15 MARKS	Lower level	**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 MARKS**		**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 still makes sense.	**2** - Some valid points - Sentences and paragraphs faulty - Essay still makes sense despite flaws.	**0–1** - Necessary points lacking. - Sentences and paragraphs faulty.
MARKS RANGE		**40–50**	**30–39**	**20–29**	**10–19**	**0–9**

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

Criteria	Exceptional	Skilful	Moderate	Elementary	Inadequate
CONTENT	**13–15**	**10–12**	**7–9**	**4–6**	**0–3**
PLANNING AND FORMAT Response and ideas Organisation of ideas for planning Purpose, audience and features/ conventions and context **15 MARKS**	- 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.	- 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.	- 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.	- 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.	- 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,	**9–10**	**7–8**	**5–6**	**3–4**	**0–2**
STYLE AND EDITING Tone, register, style, purpose/ effect, audience and context Language use and conventions. Word choice Punctuation, spelling **10 MARKS**	- Tone, register, style, vocabulary highly appropriate to purpose, audience and context - Grammatically accurate and well-constructed - Virtually error-free.	- 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	- Tone, register, style and vocabulary appropriate to purpose, audience and context. - Some grammatical errors - Adequate vocabulary - Errors do not impede meaning	- Tone, register, style and vocabulary less appropriate to purpose, audience and context - Inaccurate grammar with numerous errors - Limited vocabulary - Meaning is obscured.	- Tone, register, style and vocabulary do not correspond to purpose, audience and context. - Error-ridden and confused - Vocabulary not suitable for purpose. - Meaning seriously obscured.
MARKS RANGE	**20–25**	**15–19**	**10–14**	**5–9**	**0–4**