



# basic education

Department:  
Basic Education  
**REPUBLIC OF SOUTH AFRICA**

## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**FEBRUARY/MARCH 2016**

**MARKS: 100**

**TIME: 2½ hours**

**This question paper consists of 6 pages.**

**INSTRUCTIONS AND INFORMATION**

1. This question paper consists of THREE sections:  

SECTION A: Essay	(50)
SECTION B: Longer Transactional Text	(30)
SECTION C: Shorter Transactional Text	(20)
2. Answer ONE question from EACH section.
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. using a mind map/diagram/flow chart/key words, etc.), edit and proofread your work. The plan must appear BEFORE each text.
6. All planning must be clearly indicated as such. It is advisable to draw a line through all planning.
7. You are strongly advised to spend approximately:
  - 80 minutes on SECTION A
  - 40 minutes on SECTION B
  - 30 minutes on SECTION C
8. Number the answers correctly according to the numbering system used in this question paper.
9. Write down the title/heading of your response in each section.
10. The title/heading must NOT be included when doing a word count.
11. Write neatly and legibly.

**SECTION A: ESSAY****QUESTION 1**

- Write an essay of between 250 and 300 words in length (1 to 1½ pages) on ONE of the following topics.
- Write down the number and title of your essay correctly, for example 1.1 On the other side of the door ...
- Give your own title if your choice is QUESTION 1.7.1 OR QUESTION 1.7.2.
- Spend approximately 80 minutes on this section.

1.1 On the other side of the door ...

**NOTE:** The words given in the topic **MUST** be included somewhere in the essay.

**[50]**

1.2 The sound of nature

**[50]**

1.3 My culture has shaped me.

**[50]**

1.4 Rights and responsibilities cannot be separated.

Discuss this statement.

**[50]**

1.5 Do not think of today's failures but of the successes that may come tomorrow.

**[50]**

1.6 Parents and teachers are the voices of experience. Children should, therefore, live by their rules.

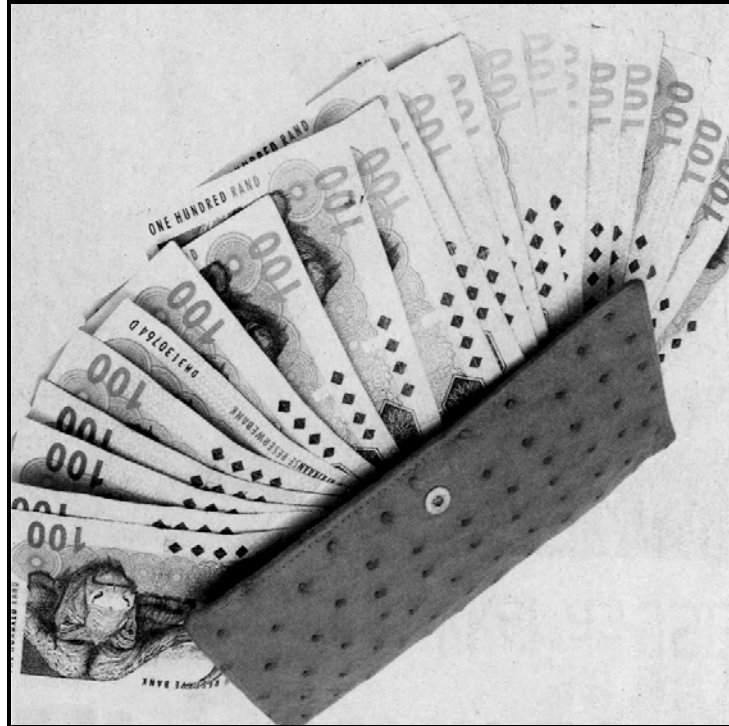
Do you agree?

**[50]**

- 1.7 Choose ONE of the following pictures and write an essay on a topic that comes to mind. Write the question number (1.7.1 OR 1.7.2) and give your essay a suitable title.

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

1.7.1



[Source: *Sake24*, 17 August 2013]

[50]

OR

1.7.2



[Source: [www.google.com](http://www.google.com)]

[50]

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2**

- Respond to ONE of the following transactional writing tasks.
- The body of your response should be between 120 and 150 words in length.
- Write down the number and the heading of the text you have chosen, for example 2.1 Formal letter.
- Pay particular attention to format, language, register and audience.
- Spend approximately 40 minutes on this section.

**2.1 FORMAL LETTER**

A company has announced that it wishes to build a large factory in your residential area.

Write a letter to the mayor, expressing your views on the building of this factory and how it may affect the residents.

**[30]****2.2 OBITUARY**

An uncle/aunt, who helped raise you, has passed away. Write an obituary to inform others of his/her death. Also pay tribute to him/her.

**[30]****2.3 MAGAZINE ARTICLE**

Many people have become addicted to social networks like Facebook, Twitter and WhatsApp.

Write an article to be published in the magazine *Teen News*, warning teenagers about the possible dangers of social networking.

**[30]****2.4 INFORMAL SPEECH**

Your brother/sister has returned home after successfully completing his/her studies overseas.

Write the speech that you will present at his/her welcome-back party.

**[30]****TOTAL SECTION B: 30**

**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3**

- Choose ONE of the following topics and write a short text.
- The body of your response should be between 80 and 100 words in length.
- Write down the number and the heading of the text you have chosen, for example 3.1 Poster.
- Spend approximately 30 minutes on this section.

**3.1 POSTER**

You and your friends have decided to start a book club in your community to encourage people to read.

Design a poster to get people to join the book club. Include the necessary details in the poster.

**NOTE:** Do NOT include illustrations or drawings.

**[20]****3.2 DIARY ENTRIES**

A friend, from whom you have not heard in a long time, has recently contacted you and has asked to see you.

Write TWO diary entries. The first entry must indicate how you felt before meeting your friend and the second entry must express how you felt after the meeting.

**[20]****3.3 INSTRUCTIONS**

Your cousin, who is in Grade 8, has to prepare and present a speech. He/She has asked you for assistance.

Write a set of instructions that he/she must follow when preparing and presenting the speech.

**[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**



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## **NATIONAL SENIOR CERTIFICATE**

**GRADE 12**

**ENGLISH FIRST ADDITIONAL LANGUAGE P3**

**FEBRUARY/MARCH 2016**

**MEMORANDUM**

**MARKS: 100**

**This memorandum consists of 10 pages.**

**INSTRUCTIONS AND INFORMATION**

This memorandum must be used together with the attached English FAL 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. Give credit for relevant ideas.
- Use the 50-mark assessment rubric to mark the essays. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content and planning (30 marks)
  - Language, style and editing (15 marks)
  - Structure (5 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**1.1** On the other side of the door ...

- Narrative/Descriptive/Reflective essay
- The following must be considered:
  - If narrative, a strong story line must be evident. There must be a logical sequence of tense.
  - If descriptive, there must be a vivid description of an experience/ incident.
  - If reflective, there must be a personal account of thought processes and feelings/emotions about what happened on the other side of the door.
  - A candidate may write an essay which contains elements of more than one type of essay.

**NOTE:** The words given in the topic **MUST** be included somewhere in the essay.

**[50]**

## 1.2 The sound of nature

- Descriptive/Narrative//Reflective essay
- The following must be considered:
  - If descriptive, there must be a vivid description of an experience/ incident.
  - If narrative, a strong story line must be evident in which a series of events leads to an outcome. There must be a logical sequence of tense.
  - If reflective, there must be a personal account of thought processes and feelings/emotions.
  - A candidate may write an essay which contains elements of more than one type of essay.

[50]

## 1.3 My culture has shaped me.

- Reflective/Descriptive /Narrative essay
- The following must be considered:
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the impact of culture on the candidate.
  - If descriptive, there must be a vivid description of how culture has influenced the candidate.
  - If narrative, a strong story line must be evident. There must be a logical sequence of tense.
  - A candidate may write an essay which contains elements of more than one type of essay.

[50]

## 1.4 Rights and responsibilities cannot be separated. Discuss this statement.

- Discursive/Reflective/Narrative essay
- The following must be considered:
  - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented **impartially**.
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate's views and experiences.
  - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.

[50]

1.5 Do not think of today's failures but of the successes that may come tomorrow.

- Discursive/Reflective/Narrative essay
- The following must be considered:
  - If discursive, the essay must offer a balanced view of both sides of the argument. Opposing views must be presented **impartially**.
  - If reflective, there must be a personal account of thought processes and feelings/emotions surrounding the candidate's views and experiences.
  - If narrative, a strong story line illustrating the statement must be evident. There must be a logical sequence of tense.

[50]

1.6 Parents and teachers are the voices of experience. Children should, therefore, live by their rules. Do you agree?

- Argumentative essay
- The following must be considered:
  - The essay must offer **one distinct opinion**; therefore the essay must be either FOR **OR** AGAINST the topic given.
  - There should be a clear defence/motivation/argument for the position taken.

[50]

1.7 Interpretation of pictures

- Candidates may interpret the pictures in any way.
- The interpretation should be linked to the pictures.
- Candidates must give the essay a suitable title.
- Candidates may write in any appropriate tense.
- The following ideas, (**among others**) may be explored in response to the pictures:

- 1.7.1
- Literal interpretation: e.g. reference to money, saving money, etc.
  - Abstract interpretation: e.g. economy, wealth, money is not needed to lead a fruitful life, vices associated with money, etc.

[50]

- 1.7.2
- Literal interpretation: e.g. babies crawling, the beauty of babies, teenage pregnancy, etc.
  - Abstract interpretation: e.g. social grant, the future generation, innocence, future leaders, etc.

[50]

**TOTAL SECTION A: 50**

**SECTION B: LONGER TRANSACTIONAL TEXT****QUESTION 2*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 30-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (18 marks)
  - Language, style and editing (12 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**2.1 FORMAL LETTER**

- The letter should be addressed to the mayor.
- The tone and register of the letter must be formal.
- The following aspects of format must be included:
  - Writer's address
  - Date
  - Recipient's address
  - Greeting/Salutation
  - Heading/Subject line
  - Suitable ending
  - Closing, signature, name of sender
- The following information must be included in the letter, **among others:**
  - Purpose for writing
  - Candidate's views

**[30]**

## 2.2 OBITUARY

- The tone must be formal.
- The following aspects of format should be included:
  - Full name of the deceased
  - Date of death
  - Date of birth.
- The following information may also be included:
  - Birthplace
  - Where the person was living at the time of death
  - Key survivors (spouse, children) and their names
  - Date and time of funeral
  - Biographical information.
- A tribute must be paid to the deceased. **[30]**

## 2.3 MAGAZINE ARTICLE

- The article must have a heading.
- The content must be about addiction to social networks.
- The dangers of social networking must be emphasised in this article.
- The language may be formal/ informal.
- The style should be personal, speaking directly to the reader.
- The article should stimulate interest and keep the reader absorbed. **[30]**

## 2.4 INFORMAL SPEECH

- The speech must be in paragraph form.
- The tone of the speech must be informal.
- The language and register must be appropriate to the audience (the family members and friends).
- The audience should be addressed appropriately.
- Consider the following:
  - The content of the speech should be relevant to the topic (welcoming a brother/sister back home and congratulating him/her on completing his/her studies).
  - A logical and an appropriate closure to the speech must be evident.
  - Different approaches to the presentation of the speech should be accepted. **[30]**

**SECTION C: SHORTER TRANSACTIONAL TEXT****QUESTION 3*****Instructions to Markers:***

- Candidates are required to answer ONE question.
- Marking must be objective. Give credit for relevant ideas.
- Use the 20-mark assessment rubric to mark the responses in this section. The texts produced by candidates must be assessed according to the following criteria as set out in the assessment rubric:
  - Content, planning and format (12 marks)
  - Language, style and editing (8 marks)

**NOTE:** No additional penalties may be imposed as the rubric itself imposes penalties.

**3.1 POSTER**

- The poster must include details about the book club.
- Sufficient details must be given to attract members of the community.
- Catchy words and phrases must be credited.
- No marks are awarded for illustrations. **[20]**

**3.2 DIARY ENTRIES**

- There must be TWO entries.
- Each entry must bear a date.
- The tone must be personal. **[20]**

**3.3 INSTRUCTIONS**

- The goal must be specified, e.g. How to prepare and present a speech.
- The instructions may be in point or paragraph form.
- The instructions must be given in sequence.
- The instructions must be clear. **[20]**

**TOTAL SECTION C: 20**  
**GRAND TOTAL: 100**

**ASSESSMENT RUBRIC FOR ESSAY – FIRST ADDITIONAL LANGUAGE [50 MARKS]**

Criteria		Exceptional	Skilful	Moderate	Elementary	Inadequate
<b>CONTENT &amp; PLANNING</b>  (Response and ideas) Organisation of ideas for planning; Awareness of purpose, audience and context  <b>30 MARKS</b>	Upper level	<b>28–30</b> -Outstanding/Striking response beyond normal expectations -Intelligent, thought-provoking and mature ideas -Exceptionally well organised and coherent (connected), including introduction, body and conclusion/ending	<b>22–24</b> -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	<b>16–18</b> -Satisfactory response -Ideas are reasonably coherent and convincing -Reasonably organised and coherent, including introduction, body and conclusion/ending	<b>10-12</b> -Inconsistently coherent response -Unclear ideas and unoriginal -Little evidence of organisation and coherence	<b>4-6</b> -Totally irrelevant response -Confused and unfocused ideas -Vague and repetitive -Unorganised and incoherent
		Lower level	<b>25–27</b> -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	<b>19–21</b> -Well-crafted response -Relevant and interesting ideas -Well organised and coherent (connected), including introduction, body and conclusion	<b>13–15</b> -Satisfactory response but some lapses in clarity -Ideas are fairly coherent and convincing -Some degree of organisation and coherence, including introduction, body and conclusion	<b>7–9</b> -Largely irrelevant response -Ideas tend to be disconnected and confusing -Hardly any evidence of organisation and coherence
	Upper level		<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
		Lower level	<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>LANGUAGE, STYLE &amp; 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>	Upper level		<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 still makes sense	<b>2</b> -Some valid points -Sentences and paragraphs faulty - Essay still makes some sense
		<b>STRUCTURE</b>  Features of text; Paragraph development and sentence construction  <b>5 MARKS</b>	Lower level	<b>43-50</b>	<b>33–40</b>	<b>23-30</b>
<b>MARK RANGE</b>						

**ASSESSMENT RUBRIC FOR LONGER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [30 MARKS]**

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas for planning; Purpose, audience, features/conventions and context  <b>18 MARKS</b>	<b>15–18</b>  -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	<b>11-14</b>  -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	<b>8-10</b>  -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	<b>5-7</b>  -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 -Necessary rules of format vaguely applied -Some critical oversights	<b>0–4</b>  -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, purpose/effect, audience and context; Language use and conventions; Word choice; Punctuation and spelling  <b>12 MARKS</b>	<b>10–12</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	<b>8–9</b>  -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	<b>6–7</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>4-5</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–3</b>  -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
<b>MARK RANGE</b>	<b>25–30</b>	<b>19–23</b>	<b>14-17</b>	<b>9-12</b>	<b>0–7</b>

**ASSESSMENT RUBRIC FOR SHORTER TRANSACTIONAL TEXT – FIRST ADDITIONAL LANGUAGE [20 MARKS]**

<b>Criteria</b>	<b>Exceptional</b>	<b>Skilful</b>	<b>Moderate</b>	<b>Elementary</b>	<b>Inadequate</b>
<b>CONTENT, PLANNING &amp; FORMAT</b>  Response and ideas; Organisation of ideas; Features/conventions and context  <b>12 MARKS</b>	<b>10–12</b>  -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	<b>8-9</b>  -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	<b>6-7</b>  -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	<b>4-5</b>  -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 -Necessary rules of format vaguely applied -Some critical oversights	<b>0-3</b>  -Response reveals no knowledge of features of the type of text -Meaning obscure with major digressions -Not coherent in content and ideas -Very few details support the topic -Necessary rules of format not applied
<b>LANGUAGE, STYLE &amp; EDITING</b>  Tone, register, style, vocabulary appropriate to purpose and context; Language use and conventions; Word choice; Punctuation and spelling  <b>8 MARKS</b>	<b>7–8</b>  -Tone, register, style and vocabulary highly appropriate to purpose, audience and context -Grammatically accurate and well constructed -Virtually error-free	<b>5-6</b>  -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	<b>4</b>  -Tone, register, style and vocabulary appropriate to purpose, audience and context -Some grammatical errors -Adequate vocabulary -Errors do not impede meaning	<b>3</b>  -Tone, register, style and vocabulary less appropriate to purpose, audience and context -Inaccurate grammar with numerous errors -Limited vocabulary -Meaning obscured	<b>0–2</b>  -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
<b>MARK RANGE</b>	<b>17–20</b>	<b>13–15</b>	<b>10-11</b>	<b>7-8</b>	<b>0–5</b>